



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: BENJAMIN FRANKLIN ELEMENTARY SCHOOL

District Name: Dade

Principal: Mary A. Alonso

SAC Chair: Wayne Kirkland

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: October 17, 2007

**Jeanine Blomberg,
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VISION/MISSION/BELIEF STATEMENTS

VISION STATEMENT

We believe all children can learn when they are taught by creative and positive adults in a clean and safe environment. Our intent is to ensure that all students will become life-long learners and productive citizens in our community.

MISSION STATEMENT

At Benjamin Franklin Community School, we believe that success in school, as well as success in life, is based on ATTITUDE. How you feel about yourself, in a large measure, determines what will happen to you. It is important that parents and teachers foster an attitude in children which will bring success and personal fulfillment to their lives. When we set high expectations for our students, we are instilling pride and confidence that will enable them to do their best and feel a sense of fulfillment when they accomplish their goals. At Benjamin Franklin, we believe in preparing our students now to be globally competitive in the future when they apply for colleges and enter the job market.

SCHOOL PROFILE DEMOGRAPHICS

Our community has gradually changed throughout the years. Benjamin Franklin Community School was constructed in 1950 and sits on 12.88 acres with twelve portables in the City of North Miami. Our school serves a predominantly low/middle income Haitian community. The student population for 2007-2008 school year is estimated to be 600 students in Pre-Kindergarten through grade 5, with an ethnic breakdown of 84 percent Black, 14 percent Hispanic, and 1 percent White. The number of students qualifying for free or reduced lunch is approximately 93 percent. Our student population consists of 12 percent of Special Education Students (SPED) and 50 percent of English Language Learners (ELL) students, 5 percent Gifted, and 17 VPK students. Based on the results of the 2007 administration of the Florida Comprehensive Assessment Test, the standard curriculum student percentage of students scoring Level 1 and 2 are 64% in grade three Reading and 66% in grade three Mathematics, 47% in grade four Reading and 39% in grade four mathematics, and 59% in fifth grade Reading. 76% in fifth grade Mathematics and 90% in fifth grade Science. Based on the criteria for the Federal No Child Left Behind Act (NCLB) Black, Hispanic, Economically Disadvantaged, English Language Learners students need improvement in the areas of Reading, Mathematics and Science. All Subgroups meet the criteria for Writing. Benjamin Franklin Community School is a multi-generational neighborhood school with families who have resided in the same location for many years. The school has a moderate teacher mobility rate; many of our teachers have been a part of the staff for more than 20 years. Our Community School offers an array of services to both our students and our community by providing after –school programs such as dance and visual arts as well as English courses for our non-English speaking parents and computer literacy classes. Some of the disadvantages to our school are primarily the high immigration population that limits communication between the school and its parents. Parental involvement is low due to many of our parents working multiple jobs which cause the majority of our students to be supervised by older siblings. We hired eight beginning teachers for the 2006-2007 school year of which 6 are non-education majors. Benjamin Franklin Community School has three administrators, a principal, an assistant-principal, and an assistant-principal for the community school. The school is fortunate to have a teacher leadership team that consists of a Reading First Coach, a Title I Reading/Writing Coach, a Math Leader, a Science Leader, Media Specialist and a full time Psychologist to assist teachers by modeling lessons, facilitating professional development, supplementing instruction, testing and analyzing data. The school has 94% full time employees and 6% part time employees. There are 50 teachers on staff and 27 of those teachers have advanced degrees, with an additional three pursuing advanced degrees. Our multi-ethnic staff is comprised of 64% Black, 18 % Hispanic and 16% White. During the 2006-2007 school year, teacher attendance was low mainly due to several of our teachers becoming ill during the school year. Their extended leaves posed some staffing issues. The average class size for a general education class during the 2006-2007 school year was 22 which include special area teachers as well. The average class size of our Special Education class was 14 for Specific Learning Disabled and 10 for Emotionally Handicapped. The student to teacher ratios were: 21:1 for Kindergarten, 18:1 for first grade, 20:1 for second grade, 25:1 for third grade, 21:1 for fourth grade and 25:1 for fifth grade. Student attendance is consistently excellent at Benjamin Franklin and may be attributed to constant reminders by the administrative staff and teachers of the importance of attending school everyday. Our average attendance rate was 96.28 which surpassed the District's overall attendance rate of 94.96. Our school's retention rate for first grade is 6%, second grade 2% and for third grade 29 % which is higher than the District's

average of 24 % and the State average of 19%. There were no retentions in fourth or fifth grade. The percentage of third grade retentions is based on students who scored a Level 1 on the 2007 administration of the FCAT. A significant number of our students attend Westview Middle School which is a part of the Central Feeder Pattern. Westview Middle School is a Zone school and received a school performance grade of D. The staff of Benjamin Franklin works closely with Westview Middle School on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school. Benjamin Franklin Community School has a school wide Title I Program which utilizes allocated funds to reduce class size. Our Advanced Academic Program includes Team, Gifted and Academic Excellence. Our TEAM classes are for grades second through fifth where students are challenged beyond the basic curriculum. Also, this year we are continuing to implement a school-based Math and Science Gifted Program for students in grades Kindergarten through five. Additionally, our after school Academic Excellence Program serves students in grades two and three. For the past four years our students have participated in the Reading is Fundamental (RIF) Program. Students are given the opportunity to select a book to add to their home libraries three times during the year in order to promote a love for reading. The District's Student Teacher Support Team (ST2) model program will be implemented during the 2007-08 school year to build support for identifying student needs quickly and to deliver school-site, job-embedded professional development. The ability to develop a systemic approach to insure effective planning and delivery of targeted professional development that meets the instructional needs of students underlies the intent of the ST2 model. ST2 has been designed to address critical needs in high need schools.

Additionally, the District's School wide Instructional Review (SIR) will be utilized to monitor our school's implementation of the K - 12 CRRP. These reviews will be conducted quarterly.

