

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT PLAN

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School Name: PANTHER RUN ELEMENTARY SCHOOL

District Name: Broward

Principal: Elaine L. Saef

SAC Chair: Kathleen Foster

Superintendent: James F. Notter

Date of School Board Approval:

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

"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" and "Paying It Forward!"

## SCHOOL PROFILE DEMOGRAPHICS

Panther Run is a "Five Star" school located in southwest Broward County. The school provides each child the opportunity to develop intellectually in a safe and nurturing environment.

Total Students: 725 = (317 Girls & 408 Boys)  
American Indian or Alaskan = (2) = 0%  
Asian or Pacific Islander = (34) = 5%  
Black Non Hispanic = (113) = 16%  
White Non Hispanic = (213) = 29%  
Multiracial = (36) = 5%  
Hispanic = (327) = 45%  
LEP = 18%  
ESE = 24%  
Free/Reduced = 19%

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

## QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

[Show Attached Staff List](#)

## ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

School Wide Improvement Model

Note: Required for Title I

NCLB Public School Choice

Note: Required for Title I

[No Attached Public School Choice Notice to Parents file](#)

[No Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

## MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

[No Attached Teacher Mentoring List](#)

Extended Learning Opportunities

Note: Required for Title I

## SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

## SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

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

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

# GOALS

## Goal: Reading

\*Note: Required for Title I  
Scroll down for school data

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- \*Needs Assessment: 2008: 59% of the lowest 25th percentile of 4th, 5th, & retained 3rd graders demonstrated annual learning gains in Reading on the FCAT Reading Test.
- 2008: 69% of the fourth, fifth and retained third graders demonstrated annual learning gains in Reading on the FCAT Reading Test.
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- \*Objective: By June 2009, 65% of the lowest 25th percentile of fourth, fifth and retained third graders will demonstrate annual learning gains in Reading on the FCAT Reading Test. This includes students in all AYP Subgroups.
- By June 2009, 71% of the fourth, fifth and retained third graders will demonstrate annual learning gains in Reading on the FCAT Reading Test. This includes students in all AYP Subgroups.
- \*Strategies:
- Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.
  - Student's reading level will be taken into consideration when determining class placement so that each class will accommodate 3 reading groups within the classroom.
  - Teachers will access BEEP for lesson plans in Reading.
  - All teachers will utilize the 8-Step Process by infusing the District instructional focus calendar 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.
  - All teachers will utilize the 7-8-9 Plan by infusing the instructional focus calendar 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.
  - Staff will meet to do matriculation/articulation chats to discuss strategies for student expectations/preparedness, teaming, collaboration, teaching and learning.
  - 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.
  - Students will utilize newspapers and news-type magazines such as Time For Kids, Weekly Reader, Science Weekly, KIND Club magazine, Ranger Rick etc. to enhance reading skills, research skills and comprehension skills.
  - Students will participate in CCC SuccessMaker daily for reading remediation and enrichment. Students enrolled in the After School Care Program will utilize CCC SuccessMaker for enrichment.
  - 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.
  - Students (in all AYP sub groups) in grades one to five whose FCAT reading scores place them in the lowest 40th percentile will participate in a double dose of CCC SuccessMaker for remediation and enhancement.
  - All students in grades 1-5 (including all AYP subgroups) will receive training and instruction on FCAT Test taking preparation strategies and skills.
  - Teachers will administer mini assessments after each benchmark to monitor student progress and mastery of skills.
  - Administer District Benchmark Assessments according to District Calendar (November) to determine mid year progress.
  - Students in grades K-5 will choose literature listed on the Accelerated Reader title list, read literature and test comprehension on the computer to reinforce skills
  - Students who are ESOL (A1, A2, and B1) levels and in all AYP subgroups who are performing below grade level will receive additional individualized /small group instruction.
  - 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.
  - Students in all AYP subgroups who are performing in the lowest 40th percentile will be able to attend FCAT/SAT Reading Camp, after school, to further reinforce grade level expectations in reading. (Pending Grant Funds)
  - Parents will be trained in various reading strategies during a "Family Literacy Night" workshop.
  - Additional Accelerated Reader quizzes will be purchased in order to provide a varied selection of motivational books to increase student reading achievement. In addition AR Book titles will be purchased by the Media Center.
  - Teachers will have access to a variety of literature and reading resources via the Reading Resource Room.
  - Periodically, incentives will be provided for students reaching Accelerated Reader points goals.
- Students in all AYP subgroups in grades K - 5 will have access to standard and supplemental reading materials. Instructional Focus calendar will be adjusted to new state standards to meet individual student needs.
  - Students in grades 3 - 5 will access the Trophies Internet website to do on line reading enhancement activities to increase reading achievement.

