

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: FRANKLIN PARK SCHOOL

District Name: Lee

Principal: Dr. Vonnie Bryan

SAC Chair: Lakesha Allen

Superintendent: Dr. Browder

Date of School Board Approval: Pending

Last Modified on: 09-21-2009

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

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

## VISION and MISSION STATEMENTS

District: To be a World Class School System

Franklin Park Vision: Lead To Succeed

Franklin Park Mission: Franklin Park Magnet School will empower students to become productive citizens by maximizing their academic and social achievement in order to reach their highest potential.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Franklin Park is a Title 1, Reading First, Academy of Technology Excellence Elementary School. Franklin Park is located in an inner city area of Fort Myers, Florida. Franklin Park has a 98% minority population. Ninety-five percent of our students are on free or reduced lunch. Franklin Park has made excellent gains in reading and now have 71% of students meeting standards in reading. Franklin Park has received a grade of "B" three years in a row from the state. Two years in a row Franklin Park met Adequate Yearly Progress. In 2008-2009 Franklin Park met 92% of the criteria for Adequate Yearly Progress and did not make AYP. 62% of Franklin Park Students met standards in math. The goal was 68%.

We continue to strive to provide our students the best education in all academic areas and our teaching staff are all highly qualified.

Our short term challenges are to increase students' achievement in math and science and increase parent involvement.

Our long term challenges are to have all students meeting state and district standards. Franklin Park's goal is to be an A school and to meet AYP each school year.

#### Unique School Strengths for Next Year

Highly Qualified Teachers  
Involved Parents (from home)  
Outstanding Educators in Every Classroom  
Positive Behavior Support (PBS)  
Quality Practices  
Strong Reading and Writing FCAT Scores in 2008-2009  
Creative and Eager to Learn Students  
Weekly Staff Professional Training  
Weeklong CRIS training during preschool week.

#### Unique School Weaknesses for Next Year

Science Achievement  
Math Achievement  
Lack of Parent Participation at School  
100% students from poverty  
Lack of student background knowledge prior to coming to school

#### Student Demographics

Title I School  
 Enrollment: 2008-2009 year: 399  
 Total Minority: 98.2%  
 ESE: 12.8%  
 ESOL: 1%  
 Gifted 1.3%

#### Student Attendance Rates

95.5%

#### Student Mobility

20.7%

#### Student Suspension Rates

50% increase from previous year due to inadequate implementation of Positive Behavior Support System. Staff has been training in PBS during summer of 2009 and will support the full implementation of Positive Behavior Support system.

#### Student Retention Rates

#### Class Size

15-20 students per classroom

#### Academic Performance of Feeder Pattern

Majority of students have not attended any type of academic program prior to attending Kindergarten.

#### Partnerships and Grants

Fifth/Third Bank  
 Tentative Partnership with Chick Fil a  
 Tentative Partnership with Red Lobster  
 Father's Supporting Education (Eddie Felton)

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

### HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Vonnie Bryan	Doctorate Education	11	16	Franklin Park has maintained a state grade of B for the past 4 years. All subgroups met proficiency levels in reading and writing on the 2009 FCAT. At FPMS in reading our Black subgroup has made steady improvement in reading achievement since 2004! In 2004 our Black subgroup scored 45% meeting standards in reading, 2005, our Black subgroup scored 46%, 2006, our Black subgroup scored 51%, 2007, our Black subgroup scored 57%, 2008, our Black subgroup scored 63%, and in 2009, our Black subgroup scored a total of 65% meeting standards!
Assis Principal	Karen Manize	Master's Degree	11	10	Franklin Park has maintained a state grade of B for the past 4 years. All subgroups met proficiency levels in reading and writing on the 2009 FCAT. At FPMS in reading our Black subgroup has made steady improvement in reading achievement since 2004! In 2004 our Black subgroup scored 45% meeting standards in reading, 2005, our Black subgroup scored 46%, 2006, our Black subgroup scored 51%, 2007, our Black subgroup scored 57%, 2008, our Black subgroup scored 63%, and in 2009, our Black subgroup scored a total of 65% meeting standards!

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
All	Jennifer Misewicz	Master's Degree	9	5	Franklin Park has continued to show marked improvement in writing with all subgroups meeting the FCAT criteria. All subgroups met the criteria for the FCAT reading test. Franklin Park has maintained a state grade of B for the past 4 years. All subgroups met proficiency levels in reading and writing on the 2009 FCAT. At FPMS in reading our Black subgroup has made steady improvement in reading achievement since 2004! In 2004 our Black subgroup scored 45% meeting standards in reading, 2005, our Black subgroup scored 46%, 2006, our Black subgroup scored 51%, 2007, our Black subgroup scored 57%, 2008, our Black subgroup scored 63%, and in 2009, our Black subgroup scored a total of 65% meeting standards!