The SIR visits will focus on examining the school wide implementation of the K-12 CRRP targeting areas such as: Data Analysis, Literacy Block, and Extended Learning Services.

Regional Center III has designated Benjamin Franklin Elementary as a School Targeted for Academic Reform (STAR). Support includes the development of a collaborative action plan designed to identify areas for improvement and the coordination of services. Project STAR schools will implement data review protocols designed to assist with the standardization of data debriefing activities.

Implementation of the data protocol component will provide teachers with information to effectively analyze benchmark performance data from the FCAT, District Interims Assessments, and mini assessments for trends, student strengths and weakness. This plan includes a Regional Curriculum Support Team to assisting with such activities as designing and executing an effective plan for the Continuous Improvement Model (CIM), aligning the instructional programs and materials to maximize the instruction for Level 1 and Level 2 students and provide professional development activities.

Our Dade Partners are businesses or organizations that have agreed to support our school by sharing their expertise, talents and resources. By donating time and resources, they have played a vital role in helping provide academic support to our students. Our current Dade partners are, Alpha Kappa Alpha Sorority, America Scores Miami, Big Brothers & Big Sisters of Greater Miami, Burger king, the City of North Miami, Galaxy Skateway, Holloway Electric, Miami Dade Sports Education Optimist Club, New Birth Baptist Church, Olympia Entertainment Company and

Washington Mutual Bank.

Benjamin Franklin Community School is in its fourth year of implementing the Reading First Grant in our school. Additionally we have received the Response through Intervention (RtI) grant. In addition, during the 2006-2007 school year we applied for and received an ESOL grant allocating funds for our students to be tutored after school. Funds were also awarded through the QZAB Grant for technology enhancement.

SCHOOL MATCH

Benjamin Franklin Community School will work in collaboration with Gratigny Elementary School in Miami, Florida. Gratigny Elementary uses rigorous assessments to drive instruction and incorporate high expectation for its students. The student population at Gratigny is comprised of subgroups similar to those at Benjamin Franklin. The school earned a grade of “B” based on the 2007 school performance accountability results. It is anticipated that Benjamin Franklin Community School will benefit from the collaborative relationship with Gratigny Elementary School.

The leadership team of Benjamin Franklin Community School will visit the team of Gratigny Elementary School and participate in the following:
Observe teachers implementing high level instruction aligned to standards assessed on the FCAT; take part in collegial conversations with the leadership (curriculum) team of Gratigny Elementary School; participate in similar Professional Development activities that will promote effective teaching practices.

As a result of the collaboration with Gratigny Elementary School, Benjamin Franklin Community School expects to build leadership capacity that will offer the following experiences for its faculty and students:

Career experiences (e.g., school visits, mentoring, model teaching);
Professional development programs (both schools); and
Implementation of new and enhanced academic programs.

The fifth grade staff at Benjamin Franklin Community School will receive professional development training in the science curriculum from the Gratigny Staff. Benjamin Franklin Community School third through fifth grade teachers will receive professional development in the area of differentiated instruction and best practices to enhance the level of instruction in Reading and Mathematics.

By the end of the school year students will demonstrate improvement on the 2008 Florida Comprehensive Assessment Test.

QUALITY STAFF

Highly Qualified Administrators

The administrative staff of Benjamin Franklin Community School is comprised of a principal, and two assistant principals.

Ms. Mary Ann Alonso began her career as a teacher at Allapattah Elementary School where she taught third grade, Academic Excellence, served as a member of the School Advisory Council, and Grade Level Chairperson. Three years later, she completed her Master's Degree in Administration and Supervision. Immediately following, she was assigned as the temporary Assistant Principal at North Beach Elementary School. Upon completion of that assignment, she became the Assistant Principal at Greynolds Park Elementary School for seven years. Ms. Alonso then served as the Assistant Principal at William Jennings Bryan Elementary and six months later she became the Principal. She remained as the Principal at this location for four years. Currently, Ms. Alonso is the Principal at Benjamin Franklin Community School.

During her career, Ms. Alonso has worked hard to establish a culture and climate of excellence where teachers can teach and students will learn. High standards and expectations are set for all and excuses are eliminated. All stakeholders are involved have ownership and take pride in what they do.

As the school leader she has actively involved everyone on the staff in utilizing data and while principal at W.J. Bryan Elementary, she was acknowledged as a model school in implementing the Continuous Improvement Model. All stakeholders were involved in disaggregating the data, identifying strengths and weaknesses, and developing a strategic action plan to address the needs of the school on an ongoing basis. Everyone at William Jennings Bryan Elementary understands it is a team effort. Under her leadership the school moved up to and maintained a "B" Grade for three consecutive years.

As the new principal at Benjamin Franklin Community School, Ms. Alonso will continue developing the current practices of the school. A more focused attention and in depth view of data will be developed. Information obtained from current data will be used to make decisions to drive instruction and improve the delivery of instruction for the 2007-2008 school year. Ms. Alonso hopes to instill her belief that each and everyone of the Benjamin Franklin Community is a valued member and integral part of the success of the organization and when we all put our hearts into it there is no limit to what we can accomplish.

Ms. Adrian Rogers has completed her first year as Assistant Principal. Ms. Rogers plays a vital role as an instructional leader with knowledge of the all facets of the curriculum. She has served as Reading Coach, Math and Science Facilitator and Writing Facilitator throughout various schools in Miami Dade County. As part of the administrative team, Ms. Rogers' ability to disaggregate and analyze data will help with better strategic planning of the instructional goals. Ms. Rogers will work collaboratively with the faculty and staff in order to successfully achieve the educational goals for the 2007-2008 school year.

Ms. Rogers' ability to disaggregate data and finding trends in student achievement will be an asset as we aggressively move toward increasing student achievement. Her

knowledge of the Sunshine State Standards will allow her to play an integral part as an instructional leader at Benjamin Franklin Community School.