- Students in grades K - 2 will access the Treasures Internet website to do on line reading enhancement activities to increase reading achievement.
- Students in grades K - 5 will have opportunity to participate in Reading Across Broward and Book - It. Programs will be facilitated and overseen by Media Specialist.
- Students identified as struggling in this subject in grades K- 5 will be placed on a Progress Monitoring Plan (PMP) with necessary strategies implemented to increase their individual student achievement.
- Students in grades 3, 4 & 5 will use "FCAT Explorer", "FCAT Tools", & CCC SuccessMaker FCAT preparation Internet & software programs in order to better master grade level expectations.
- Students in grades 1-5 will receive instruction on FCAT/SAT Test taking preparation strategies and skills utilizing a variety of test prep materials.
- Students who are ESOL A1 - B1 will participate in small group Reading to further develop their oral language and reading skills.
- Teachers will utilize the Accelerated Reader Program to motivate students to increase student achievement. Student reports will be generated to determine student achievement levels.
- Teachers will attend training on the Accelerated Reader Program in order to learn how to input student information and monitor progress.
- CCC SuccessMaker will be utilized to reinforce reading instruction; student progress will be monitored quarterly through the assessment of computer generated student reports.
- Teachers will utilize Distance Learning equipment to participate in literacy lessons.
- 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.
- Students, parents, community and Partners in Education will participate in school-to-work transitional problems written in the Weekly "Panther Prints" menu. Each subject area curriculum committee will provide one question in the menu per quarter for a total of four questions per subject per year. Students will have to go to the Partner in Education or community member to solve the problem presented in "Panther Prints" and bring their answer back to school. Students who solve the problem correctly will receive a token from the Partner in Excellence.

\* Evaluation:

- Teachers administer assessment instruments from the Trophies and Treasures programs. The results are analyzed and monitored to provide remediation, maintenance and enrichment.
- Teachers will administer district-provided Mini BATs (Benchmark Assessment Tests) to students on a bi-monthly basis. Administration analyzes the results of these tests to determine individual class focus to meet students' individual needs.
- Teachers will redirect instructional focus after reviewing BAT (November) results to identify which area(s) of reading the students need assistance.
- Teachers use the DAR (Diagnostic Assessment of Reading) to analyze each student's particular needs in oral reading and comprehension. The results of this assessment are used to drive overall instruction and to provide differentiated instruction in small groups.
- Administration/Leadership Team visit classrooms on a regular basis to observe instruction, conduct meeting with teachers and students, and meet regularly with Team Leaders to maintain and monitor the instructional progress. The School Advisory Council participates in the monitoring process through monthly meetings.
- The CCC computer program (by SuccessMaker) provides students with individual practice modules on grade-related skills in reading and math. Teachers generate reports to determine students' progress in the program. Additionally, teachers assign a remediation track for individual skills.

\* Evidence-based Program(s):

Harcourt Reading Grades 3, 4 & 5  
 Houghton-Mifflin Treasures, Grades K, 1 & 2  
 Blast Off  
 Elements of Reading by Steck-Vaughn (K-5)  
 Great Leaps by Campbell  
 Quick Reads by Pearson Learning  
 Foundations & Wilson Reading by Wilson Publisher  
 Technology: FCAT Explorer, CCC SuccessMaker, Accelerated Reader, Read Naturally

\* Professional Development:

- New teachers in grades 3 - 5 will receive training on the Harcourt Trophies Reading Series and Wilson Reading intervention reading programs. (August, 2008)
  - Teachers in grades K - 2 will receive training on the Houghton-Mifflin Treasures Reading Series, and Foundations intervention reading programs. (August, 2008)
  - Teachers will receive training in enrolling students, analyzing data, running reports, training students and integrating CCC SuccessMaker into the daily activities.
  - Teachers will be trained in the five essential components of reading in order to identify and implement intervention programs. (August, 2008)
  - Staff will be trained in the use of alternative intervention programs from the Struggling Readers chart. (August, 2008)
  - Staff will be trained in the latest Classroom Walkthrough procedures. (Sept., 2008)
  - CRISS Training (October, 2008)
  - Teachers will be trained in the use of the Elements of Reading program. (August, 2008)
  - Teachers will be inserviced on the implementation of an Instructional Focus Calendar designed by utilizing the 8-Step Process (August, 2008).
- All Professional Development will be monitored to determine effectiveness for increasing student achievement and will be modified as needed through Classroom walkthroughs, observations, and discussions to determine the implementation of strategies. In addition, student achievement data will be reviewed.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckle-Down, FCAT Elements of Reading (Vocabulary)	School Internal Accounts, Accountability Funds	\$2,000.00
		Total: \$2,000.00
Technology		