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

## HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Intensive Interviews	Principal and leadership team		
References contacted	Principal and leadership team		
Grade Level part of interview team	Principal		
Targeted Questions	Principal		
Specific New Teacher Training	Principal		
Peer Mentors	Grade Level Chairs		

## Non-Highly Qualified Instructors

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

## Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
37	0	43	30	27	35	100	2	0	51

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Michelle Smith	Kristin Lucas	Experienced teacher with successful standardized test scores and classroom management.	Meet weekly to assist with lesson planning, classroom management techniques and instructional strategies.
		Experienced	

Lauren Anderson	Marcie Landried and Sherry Kujawski	teacher with successful standardized test scores and classroom management.	Meet weekly to assist with lesson planning, classroom management techniques and instructional strategies.
Jessica Hechler	Lynn Scott	Experienced teacher with successful standardized test scores and classroom management.	Meet weekly to assist with lesson planning, classroom management techniques and instructional strategies.
Mary Spencer	Becky Evans	Experienced teacher with successful standardized test scores and classroom management.	Meet weekly to assist with lesson planning, classroom management techniques and instructional strategies.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

#### Title I, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. The Foundation for Lee County Schools provides resources to teachers to enhance classroom instruction. They also are the liaison between business and community to build partnerships with schools. The Foundation sponsors a Collegium to recognize high quality instructional staff. This benefits the retention of teachers in Title I schools. The resources provided by the Foundation benefit students and teachers as well as enhancing the educational programs in the classrooms. All targeted subgroups of students benefit from these resources. These services will assist schools in increasing student achievement. Collaborative partners include Early Childhood Services (Headstart, VPK); Adult Education; Foundation for Lee County Schools; Youth Coalition; Edison College; Hispanic Chamber of Commerce. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs

#### Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For examplesocial workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

#### Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs

#### Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program

#### Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs

#### Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs

#### Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs

#### Housing Programs

#### Head Start

Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programsAdult Education partners with several Title I schools to offer ESOL classes for parents to learn English.

#### Adult Education

Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Career and Technical Education

#### Job Training

#### Other

#### Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Jennifer Johnson- Learning Resource Teacher  
Richard Whaley- ESE Resource Teacher  
Jean McLoughlin- Speech Pathologist  
Laura Graff- Guidance Counselor  
Jennifer Misewicz- Curriculum Specialist  
Vonnie Bryan- Principal  
Woody Mason-School Psychologist  
Karen Manzi-Assistant Principal

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

The RtI Leadership team at Franklin Park Magnet meets on a monthly, basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a RTI folder (FAIR, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend RTI Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by RTI Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

Learning Resource Teacher

- Attend RTI Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction

Maintain log of all students involved in the RTI process

- Model and assist as needed Tier 2 & 3 interventions
- Collect progress monitoring notes & anecdotes of interventions implemented
- Administer screenings as needed
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend RTI Team meetings for some Tier 2 & Tier 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of RTI in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support RTI implementation when possible
- Attend RTI Team meetings to be active in the RTI change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often RTI Team facilitators
- Schedule and attend RTI Team meetings
- Send parent invites
- Complete necessary RTI forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with RTI Team on effective instruction & specific interventions
- Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with RTI Team regarding Tier 3 interventions
- Incorporate RTI data when making eligibility decisions

Specialist (Behavior, OT, PT)

- Consult with RTI Team
- Provide staff trainings

Social Worker

- Attend RTI Team meetings when requested
- Conduct social-developmental history interviews and share with RTI Team

ESOL/ELL Representative

- Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments

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

The RtI Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for

school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Franklin Park utilizes the district adopted data management system, Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Describe the plan to train staff on RtI.

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the RtI process for all students. The teams provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs.

The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the RtI process and research based practices to support the academic and behavioral needs of students.

#### School Wide Florida's Continuous Improvement Model

##### Plan

Data Disaggregation 2008-2009 FCAT Data

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

The School District of Lee County uses the Florida Sterling Quality method of Continuous Improvement. This includes the incorporation of the Plan-Do-Study-Act steps for continuous improvement.

Describe what the data showed in each of the subject areas:

Strengths were in reading and writing achievement with 71% meeting standards in reading and 89% meeting standards in writing.

Reading:

5th - 69% met standards

4th - 71% met standards

3rd - 64% met standards

Analysis of the data indicates that main idea and comparisons are strands which will be targeted for improvement.