Joyce Stockdale is a community school administrator who continuously seeks new and innovative ways to bring needed programs to Benjamin Franklin Community School and to the community. Ms. Stockdale was a special education teacher for 20 years. During this time, she taught students with a variety of exceptionalities. She served as Special Education Chairperson before being promoted to Assistant Principal for Community Education. As an administrator, Ms. Stockdale has developed and implemented after school programs such as reading, mathematics, FCAT tutoring and other classes to address the needs of at-risk students. Ms. Stockdale will be involved in the total school improvement process and will use her background in remedial education to help assist teachers in classroom management strategies.

Recruitment/Retention of Highly Qualified Teachers

In order to assist with the process of teacher recruitment/retention the following procedures have been established:

A yearly orientation meeting is conducted with newly hired teachers to our school by the Principal and Assistant Principal where teachers have an opportunity to meet with one another and where policies and procedures are explained in a more intimate setting and in more detail.

Monthly meetings to review procedures and train new teachers are conducted.

Each teacher is assigned a coach by subject area to assist with preparation and planning, class set-up, discipline procedures, and delivery of instruction.

Each teacher is assigned a professional growth team where teams have an opportunity to meet and review lesson plans, conduct informal observations, and provide necessary feedback.

CRP #7. Leadership/Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Benjamin Franklin Community School is implementing the research-based Eight-Step Continuous Improvement Model (CIM). The CIM is a data-driven, results-oriented improvement model that was successfully implemented by the Brazosport Independent School District in Texas.

Step 1

The CIM begins with test score desegregation. Benjamin Franklin will be using the Disaggregate, Assess, Review and Target model (DART) which has been successful in engaging the entire school staff with the task of using data to drive instruction and to provide guidance toward school-wide reform. Using the results of the Florida Comprehensive Assessment Test (FCAT), this model will allow us to develop defined, focus activities designed to improve student achievement that can be easily integrated into the daily instruction of our students.

Step 2

Once priorities are established, the instructional timeline will encompass all Sunshine State Standards, benchmarks and time allocations based on the needs of the instructional groups. The time allocated to each standard/benchmark will be based on student needs identified in step one of the CIM.

Step 3

The instructional focus activities for Benjamin Franklin Community School will provide teachers with a target area, instructional timeline, assessment dates and resources to reinforce the learning objectives. Understanding the emphasis on the development and delivery of instruction, the design of the activities will allow teachers to develop appropriate lesson plans and will not impede on teacher creativity.

Step 4

After the instructional focus standards/benchmarks have been taught, an assessment will be administered to identify mastery and non-mastery. These assessments will be modeled based on the item specifications of the FCAT using the FCIM Focus mini assessments. The assessment dates are listed on the instructional focus calendar.

Step 5

Tutorials will be based on students' performance on the above assessments. They will participate in re-teaching activities and be re-assessed. Teachers are encouraged to instruct using a delivery of instruction and/or the use of hands-on activities. Seatwork is discouraged and the tutorial will take place for 30 minutes, 4 days a week.

Step 6

Enrichment sessions are provided for students who have mastered the standard/benchmark assessed. These activities will be an extension of the benchmark/standard to reinforce the prior instructional focus.

Step 7

Skill acquisition for each student is constantly checked and re-checked. Short maintenance activities are built into the daily lesson plans and formally or informally

assessed in order to provide students with ongoing instructional review of the benchmark/standards previously taught as well as provide teachers with an effective monitoring tool to identify areas that may need to be revisited.

Step 8

The Administration schedules regular classroom visits in an effort to keep the school's academic mission on focus and to encourage progress. Additionally, ongoing classroom monitoring will allow the administration to know how well the process is being implemented at each grade level and to help identify what is working and what is not working so that timely changes can be made. Along with monitoring classrooms, grade levels will meet on a bi-weekly basis to discuss student progress based on student data.

In addition, Benjamin Franklin Community School will implement school wide the Character Education Program. This district program was established to help create and develop values through monthly educational core activities for the entire school year. The activities will develop good values, citizenship and responsibility. The monthly core character values are: August – Pursuit of Excellence, September – Responsibility, October- Citizenship, November- Kindness, December-Honesty, January – Integrity, February- Respect, March- Cooperation, April- Fairness, May – Character Education Celebration.

Communication with Parents

Benjamin Franklin Community School maintains an open line communication with all parents and guardians of students.

Parents of students will continue to be apprised of the school's direction and expectations through open meeting forums such as: Title I Parent Orientation, Open House School Advisory Council and PTA meetings. Other parent involvement activities will include: Parent Workshops, Grade Level Family Nights and a Parent Resource Computer Center. Parents will be encourage to actively participate in all activities that impact their child's academic success.

The on-going communication with parents, in the student's home language, will occur between the home and the school through the use of interim progress reports, report cards, letters, flyers, parent/teacher conferences, home visits and phone calls.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

Benjamin Franklin Community School offers a Voluntary Pre-Kindergarten (VPK) program. The Early Screen Inventory for Kindergarten Readiness (ESI-K) is administered to all pre-K students as a pre and post test. The low performing students are targeted early for further assessment. Once areas in need are identified, certified teachers work with these students. The staff provides parents with packets of suggested activities and offers workshops to train parents to effectively assist with their child's development at home. We also offer a summer Pre-K program during June and July. The program enables the majority of the lower performing students to make a smooth transition to Kindergarten.

Teacher Mentoring

In an effort to develop highly trained teachers to provide effective teacher instruction Benjamin Franklin Community School mentoring program will target all beginning teachers as well as those teachers in need of improvement. This program will be spearheaded by the Administration who will meet with these teachers before the opening of school. This meeting will orient the teachers with the purpose and expectations of the program and mentoring activities. Additionally, a needs assessment survey will be completed to prioritize the type of activities needed. All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientation provided by the district. The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentorship program. Teachers in need of improvement were selected based on the overall performance of their classrooms on state assessments, diagnostics, and classroom observations. We have developed the following school-wide development activities to assist new teachers and teachers in need of improvement:

On-site Educator Support Meetings will be held at the school twice a month to discuss topics of concern.