Description of Resources	Funding Source	Available Amount
FCAT Explorer	N/A	\$0.00
PMRN	N/A	\$0.00
Read Naturally – Computer based fluency program	Century Village Grant	\$275.00
CCC SuccessMaker,	South Area Office Assistance Wish List & Accountability	\$5,000.00
Accelerated Reader	South Area Office Assistance Wish List & Accountability	\$2,000.00
		Total: \$7,275.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Trophies & Treasures District Trainings, CRISS	School Internal Accounts – Inservice & Staff Development Funds	\$3,000.00
		Total: \$3,000.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Weekly Readers, Time For Kids	School Internal Accounts, Accountability Funds, PTA	\$2,000.00
FCAT Camp	School Internal Accounts, Accountability Funds, PTA	\$4,000.00
		Total: \$6,000.00
		<b>Final Total: \$18,275.00</b>

\*Non-Highly Qualified Instructors: All are qualified

*End of Reading Goal*

## Goal: Mathematics

\*Note: Required for Title I  
Scroll down for school data

*Needs Assessment:	<p>2008: 65% of the lowest 25th percentile of 4th, 5th, &amp; retained 3rd graders demonstrated annual learning gains in Math on the FCAT Math Test.</p> <p>2008: 68% of the fourth, fifth and retained third graders demonstrated annual learning gains in Math on the FCAT Math Test.</p>
*Objective:	<p>By June 2009, 68% of the lowest 25th percentile of fourth, fifth and retained third graders will demonstrate annual learning gains in Math on the FCAT Math Test. This includes students in all AYP Subgroups.</p> <p>By June 2009, 70% of the fourth, fifth and retained third graders will demonstrate annual learning gains in Math on the FCAT Math Test. This includes students in all AYP subgroups.</p>
*Strategies:	<ul style="list-style-type: none"> <li>• Teachers will refer to BEEP for lesson plans in math.</li> <li>• All teachers will utilize the 7-8-9 One Voice Plan by infusing the instructional focus calendar into weekly lessons. Individual benchmarks will be concentrated on each week in lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.</li> <li>• Staff will meet to do matriculation/articulation chats to discuss strategies for student expectations/preparedness, teaming, collaboration, teaching and learning.</li> <li>• Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.</li> <li>• Students will have the opportunity to access Internet based programs to further develop their math skills.</li> <li>• All teachers will utilize the 8 Step Process by infusing the District instructional focus calendar for math 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.</li> <li>• Students identified as struggling in this subject in grades K- 5 will be placed on a Progress Monitoring Plan (PMP) with necessary strategies implemented to increase their individual student achievement.</li> <li>• Students in all AYP sub groups grades 3, 4 and 5 will use CCC SuccessMaker, Internet programs &amp; software in order to master grade level expectations.</li> <li>• Students in all AYP sub groups in grades three to five whose FCAT mathematics scores place them in the lowest 40th percentile will participate in a double dose of CCC SuccessMaker for remediation and enhancement.</li> <li>• Students will participate in a "Problem of the Day" mathematics activity.</li> <li>• Students in grades K through 5 will be given mathematics problems (FCAT style) daily as homework.</li> <li>• Students in grades K - 5 will participate in a supplemental math programs (such as Acaletics, Blast Off, FCAT Dailies, etc.) to increase math application skills.</li> <li>• Students in all AYP sub groups will participate in CCC SuccessMaker daily for math remediation</li> </ul>

and enrichment. Students enrolled in the After School Care Program will utilize CCC Successmaker.