A Lunch and Learn Initiative will provide teachers an opportunity to view Professional Development Videos on various topics to improve their teaching methods.

Every Annual Contact teacher and teachers in need of improvement will be paired with an on-site mentor from the school who teaches the same grade. Additionally, they will be provided with a second mentor from our School Match site Gratigny Elementary.

Professional Growth Teams will also be assigned to provide additional growth activities on an individual basis.

Mentor's will be provided with the opportunity to observe the mentee's class and provide feedback.

Beginning in September the Mentor and the Mentee will meet twice a week. The Student Support Team (ST2) Professional Development Support Personnel will provide both individual and school wide professional development activities based on identified need.

Our school's Reading and Math Coach will model lessons on an as needed basis.

All teachers are observed and evaluated annually using the Professional Assessment and Comprehensive Evaluation System (PACES). Annual teachers (three years or less of teaching experience) are observed twice and Professional Service Contract and Continuing Service Contract Teachers are observed once. Annual Contract teachers take part in the process of selecting a Professional Growth Team made up of experienced teachers who will provide them with feedback twice a year regarding performance and lesson planning after observing the beginning teacher. Additionally, horizontal planning for core teachers allows experienced teachers to mentor new teachers and allows greater opportunities for teachers of Limited English Proficient students and Students With Disabilities to plan collaboratively with teachers of standard curriculum students. Furthermore, The Reading Leader and District personnel will facilitate workshops and model lessons in order to enhance teachers' performance and to improve student achievement.

CRP#3 Professional Development

The Reading Coach will be used for all functions necessary for implementing and

maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Mentor's Name	Area(s) of Certification	Teaching Assignment	Proven Student Achievement	Mentee Assignment	Mentee's Teaching Assignment
Danna Lowe	Elem Ed	Reading			
		ESOL			
	Primary Ed	Kindergarten	Over twenty years of primary teaching classroom experience; our kindergarten students have increased their DIBELS scores significantly	Yara Canales	
Nilda Ferrer	Kindergarten	Kindergarten			
Annie Campbell	Elem Ed	ESOL First Grade	Over twenty years of primary teaching classroom experience; our First grade students have increased their DIBELS scores significantly	Kattiana Louis	
		Kindergarten			
Lillian Hunt	Elem Ed	ESOL First Grade	Over twenty years of primary teaching classroom experience; our first grade students have increased their DIBELS scores significantly	Marta Gil	
		Grade			
		Clementon Shipp Elementary			

ESOL

Administration/Supervision Third Grade Over twenty years of classroom experience; served as our Math Leader for the past four years. Remus Ceaser

Vanessa Cotton Math Interventionist
Third Grade

Shirley Grana Elementary Ed Third Grade Provided our third grade tier 2 and tier 3 with effect teaching instruction as a result 50% of these students scored 2 or above on the 2007 FCAT Marline Ulysse Melissa Kolinsky Second Grade
Second Grade

Kellyn Johnson Elementary Ed

Early Childhood Third grade Over twenty years of primary teaching classroom experience; our second grade students have increased their DIBELS scores significantly Loundy Senatus

Latonya Henry

Second Grade

Second Grade

Katrine Williams Elementary Ed

ESOL Third Grade Over twenty years of primary teaching classroom experience; our second grade students have increased their DIBELS scores significantly Princess Stanley

Terry Ann Green Third Grade

Third Grade

Lucy Newbold Elementary Ed

ESOL Fifth Grade Over twenty years of classroom experience; served as our Science Leader for the past four years. Latrese Clark Fifth Grade Science

Helen Herring Elementary Ed Third Grade Over twenty years of classroom experience in fifth grade with students who are below grade level in Reading and Math. Desiree Thelusma Fifth Grade Reading

Extended Learning Opportunities

Benjamin Franklin Community School will offer a wide array of additional learning opportunities for students. CRP#11 Tutoring Programs Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs for grades two through five. Schools will utilize intervention materials that are FCRR reviewed. The assessment data or IEP will be utilized when selecting the appropriate intervention. During the school day tutorials will include: the research-based Handbook for English Language Learners from the Houghton Mifflin Reading Series for Limited English Proficient students; The research-based Voyager (Passport) Program for those students identified as showing reading deficiencies on either the state assessment or DIBELS. An additional tutorial will be implemented to complement the biweekly benchmark assessment results. Students will participate in re-teaching activities and be re-assessed. Teachers are encouraged to instruct using a different approach and/or the use of hands-on activities. Benjamin Franklin Community School will provide opportunities for students to participate in before and after school tutorials which will provide computer aided instruction using Reading Plus for identified students and small group instruction that will target the student's individual weakness using such research-based and FCRR reviewed materials such as SRA and Elements of Reading.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Benjamin Franklin Community School understands that teachers are to provide multiple instructional strategies so that students of different abilities, interests or learning needs have an equal opportunity to understand process and develop their cognitive abilities as part of the daily learning routine. Fostering these abilities allows the student to take ownership of his/her educational experience. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers will be able to select from various trainings on multiple intelligences, differentiated instruction, cooperative learning, and CRISS strategies.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

In August, the school faculty will participate in a school-wide data disaggregating activity (DART) as they review the results of the 2007 FCAT Administration. As a part of the Florida Continuous Improvement Model, (FCIM), grade level teams will discuss the data results from the benchmark mini assessments with the leadership team on a weekly and biweekly basis to determine student needs and instructional strategies.

During the months of November, January and April, grade level teams will meet to discuss data results from the district FCAT practice assessment to make necessary changes to their instruction to meet individual student needs.

Informal and Formal Assesments

Describe the type of ongoing formal and informal assesments to be used during the school year to measure student progress

FCAT Assessment- March

District Practice Assessment- August, November, January and April

FCIM Benchmark mini assessments- Ongoing

Classroom Assessments- Ongoing

DIBELS- September, January, April

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

One on One individual teacher instruction

Small group instruction

Peer tutoring

Cooperative Learning Groups

Hands-on instructional activities

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Label

GOALS

Goal:	Reading
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Needs Assessment

Based on disaggregated data from the 2007 FCAT Reading Assessment, 36% of students scored at Level 3 or above in Grade 3. Grade Level and Content Cluster data indicates that students in Grade 3 performed below the district and state average in each cluster. The mean points were lowest in Words and Phrases and Main Idea/Purpose. In Comparison students scored 53% mastery, 12 percent below the district and state mean. In Main Idea/Purpose students scored 47% mastery, 18 percent below the district and state mean. In Reference/Research students scored 50% mastery, equivalent to the district and state mean and 56% mastery in Words/Phrases 11% below the district and state mean. In Grade 4, 53% of students scored at Level 3 and above. Grade Level data indicate that students in Grade 4 performed below district and state averages but exceeded both averages of students scoring at Level 3. Content Cluster data indicate that students in Grade 4 performed at a comparable standard to district and state averages. The mean points were lowest in Words and Phrases with 60 % mastery equal to the district and state mean and Reference and Research with 50%, 25 percent below the district and state mean. In Grade 5, 40% of students scored at Level 3 or above. Grade Level and Content Cluster data indicate that students in Grade 5 performed below the district and state average in each cluster. The mean points were lowest in Words and Phrases with 44% mastery, 12 percent below the district mean and 23 percent below the state mean. Main Idea/Purpose with 43% mastery, 14 percent below the district 18 percent below the state mean. Reference and Research with 50%, 25 percent below the district and state mean. Additionally, the percentage of our NCLB subgroups scoring below grade level in Reading were 53% of our Black students, 52% of our Hispanic students , 52% of our Economically Disadvantaged students, and 57% of our English Language Learners. We need to provide an enhanced level of instruction in all four of the content clusters.

Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading comprehension level as evidenced by 58 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students in grades three through five will increase their reading comprehension level as evidenced by 58 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in

grades three through five will increase their reading comprehension level as evidenced by 58 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their reading comprehension level as evidenced by 58 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner students in grades three through five will increase their reading comprehension level as evidenced by 58 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in the lowest 25% in grades three through five will make learning gains in their reading comprehension level as evidenced by 50 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Reading Test.

Strategies

1. Provide after-school tutoring for students performing in the lowest 35 percent.
2. Utilize Reading Plus for students performing in the lowest 35 percent during the school day.
3. Implement K-12 Comprehensive Research-based Reading Plan with intensive focus on Black, Hispanic, Economically Disadvantaged and Limited English Proficiency students using guided reading to increase reading mastery skills.
4. Utilize Soar to Success, Voyager Passport, Elements of Reading: Vocabulary, and Reading Plus, to instruct Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and the lowest 25% students in grades three through five who are in need of reading interventions.
5. Implement the Continuous Improvement Model using the Plan Do Study Act Cycle.

Involve all teachers in data-driven decision-making by providing them with all available data which will enable them to analyze the on-going progress of their students with a special focus on those subgroups not meeting mastery.

6. Establish grade level vertical planning opportunities for all teachers including Special Education teachers to share best practices in order to enhance their knowledge in the delivery of instruction.

Monitor and provide teachers with the results of the DIBELS progress monitoring data to ensure that students are developing the knowledge skills that they will need to become readers. Areas assessed using the DIBELS include the following:

- Kindergarten – Letter Naming, Beginning Sounds, and Phoneme

Segmentation

- Grade 1 – Phoneme Segmentation and Nonsense Words
- Grade 2 – Nonsense Words and Reading Fluency
- Grade3-5 – Oral Reading Fluency

Data from this assessment will be used to form groups for differentiated instruction, plan for intervention, and continually calibrate instruction.

7. Provide teachers with common planning time to have weekly grade level meetings or discussions of instruction driven by student data.

8. Review assessment data so that instruction can be modified to meet student's individual needs. The school site literacy leaders will develop a plan for data review for the following purposes:

- Determine current status/success of instruction which should lead to modification of instruction;
- Extract trends or pattern;
- Identify need for professional development (including coaching and mentoring); and
- Identify topics for action research.

Suggested forums for data review and instruction may include, but are not limited to the following:

- Regularly scheduled grade level meetings;
- Regularly scheduled articulation meetings (across grade levels);
- Regularly scheduled staff meetings; and
- Literacy Leadership meetings.

Data study teams (Principal and/or Coach leads meeting)

9. Establish a data study team to review data and monitor trends in student achievement, and the effectiveness of interventions. Assessment data may also be used to define professional development opportunities for teachers.

Evaluation

- * Weekly assessments
- * Reading diagnostic tests
- * Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- * Accelerated Reader
- * Soar to Success,
- * Diagnostic Assessment of Reading (DAR)
- * Interim Assessments
- *2008 FCAT Test

Research-based Programs

Houghton-Mifflin Reading Series, Early Success, Soar to Success, Elements of Reading: Vocabulary, Reading Plus, and Voyager Passport.

Professional Development

- * Houghton Mifflin Reading Series
- * Early Success
- * Soar to Success, Elements of Reading: Vocabulary
- * Reading Plus

- * Voyager Passport
- * FCAT Reading Item Specifications
- * Classroom Management for Elementary Teachers
- * CRRP: Opening the World of Literature
- * Project Developing Readers and Writers.

**Highly Qualified
Instructors**

The following teachers are not Highly Qualified. These teachers will be provided a mentor, as well as District and Regional Curriculum Support Specialist who will assist the teacher with developing their planning, organizing and instructional delivery that will maximize student learning. In addition, on-going professional development from both the school-site and the District will be provided. These teachers will further have to demonstrate through observed lessons the strategies they have obtained through these Professional Development activities.