- Students in grades 1-5 will receive training and instruction on FCAT/SAT Test taking preparation strategies and skills.
- All teachers in grades 2 - 5 will utilize the 8 Step Process by infusing Acaletics lessons for math 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.
- Administer mini assessments after each benchmark to monitor student progress and mastery of skills.
- Administer District Benchmark Assessments according to District Calendar (November) to determine mid year progress.
- Primary and Intermediate students will have the opportunity to participate in Washington Mutual Banking age appropriate activities to develop real world mathematics skills and vocabulary.
- Students will have the opportunity to participate in the "Superstars Program" to develop real world mathematics skills and vocabulary.
- Students in all AYP sub groups who are performing in the lowest 40th percentile will be able to attend FCAT/SAT Math Camp, after school in order to further reinforce grade level expectations in math (Pending Funds).
- Parents will be trained in a variety of strategies to integrate the Sunshine State Standards in real life 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.
- In order to utilize the 8-Step Process, the following strategies will be implemented: Teachers will receive student performance data in order to drive instruction and identify areas in need of staff development.
- A curriculum map (based on SSS), which identifies specific grade level skills with accompanying lessons for daily instruction – Grades K-5, will be utilized.
- The Harcourt Math Basal, developed to support the district's 8-Step process, will be the core math program. Intervention strategies will be provided for level 1 and 2 students. The following intervention programs from the Struggling Mathematics Chart will be used to address skill area deficiencies: and Calendar Math.
- Teachers will utilize Distance Learning equipment to participate in math lessons.
- Administration/Leadership Team visit classrooms on a regular basis to observe instruction, conduct meeting with teachers and students, and meet regularly with Team Leaders to maintain and monitor the instructional progress. The School Advisory Council participates in the monitoring process through monthly meetings.
- Students who have mastered the standards/benchmarks will be provided with Harcourt math enrichment activities.
- 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.
- The following technology programs will provide below level, on level and enrichment activities: CCC SuccessMaker and Harcourt software programs.
- Skills will be maintained through the implementation of the District Curriculum Map.
- Students, parents, community and Partners in Education will participate in school-to-work transitional problems written in the Weekly "Panther Prints" menu. Each subject area curriculum committee will provide one question in the menu per quarter for a total of four questions per subject per year. Students will have to go to the Partner in Education or community member to solve the problem presented in "Panther Prints" and bring their answer back to school. Students who solve the problem correctly will receive a token from the Partner in Education.

\* Evaluation:

- The Benchmark Assessment Test (BAT) will be administered in November.
- Mini-BATs (constructed by District)
- Assessments provided by Textbook Publisher-available through Test Generator-items are organized by SSS Benchmark will also be administered.
- Results of the above assessments will be analyzed and used to guide instruction.
- Math End of Book Tests, Teacher-Made Tests and Isolated Skill Drills on the computer will be used for ongoing assessment.

\* Evidence-based Program(s):

Harcourt Math Textbook  
Acaletics  
First In Math  
Blast Off  
Calendar Math  
CCC SuccessMaker

\* Professional Development:

- Teachers will receive training in utilizing and infusing the Math Instructional Focus Calendar into Curriculum (8 Step Process) and the new state standards charts. (August, 2008)
- Teachers will receive training in Math Critical Content. (August, 2008)
- Staff will receive training on Team Building and the 7-8-9 Plan emphasizing: Lezotte's Seven Correlates of Effective Schools; Marzano's Nine High Yield Instructional Strategies; and The Eight Steps to Improvement. (August, 2008)
- Teachers will receive training in "FCAT Explorer", "FCAT Tools", and CCC SuccessMaker to diagnose and remediate deficits in math. (August, 2008)
- Staff will be trained in the latest Classroom Walkthrough procedures. (Sept., 2008)
- Professional development, incorporating the 8-Step Process. (August, 2008)
- Professional development on implementation of Calendar Math. (August, 2008)
- Participate in Learning Communities to learn, develop and/or share effective teaching strategies (Ongoing)
- Workshop for Struggling Math Students n(Sept., 2008)
- First In Math Technology Program (August, 2008)
- CCC SuccessMaker Technology Program (August, 2008)
- CCC SuccessMaker (August, 2008)

All Professional Development will be monitored to determine effectiveness for increasing student achievement and will be modified as needed through Classroom walkthroughs, observations, and discussions to determine the implementation of strategies. In addition, student achievement data will be reviewed.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Acaletics & Buckle Down	School Internal Accounts & Accountability Funds	\$10,000.00
		Total: \$10,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Harcourt Websites FCAT Explorer	N/A	\$0.00
CCC SuccessMaker	South Area Office Assistance Wish List	\$5,000.00
		Total: \$5,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Acaletics	School Internal Accounts, staff Development & Accountability Funds	\$1,000.00
Harcourt Series	N/A	\$0.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Math Superstars	PTA	\$350.00
FCATCamp	School Internal Accounts & Accountability Funds	\$3,000.00
		Total: \$3,350.00
		Final Total: \$19,350.00

\*Non-Highly Qualified Instructors: All are qualified

End of Mathematics Goal

## Goal: Writing

\*Note: Required for Title I  
Scroll down for school data

*Needs Assessment:	2008: 81% of the fourth graders scored 4.0 in Writing on the FCAT Writes! test. 2008: 91% of fourth graders met high standards in writing on the FCAT Writes! Test.
*Objective:	By June 2009, 83% of the fourth graders will score 4.0 in Writing on the FCAT Writes! test. This includes students in all AYP subgroups.
*Strategies:	<ul style="list-style-type: none"> <li>• Teachers will access BEEP for lesson plans in Writing.</li> <li>• Students in grades K-5 will utilize software programs during the school day and in after school care that targets grade appropriate writing skills. Software will include but is not limited to: Apple/ClarisWorks, Kidspiration, Inspiration, Microsoft Office Word &amp; PowerPoint, Kids Works, Kids Pix, &amp; Writer's Studio.</li> <li>• Teachers in grades K-5 will work on developing and improving editing skills with students.</li> <li>• All teachers will utilize the 7-8-9 Plan by infusing the instructional focus calendar into weekly lessons. Individual benchmarks will be concentrated on each week in lessons with their students. Assessments will be used to determine student mastery of skills.</li> <li>• Staff will meet to do matriculation/articulation chats to discuss strategies for student expectations/preparedness, teaming, collaboration, teaching and learning.</li> <li>• All teachers will utilize the 8 Step Process by infusing the District instructional focus calendar for Language Arts/Writing 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.</li> <li>• Students identified as struggling in this subject in grades K- 5 will be placed on a Progress Monitoring Plan (PMP) with necessary strategies implemented to increase their individual student achievement.</li> <li>• Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.</li> <li>• Administration/Leadership Team visit classrooms on a regular basis to observe instruction, conduct meeting with teachers and students, and meet regularly with Team Leaders to maintain and monitor the instructional progress. The School Advisory Council participates in the monitoring process through monthly meetings.</li> <li>• Administer FCAT Writes Type FCAT Assessment mid year, 2008-2009. Score with FCAT rubric.</li> <li>• Students K-5 will have writing homework on the same designated day to strengthen writing skills.</li> <li>• Students in all AYP sub groups in grades 1-5 will receive training and instruction on FCAT/SAT Test taking preparation strategies and skills.</li> <li>• Students in all AYP sub groups will participate in quarterly schoolwide writing assessment prompts to simulate the FCAT Writing test.</li> </ul>



- Classrooms will periodically showcase student writing samples by displaying them at school and at a Partner in Education's business locations.
- Teachers will utilize Distance Learning equipment to participate in literacy lessons.
- 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.
- On FCAT Writes Test Day, students in all AYP sub groups in grades K, 1, 2, 3, & 5 will participate in a Simulated FCAT Writing test.
- Teachers (including ESE) will integrate writing into all content areas.
- Teachers (including ESE) will evaluate writing samples to determine appropriate focus for classroom lessons.
- Teachers will model and instruct students in the use of appropriate websites and multi-media presentations to enhance the writing process.
- Students will use the appropriate software (concept mapping, word processing, presentation, etc.) in all steps of the writing process.
- Teachers will use computers (including wireless carts) and peripheral devices such as digital cameras, scanners, and camcorders for research projects and presentations.
- Students will use software programs, including but not limited to AppleWorks and Kidspiration, to create a writing assignment, use spell check, grammar check and the thesaurus.
- Students, parents, community and Partners in Education will participate in school-to-work transitional problems written in the Weekly "Panther Prints" menu. Each subject area curriculum committee will provide one question in the menu per quarter for a total of four questions per subject per year. Students will have to go to the Partner in Education or community member to solve the problem presented in "Panther Prints" and bring their answer back to school. Students who solve the problem correctly will receive a token from the Partner in Education.

\* Evaluation:

- 6 Traits Continuum for Grades K-2 (3 times a year for instructional and end-of-year evaluation)
- 6 Traits Rubric for Grades 3-5 (twice a year for instructional and end-of-year evaluation)
- FCAT Rubric - used for evaluation aligned to FCAT Writing Assessment

\* Evidence-based Program(s):

- Six Traits of Writing
- Modified - Mary Lewis FCAT Writing Strategies
- The South Florida Writing Project"

\* Professional Development:

- All teachers will be trained in administering and analyzing various assessments to diagnose students' strengths and weaknesses and prescribe appropriate learning activities. (August, 2008)
- Teachers will receive training in utilizing and infusing the Language Arts/Writing Instructional Focus Calendar into Curriculum (8 Step Process) and new state standards chart. (August, 2008)

- Staff will receive training on Team Building and the 7-8-9 Plan emphasizing: Lezotte's Seven Correlates of Effective Schools; Marzano's Nine High Yield Instructional Strategies; and The Eight Steps to Improvement. (August, 2008)
- Teachers will attend writing six traits training and/or writing training. (Sept., 2008)
- Staff will be trained in the latest Classroom Walkthrough procedures.
- Professional development in Writing Critical Content Training - Grades 3-5 (Sept., 2008)
- 6 Traits of Writing Workshop - Grades 3-5 (Sept., 2008)
- Participate in Learning Communities (Lesson Study Groups) to learn, develop and/or share effective teaching strategies. (Ongoing)
- Kidspiration/ Inspiration (writing and graphic organizer software program) workshop. (October, 2008)