Melissa Kolinsky Employee # 289488
Martha Gil Employee # 265085
April Johnson-Bynes Employee # 288922
Latrease Clark Employee# 203562
Desiree Thelusma Employee# 289489

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Houghton-Mifflin Reading Series, Early Success, Soar to Success, Elements of Reading: Vocabulary, Reading Plus, and Voyager Passport	District Funds Region Center III	54000
Technology	Software/Hardware	District Funds	6000
Professional Development	* Houghton Mifflin Reading Series * Early Success * Soar to Success, Elements of Reading: Vocabulary * Reading Plus * Voyager Passport * FCAT Reading Item Specifications * Classroom Management for Elementary Teachers * CRRP: Opening the World of Literature * Project Developing Readers and Writers.	District Funds	0
Other	Reading Leader Reading Coach	Title 1	125000
Total:			\$185,000.00

Goal:	Mathematics
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Needs Assessment Based on disaggregated data from the 2007 FCAT Mathematics Assessment, 34 percent of the students in Grade 3 score at or above Level 3. Grade level and strand data indicate students in grade 3 performed below the district and state mean. The mean points were lowest in Number Sense with 42% mastery, Geometry with 43% mastery, Algebraic Thinking with 33% mastery and Data Analysis with 43% mastery. In Grade 4 60% of the students scored at Level 3 or above. Grade level and strand data indicate that the students in Grade 4 performed below the district and state mean. The mean points were lowest in Algebraic Thinking with 43% mastery and Measurement with 50% mastery. In Grade 5, 25% of the students scored at Level 3 or above. Grade level and strand data indicate that the students in Grade 5 performed below the district and state mean. The mean points were lowest in Number Sense with 31% mastery, Measurement with 36% mastery, Geometry with 46%, Algebraic Thinking with 36% mastery and Data Analysis and probability with 33% mastery. Additionally, the percentage of our NCLB subgroups scoring below grade level in Mathematics were 62% of our Black students, 51% of our Hispanic students, 61% of our Economically Disadvantaged students, and 65% of our English Language Learners. We need to provide an enhanced level of instruction in all four of the content clusters.

Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their Mathematics proficiency level as evidenced by 62 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students in grades three through five will increase their Mathematics proficiency level as evidenced by 62 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades three through five will increase their Mathematics proficiency level as evidenced by 62 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their Mathematics proficiency level as evidenced by 62 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner students in grades three through five will increase their Mathematics proficiency level as evidenced by 62 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in the lowest 25% in grades three through five will make learning gains in mathematics evidenced by 50 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Mathematics Test.

- Strategies**
1. Implement daily activities in grades three through five to review skills not mastered.
 2. Analyze assessment data in grades three through five, with special focus on the identified subgroups to identify strengths and weaknesses and to develop an instructional focus timeline for mathematics in order to improve skills.
 3. Provide after-school tutoring for all identified subgroups not meeting mastery in Mathematics.
 4. Implement a Continuous Improvement Model using the Plan Do Study Act Cycle.
 5. Establish grade level vertical planning opportunities for all teachers including Exceptional Special Education teachers to share best practices in order to enhance their knowledge in the delivery of instruction.
 6. Identify students in those subgroups not meeting mastery in state standards and provide intensive math classes to facilitate systematic remediation.

- Evaluation**
- * 2008 administration of the FCAT Mathematics Test
 - * Monthly assessments
 - * Weekly assessments
 - * Interim assessments

- Research-based Programs** Harcourt Mathematics Florida Edition
- Professional Development**
- * Continuous Improvement Model using the PDSA Cycle
 - * Harcourt Mathematics Textbook Series.
 - * FCAT Math Item Specifications Grade 3-4
 - * FCAT Math Item Specifications Grade 5-6
 - * Classroom Management for Elementary Teachers.

Highly Qualified Instructors The following teachers are not Highly Qualified. These teachers will be provided a mentor, as well as District and Regional Curriculum Support Specialist who will assist the teacher with developing their planning, organizing and instructional delivery that will maximize student learning. In

addition, on-going professional development from both the school-site and the District will be provided. These teachers will further have to demonstrate through observed lessons the strategies they have obtained through these Professional Development activities.

Melissa Kolinsky Employee # 289488

Martha Gil Employee # 265085

April Johnson-Bynes Employee # 288922

Latrease Clark Employee# 203562

Desiree Thelusma Employee# 289489

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Harcourt Mathematics Florida Edition	District Funding	60000
Technology			0
Professional Development			0
Other	Acaletics Mathematics Program Mathematics Resource Teacher	School Funds	75000
Total:			\$135,000.00

Goal:	Writing
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Needs Assessment Disaggregated data from the 2007 FCAT Writing+ Assessment indicate that 83 percent of the students tested met high standards in writing and all subgroups met the NCLB criteria. An in-depth analysis indicated students in grade four scored higher in expository writing with a mean score of 3.7. Students are in need of writing experiences that will expand their ability to write in expository form. Although narrative writing scores reflected improvement, from a mean score of 3.5 on the 2006 administration of the FCAT Writing+ to a mean score of 3.6 on the 2007 administration of the FCAT Writing +students need to continue to practice with writing models that emphasize conventions and the development of vivid vocabulary.

Objective Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 7 percentage points in the number of students achieving high standards on the 2008 administration of the FCAT Writing Test.

Strategies

1. Identify students with disabilities in grades two through five that are not meeting state standards and provide intensive writing classes to facilitate systematic remediation.
2. Utilize writing strategies across the curriculum with students in grades kindergarten through five to increase writing proficiency.
3. Analyze narrative and expository pre-tests/post-tests given to students in grades two through five to identify weaknesses and develop a focus timeline for instruction in writing to strengthen skills.
4. Establish grade level vertical planning opportunities for all teachers including Special Education teachers to share best practices in order to enhance their knowledge in the delivery of instruction.
5. Implement Continuous Improvement Model using the Plan Do Study Act Cycle.