All Professional Development will be monitored to determine effectiveness for increasing student achievement and will be modified as needed through Classroom walkthroughs, observations, and discussions to determine the implementation of strategies. In addition, student achievement data will be reviewed.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Six Traits South Florida Writing Project Modified Mary Lewis	N/A done in-house	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Microsoft Office Software Kidspiration/Inspiration	N/A have license already	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Six Traits South Florida Writing Project Modified Mary Lewis	N/A Done in-house	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
All grade levels write on FCAT Writes! test day to increase writing skills K-5 School based prompts utilized	N/A done in-house	\$0.00
		Total: \$0.00

## Goal: Science

\*Note: Required for Title I  
Scroll down for school data

*Needs Assessment:	2008: 52% of 5th graders scored Level 3 and above on the FCAT Science Test.
*Objective:	By June 2009, 54% of fifth graders will score level 3 or above on the FCAT Science Test. This includes students in all AYP subgroups.
*Strategies:	<ul style="list-style-type: none"> <li>• Teachers will access BEEP for lesson plans, on-line activities and videos in Science.</li> <li>• All teachers will utilize the 7-8-9 Process by infusing the District instructional focus calendar for Science 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.</li> <li>• Staff will meet to do matriculation/articulation chats to discuss strategies for student expectations/preparedness, teaming, collaboration, teaching and learning.</li> <li>• Students in grades K-5 will participate in at least 1 hands on science related activity a month.</li> <li>• Science process skills will be taught in a hands-on manner in classrooms and lab.</li> <li>? Students will have the opportunity to view BECON'S Soaring to FCAT Science, Science Alive, and/or other science programs.</li> <li>• Students in grades 4-5 will use FCAT science dailies to master science benchmarks.</li> <li>• Students in grades 4-5 will take an FCAT Science Style Pre Assessment to diagnose areas of concern in science.</li> <li>• All AYP subgroups will be utilizing the Science FCAT Dailies to review science cluster H.</li> <li>• Administration/Leadership Team visits classrooms on a regular basis to observe instruction, conduct meeting with teachers and students, and meet regularly with Team Leaders to maintain and monitor the instructional progress. The School Advisory Council participates in the monitoring process through monthly meetings.</li> <li>• Students in grades K-5 will be able to visit <a href="http://www.harcourtschool.com">www.harcourtschool.com</a> science website as well as other science related websites utilizing the links placed on the <a href="http://www.pantherrun.com">www.pantherrun.com</a> school website.</li> <li>• Students in grades 1-5 will receive training and instruction on FCAT/SAT Test taking preparation strategies and skills.</li> <li>• Administer mini assessments after each benchmark to monitor student progress and mastery of skills</li> <li>• Students in grades K-5 will share class science projects during a Family Science Night.</li> <li>• Students in grades K-5 will participate in a science fair type project in the science lab utilizing the scientific process.</li> <li>• Teachers will utilize the Distance Learning equipment to participate in Science "Field Trips".</li> <li>• 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.</li> <li>• Students in grades 3-5 will watch Science Alive (BECON broadcast) and participate in the Science Alive Challenge.</li> <li>• 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 in science.</li> <li>• Teachers (including ESE) will monitor science learning on a regular basis checking for student mastery of the Sunshine State Standards and benchmarks.</li> <li>• Students (including ESE) will solve problems utilizing science content knowledge and application of science concepts.</li> <li>• Students will conduct experiments utilizing the scientific method and inquiry.</li> <li>• Students will be exposed to and will utilize proper science terminology and vocabulary.</li> <li>• Students, parents, community and Partners in Education will participate in school-to-work transitional problems written in the Weekly "Panther Prints" menu. Each subject area curriculum committee will provide one question in the menu per quarter for a total of four questions per subject per year. Students will have to go to the Partner in Education or community member to solve the problem presented in "Panther Prints" and bring their answer back to school. Students who solve the problem correctly will receive a token from the Partners in Education.</li> </ul>
*Evaluation:	<p>Pre- and Post-tests for Grades 3-5 (Developed by District) - tied to SSS Benchmarks  Sample Science FCAT Assessment developed by the State-available through DOE website and provided to schools by District  Science Test Item and Performance Task Specifications for Grade 5 - includes sample questions and scoring rubrics (includes SSS Benchmark clarifications)  FCAT Dailies  Science Kit Evaluation  Harcourt Science Chapter Tests  Harcourt Science Workbook Activities (weekly)</p>
*Evidence-based Program(s):	<p>Harcourt Science Textbook series  Broward County Science Benchmark Plan  Science videos K-5 Beacon  Science Hand-on activities - Grades K-5  FCAT Science Dailies for Grades 4 &amp; 5</p>
*Professional Development:	<ul style="list-style-type: none"> <li>• Teachers will receive training in utilizing and infusing the Science Instructional Focus Calendar into Curriculum (8 Step Process) and the new state standards charts. (August, 2008)</li> <li>• Teachers and students will participate in Science Alive and other science programs focusing in on science cluster H. (Ongoing)</li> <li>• Teachers will participate in science staff development courses (ex. District face-to-face classes</li> </ul>

and/or on-line courses; school based workshops). (June-August, 2008)