Evaluation

- * 2008 administration of the FCAT Writing Test
- * Monthly writing assessments
- * District writing prompt

Research-based Programs Houghton-Mifflin Reading Series

Professional Development

- * Houghton- Mifflin Reading Series
- * FCAT Writing Skills
- * Writing to Standards Grade 4

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Houghton Mifflin Reading Basal Series	District	34000
Technology			0
Professional Development	* Houghton- Mifflin Reading Series * FCAT Writing Skills * Writing to Standards Grade 4	Region Center/ District	0
Other		Title I funds	0
Total:			\$34,000.00

Goal:	Science
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Needs Assessment Based on disaggregated data from the 2007 administration of the FCAT Science Test 12 percent of the fifth grade students scored an Achievement Level 3 and above. Data reflects a need for an increase in the number of students scoring at or above Achievement Level 3. An in-depth content cluster analysis in grade five shows in Scientific Thinking students scored 33% mastery, in Life/Environmental Science students scored 42% mastery, in Physical/Chemical Science students scored 42% mastery and in Earth Science students scored 33% mastery. Grade Level and strand data indicate that students in Grade 5 performed below the district and state mean.

Objective Given instruction based on the Sunshine State Standards, the number of students meeting high standards of 3 or above in grade 5 will increase by 25 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

Strategies

1. Engage grade five students in producing science projects utilizing the scientific method.
2. Continue the Science Support Team that will coordinate school wide science activities.
3. Implement science laboratories in which all students are provided hands-on participatory type learning experiences in order to learn the scientific process.
4. Provide small group benchmark tutorials during the school day for students in grade five who have not mastered science skills.
5. Administer monthly science benchmark assessments to students in grade five to guide instructional strategies to promote experiences with science concepts.
6. Provide vertical planning opportunities in science for teachers in grades four and five in order to share best practices and to assist students in learning the scientific method.
7. Implement the Continuous Improvement Model using the Plan Do Study Act Cycle.

Evaluation

- * 2008 administration of the FCAT Science Test
- * Monthly assessments

Research-based Programs Scott ForesmenTextbook Series

Professional Development During the 2007-2008 school year, there is special emphasis placed on the rigor, and alignment of literacy and science instruction, that includes a comprehensive professional development program titled: Cross Functional Science Professional Development Plan designed to ensure that science teachers are provided with extensive support in the respective area of concentration and/or grade levels instructed. This plan also guarantees that novice teachers receive trainings and follow up trainings on the district's

research-based science curriculum and recommended strategies. In addition to this, science instruction will be cross-curricular, with a special emphasis placed in the math and reading courses.

- * Scientific method
- * District Pacing Guide
- * Item Specifications

**Highly Qualified
Instructors**

The following teachers are not Highly Qualified. These teachers will be provided a mentor, as well as District and Regional Curriculum Support Specialist who will assist the teacher with developing their planning, organizing and instructional delivery that will maximize student learning. In addition, on-going professional development from both the school-site and the District will be provided. These teachers will further have to demonstrate through observed lessons the strategies they have obtained through these Professional Development activities.

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Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Scott Foresman Science Basal Series		30000
Technology			0
Professional Development	* Scientific method * District Pacing Guide * Item Specifications * FCAT Standards for the Elementary Science Program.		0
Other	FOSS Kits Reading First Through Science		30000
Total:			\$60,000.00

Goal:	Parental Involvement
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Needs Assessment Benjamin Franklin Community School has identified the need for greater parental involvement in order to increase student achievement. Results of 2006-2007 Title 1 Parent Outreach Monthly School Report indicates that parent attendance at workshops and meetings has increased by 50 percent when compared to 2005-2006.

Objective Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing hourly logs for 2007-2008 and 2006-2007 school years.

Strategies Establish a compact with parents in their home language, to keep them informed in order to meet the State's standards and establish that important link between school and home.

Create and disseminate a school wide monthly parental involvement activity calendar.

Continue to promote and furnish the Parent Center with educational and technological resources to assist the parents and raise student achievement.

Schedule school-wide grade level expectation meetings for parents at the end of the school year to help them prepare their children for continued academic success.

Distribute and analyze the parent survey which will be used to plan workshops and activities throughout the year.

Provide workshops to parents of students with disabilities and limited English proficient students which will provide them with resources and strategies to help their children with home learning assignments.

Evaluation

- * Quarterly analysis of sign-in logs
- * Monitoring the percentage of parents participating in school activities
- * Title I Monthly School Report

Research-based Programs Not Applicable

Professional Development Not Applicable

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Families Building Better Passport to Success		1000
Technology			0
Professional Development			0
Other	Community Involvement Specialist		28500
Total:			\$29,500.00

Goal:	Return on Investment
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Needs Assessment Compared to similar schools, Benjamin Franklin Community School's percentile ranking is 28 and the percent of the highest ROI value is 50%. Benjamin Franklin Community School's ROI percentile ranking will increase by at least 1 percentile point.

Objective Benjamin Franklin Community School will improve its ranking on the State of Florida ROI index publication from the 28 percentile in the 2004 to the 29 percentile on the next publication of the index.

Strategies Become more informed about the use of financial resources in relation to school programs.
 Collaborate with the district on resource allocation.
 Consider reconfiguration of existing resources or taking advantage of a broader resource base, i.e. private foundation, volunteer networks.
 Consider shared use of facilities, partnering with community agencies.

Evaluation On the next State of Florida on Investment (ROI) index publication, Benjamin Franklin Elementary School will show progress toward reaching the 29th percentile.

Goal:

Needs Assessment

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

SCHOOL ADVISORY COUNCIL

- Yes No
- The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high 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.

Measures Being Taken to Comply with SAC Requirement The School Advisory Council (SAC) at Benjamin Franklin Community School meets at different times monthly to provide support and assistance for the preparation and implementation of the School Improvement Plan. The Council provides specific, but is not limited to, support as follows:

- (1) participates in budget in-service activities to increase their cognizance of budgetary matters.
- (2) analyzes needs of the school to best determine their budgetary plan
- (3) makes recommendations to the principal regarding the ordering of relevant instructional materials
- (4) supports the goals and objectives to improve parental involvement
- (5) provides suggestions for improving testing procedures
- (6) monitors the progress of school goals, objectives, implementation of strategies, completion of pertinent activities, analysis of formative diagnostic prescriptive evaluation results of the School Improvement Plan
- (7) makes recommendations to the principal regarding professional development for staff members
- (8) makes recommendations to the principal regarding the school's technology needs
- (9) makes recommendations to the principal regarding student support services

SAC Involvement

The School Advisory Council (SAC) at Benjamin Franklin Community School meets at different times monthly to provide support and assistance for the preparation and implementation of the School Improvement Plan. The Council provides specific, but is not limited to, support as follows:

- (1) participates in budget in-service activities to increase their cognizance of the budgetary intricacies of the school budget
- (2) analyzes needs of the school to best determine their budgetary plan
- (3) makes recommendations to the principal regarding the ordering of relevant instructional materials
- (4) supports the goals and objectives to improve parental involvement
- (5) provides suggestions for improving testing procedures
- (6) monitors the progress of school goals, objectives implementation of strategies, completion of pertinent activities, analysis of formative diagnostic prescriptive evaluation results of the School Improvement Plan
- (7) makes recommendations to the principal regarding professional development for staff members
- (8) makes recommendations to the principal regarding the school's technology needs
- (9) makes recommendations to the principal regarding student support services

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Houghton-Mifflin Reading Series, Early Success, Soar to Success, Elements of Reading: Vocabulary, Reading Plus, and Voyager Passport Mathematics: Harcourt Mathematics Florida Edition Writing: Houghton Mifflin Reading Basal Series Science: Scott Foresman Science Basal Series Parental Involvement: Families Building Better Passport to Success	Reading: District Funds Region Center III Available: \$54,000.00 Mathematics: District Funding Available: \$60,000.00 Writing: District Available: \$34,000.00 Science: Available: \$30,000.00 Parental Involvement: Available: \$1,000.00	\$179,000.00
Technology	Reading: Software/Hardware Mathematics: Writing: Science: Parental Involvement:	Reading: District Funds Available: \$6,000.00 Mathematics: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$6,000.00
Professional Development		Reading: District Funds Available: \$0.00 Mathematics: Available: \$0.00 Writing: Region Center/ District Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$0.00

	<p>Reading: * Houghton Mifflin Reading Series * Early Success * Soar to Success, Elements of Reading: Vocabulary * Reading Plus * Voyager Passport * FCAT Reading Item Specifications * Classroom Management for Elementary Teachers * CRRP: Opening the World of Literature * Project Developing Readers and Writers.</p> <p>Mathematics: Writing: * Houghton- Mifflin Reading Series * FCAT Writing Skills * Writing to Standards Grade 4</p> <p>Science: * Scientific method * District Pacing Guide * Item Specifications * FCAT Standards for the Elementary Science Program.</p> <p>Parental Involvement:</p>		
Other	<p>Reading: Reading Leader Reading Coach Mathematics: Acaletics Mathematics Program Mathematics Resource Teacher Writing: Science: FOSS Kits Reading First Through Science Parental Involvement: Community Involvement Specialist</p>	<p>Reading: Title 1 Available: \$125,000.00 Mathematics: School Funds Available: \$75,000.00 Writing: Title I funds Available: \$0.00 Science: Available: \$30,000.00 Parental Involvement: Available: \$28,500.00</p>	\$258,500.00
		Total:	\$443,500.00

IMPLEMENTATION EVALUATION

Pre, Mid-Year, and Post Assessment meetings to analyze quarterly assessments and benchmark testing are scheduled for each school by the Region Center to review the School Improvement Plan (SIP). Present are the school principal, the School Advisory Council (SAC) chair, the United Teachers of Dade steward, a SAC parent representative and a SAC community/business representative. The assessment meetings are held at the Region Center. At this meeting, the school representatives make a presentation of the findings. Included in these presentations are data that identify the "Strengths" and "Opportunities for Improvement" (OFIs) of the school. These findings are used for redirection if needed.

Region Access Center will collaborate with the school representatives to readdress the plan.

The school must also meet the Florida Definition of Adequate Progress. This definition states that if a school fails to meet criteria, the school didn't make adequate progress

Members**Signature**

- 1) Mary A. Alonso , Principal _____
- 2) Jasmine Rose , Student _____
- 3) Maddie Wolfe , Union Steward _____
- 4) Carolyn Hazelton , Teacher _____
- 5) Pasty Graham , Teacher _____
- 6) Annie Campbell , Teacher _____
- 7) Lucy Newbold , Teacher _____
- 8) Wayne Kirkland , SAC Chair _____
- 9) Grace Byrd , Teacher _____
- 10) Eloise Washington , Business Member _____
- 11) Anitra Allen , Parent _____
- 12) Evangelina Torres , Parent _____
- 13) Cindy Lacroix , Parent _____
- 14) Weston Edwards , Parent _____
- 15) Ketrina Moxie , Parent _____
- 16) Nadine Theodore , Parent _____
- 17) Jacqueline Foster , Parent _____
- 18) Ricky Lewis , Parent _____
- 19) Carol Packeel , Parent _____
- 20) Paola Yax , Student _____
- 21) Alesia Lamar , Parent _____
- 22) Ruth Thorn , School Support Personnel _____
- 23) Katrina Allison , School Support Personnel _____
- 24) Adrian Rogers , Assistant Principal _____