- Teachers will participate in an on-site workshop on how to do hands on science experiments emphasizing and demonstrating the science process skills. (October, 2008)
- Staff will be trained in the latest Classroom Walkthrough procedures. (Sept., 2008)
- Online courses for all strands offered by District (Ongoing)
- Ongoing workshops covering content, hands-on activities, FCAT Prep, etc.
- One teacher from each grade level will attend workshops on utilizing the kits and they will conduct trainings on location using the train-the-trainer model. (June-Aug., 08)

All Professional Development will be monitored to determine effectiveness for increasing student achievement and will be modified as needed through Classroom walkthroughs, observations, and discussions to determine the implementation of strategies. In addition, student achievement data will be reviewed.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Delta Science Kits Harcourt Science Text	N/A	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
BECON Shows Distance Learning Equipment	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Hands- On Science Kit training	N/A - In-House	\$0.00
Science Resource Teacher Attends District trainings	Staff Development Funds to cover substitutes	\$800.00
		Total: \$800.00
Other		
Description of Resources	Funding Source	Available Amount
Science Lab Consumables	Science Materials Funds	\$1,000.00
		Total: \$1,000.00
		Final Total: \$1,800.00

\*Non-Highly Qualified      All are qualified  
Instructors:

*End of Science Goal*

## Goal: Parental Involvement

\*Note: Required for Title I

\*Needs Assessment:

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 Parental Involvement Goal*

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## Goal: Return on Investment

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Needs Assessment:

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*End of Return on Investment Goal*

# ADDITIONAL GOALS

No Additional 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, FCAT Elements of Reading (Vocabulary)	School Internal Accounts, Accountability Funds	\$2,000.00
Mathematics	Acaletics & Buckle Down	School Internal Accounts & Accountability Funds	\$10,000.00
Writing	Six Traits South Florida Writing Project Modified Mary Lewis	N/A done in-house	\$0.00
Science	Delta Science Kits Harcourt Science Text	N/A	\$0.00
			Total: \$12,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Explorer	N/A	\$0.00
Reading	PMRN	N/A	\$0.00
Reading	Read Naturally – Computer based fluency program	Century Village Grant	\$275.00
Reading	CCC SuccessMaker,	South Area Office Assistance Wish List & Accountability	\$5,000.00
Reading	Accelerated Reader	South Area Office Assistance Wish List & Accountability	\$2,000.00
Mathematics	Harcourt Websites FCAT Explorer	N/A	\$0.00
Mathematics	CCC SuccessMaker	South Area Office Assistance Wish List	\$5,000.00
Writing	Microsoft Office Software Kidspiration/Inspiration	N/A have license already	\$0.00
Science	BECON Shows Distance Learning Equipment	N/A	\$0.00
			Total: \$12,275.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Trophies & Treasures District Trainings, CRISS	School Internal Accounts – Inservice & Staff Development Funds	\$3,000.00
Mathematics	Acaletics	School Internal Accounts, staff Development & Accountability Funds	\$1,000.00
Mathematics	Harcourt Series	N/A	\$0.00
Writing	Six Traits South Florida Writing Project Modified Mary Lewis	N/A Done in-house	\$0.00
Science	Hands- On Science Kit training	N/A - In-House	\$0.00
Science	Science Resource Teacher Attends District trainings	Staff Development Funds to cover substitutes	\$800.00
			Total: \$4,800.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Weekly Readers, Time For Kids	School Internal Accounts, Accountability Funds, PTA	\$2,000.00
Reading	FCAT Camp	School Internal Accounts, Accountability Funds, PTA	\$4,000.00
Mathematics	Math Superstars	PTA	\$350.00
Mathematics	FCATCamp	School Internal Accounts & Accountability Funds	\$3,000.00
Writing	All grade levels write on FCAT Writes! test day to increase writing skills K-5 School based prompts utilized	N/A done in-house	\$0.00
Science	Science Lab Consumables	Science Materials Funds	\$1,000.00
			Total: \$10,350.00
Final Total: \$39,425.00			

## 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, 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.

✓ Yes. Agree with the above statement.

## SAC Involvement

- 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.
- Throughout the year classroom walkthroughs are conducted and data are monitored and analyzed to determine the successful implementation of all goals and objectives of the SIP.

## SAC Members

### Members

- 1) Elaine L. Saef, Principal
- 2) Kathleen Foster, SAC Chair
- 3) Amy Sakowitz, Teacher
- 4) Beth Birdsong, Teacher
- 5) Dale Cohen, Teacher
- 6) Janice Doughty, Business Member
- 7) Belkys Cairo, Parent
- 8) Pamela Mehringer, Parent
- 9) Lien Linero-Llanos, Parent
- 10) James Tobin, Parent
- 11) Michelle Bartz, Parent
- 12) Jennifer Richie, Parent
- 13) Bonnie Dooley, Parent
- 14) Yolanda Garcia Solomon, Parent
- 15) Candy Pernas, Parent
- 16) Deidre Rackley-Trimble, Parent

- 17) Rhonda Parris, Parent
- 18) Meera Mehendran, Parent
- 19) Pamela Ziegler, Parent
- 20) Maria Verrier, Parent
- 21) Barry Vogel, Parent
- 22) Christina Lombardo, Parent
- 23) Laura Choudhury, Parent
- 24) Carla Estevez, Community Member
- 25) Maria Alvarez, School Support Personnel
- 26) Courtney Johnson, Union Steward

## IMPLEMENTATION EVALUATION

Formative Evaluation of the SAC Plan occurs in the following ways: Mid Year evaluation utilizing District and school based assessments; SAC Curriculum Committees constantly monitor progress and implementation of goals, strategies and objectives; BAT Tests in November; Mini BATs throughout year; SuccessMaker Reports; FCAT Explorer Reports, and CWTS by Administration and Leadership Team

Summative Evaluation of the SAC Plan occurs when all student achievement data is received at the end of each school year from the State (School Grade and National NCLB AYP data.) The Administration, Leadership Team and teachers Team analyzes aggregate and disaggregate student data and report their findings to the staff and SAC Team who then set goals and objectives for the following year utilizing the 8-Step Model.



# REPORTING

## Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

# AYP DATA

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 the number of students in each group.)														Read: 424 Math: 424		2007-2008 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	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		NA					
AMERICAN INDIAN		NA		NA		NA		NA						NA			NA			NA		NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA			NA			NA			NA		NA					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			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 the number of students in each group.)														Read: 432 Math: 432		2006-2007 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	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	25	27	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		NA					
AMERICAN INDIAN		NA		NA		NA		NA						NA			NA			NA		NA					
ECONOMICALLY DISADVANTAGED	98	Y	99	Y		NA		NA			NA			NA			NA	20		NA		NA					
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y		NA		NA			NA			NA			NA	21		NA		NA					
STUDENTS WITH DISABILITIES	96	Y	97	Y	65	Y	68	Y			NA			NA	45	NA	39	32	NA	62	NA	69	NA				

2005-2006 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 the number of students in each group.)														Read: 478 Math: 478		2005-2006 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? <sup>5</sup>		YES								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).														
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math								
	2005	Y/N	2005	Y/N	2005	Y/N	2005	Y/N	2004	2005	Y/N	2004	2005	Y/N	2004	2005	Y/N	2004	2005	Y/N	2004	2005	Y/N	2004	2005	Y/N	2004	2005
TOTAL <sup>4</sup>	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	25	27	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		NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA			NA			NA		NA						
ECONOMICALLY DISADVANTAGED	98	Y	99	Y		NA		NA			NA			NA			NA	20		NA		NA						
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y		NA		NA			NA			NA			NA	21		NA		NA						
STUDENTS WITH DISABILITIES	96	Y	97	Y	65	Y	68	Y			NA			NA	45	NA	39	32	NA	62	NA	69	NA					

	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	80	Y	86	Y			Y			NA	23	20	NA	15	14	NA
WHITE	99	Y	99	Y	86	Y	88	Y			NA			NA	15	14	NA	12	12	NA
BLACK	100	Y	100	Y	65	NA	75	NA			NA			NA			NA	19	25	NA
HISPANIC	100	Y	100	Y	78	Y	87	Y		94	NA			NA	31	22	NA	20	13	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	67	NA	80	NA			NA			NA			NA	31	20	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	59	NA	79	NA			NA			NA			NA	23	21	NA
STUDENTS WITH DISABILITIES	99	Y	98	Y	53	Y	61	Y			NA			NA	59	47	NA	42	39	NA

## SCHOOL GRADE DATA

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"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
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"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
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

Broward School District PANTHER RUN ELEMENTARY SCHOOL 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	88%	92%	95%	275		Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	75%	76%		151		3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>

Adequate Progress of Lowest 25% in the School?	70% (YES)			70	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				496	
Percent Tested = 100%					Percent of eligible students tested
School Grade				A	Grade based on total points, adequate progress, and % of students tested