Math:

5th - 47% met standards

4th - 59% met standards

3rd - 70% met standards

Data does not show a particular strength in any one strand. Focus for improvement will be put on all strands.

Writing: 89% met standards. Good progress and steady increase in this area each year.

Science: 12% met standards. Data indicates all strands need improvement

##### Instructional Calendar Development

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

Grade levels meet weekly and plan instructional strategies for the next week by reviewing FCAT weekly tests; AR reports, Successmaker reports, pre-tests and post-tests in all subjects. Additional diagnostic information will be available to evaluate and determine instruction after each FAIR assessment. The IFC will be updated in 10/09 as determined by disaggregated data results from the 9/09 pretest in the areas of math, science and writing. The IFC will be updated again after reviewing the 12/09 mid-term tests.

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

All strands will be given priority focus in the areas of math and science. Main idea and comparisons will be the priority focus in reading.

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

Review of each student's FAIR test results; review of each student's math and science pre and mid year district assessment. Teachers will review each student's individual data folder to assess individual needs and plan for individual and small group instruction based on academic need.

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

A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant.

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

n/a

#### DO

Direct the Instructional Focus

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

Weekly grade level meetings to collaboratively plan lessons, cross grade level monthly meetings to share best practices and resources. Each teacher will follow the district academic plans and the Sunshine State Standards to plan instruction.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed and delivered by teachers in each academic subject area through out the day using all modalities.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised and monitored after reviewing subject area assessments.

#### CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

FCAT Weekly Assessments  
Grade Level Assessments  
Achievement Series Assessments  
Text Book Assessments  
SuccessMaker Reports  
Teacher Made Assessments  
Accelerated Reader Reports  
FAIR Assessments  
STAR Diagnostic Tests  
Pre and Post Tests

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

Assessments are thoroughly analyzed to determine mastery of subject matter and skills.

Maintenance

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

District Wide Use of Academic Plans for each subject area with common district wide assessments administered.

Standardized District Wide Tests scheduled and administered on specified days.  
Enrichment activities are routinely given to students on level or above grade level.

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

Bi-monthly Grade Level Meetings to look at grade level data with administration and instructional team. The curriculum specialist will plan the meeting and maintain current documentation  
FAIR Administered three times yearly and data analyzed to make instructional decisions with all teaching staff and administration

#### Monitoring

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

On-going staff training organized by the principal  
Principal and leadership team monitoring of school wide progress using PMRN and other reports generated from various software programs.  
Bi-monthly Grade Level Meetings to look at grade level data with administration and instructional team. Daily walk-throughs by administration of every classroom. Administration will also meet with each teacher four times annually to review each student's progress.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

Treasures  
Read Well  
SRA Signature Mastery Series  
SRA Corrective Reading  
SAXON Math  
SAXON Phonics  
Accelerated Reader  
Harcourt Science Series  
Writers in Control  
Buckledown Reading and Math FCAT practice  
Pearson Successmaker Reading and Math instructional technology

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

Small Group Instruction  
Additional Time  
Alternative Schedule  
Numerous repetitions  
PMRN and FCRR supplement lesson plans with strategies will be implemented as necessary

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

Surveys  
School Achievement Results

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

Students who score minimally or substantially below level based on FAIR testing results, SAT 10, FCAT scores and/or classroom assessments.

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

FAIR Assessment Results will be used to determine effectiveness of interventions and the use of On-going assessment in all subject areas

#### Enrichment

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

Exceeds Classes with accelerated delivery of instruction and above grade level curriculum  
 Extra Curricular Activities  
 Use of technology including Successmaker Math and Reading  
 Major Work Area classes  
 Sunshine State Reader's Club  
 Book Battle  
 Dancing Classrooms  
 Odyssey of the Mind

Describe how students are identified for enrichment strategies.

FCAT Scores  
 STAR Test  
 Performance on Grade Level Tests  
 Gifted Testing  
 Teacher Observation

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Differentiated Instruction	Jennifer Misewicz	Bi-Monthly	Faculty Meetings	Increased Student Achievement
The Quality School Teacher	Vonnie Bryan	Bi-Monthly	Faculty Trainings	Increased Student Achievement
Grade Level Science Planning Teams	Grade Level Chairs	Monthly	After School once a month	Increased Student Achievement
PBS/Quality Team	Karen Manzi	Bi-Monthly	After School	Increased On Task and Positive Behavior
A+ Data Team	Jennifer Misewicz	Bi-Monthly	After School	Increased Student Achievement
RTI Team	Jennifer Johnson	Weekly	Once A week during the regular school day	Increased Student Achievement

### NCLB Public School Choice

Note: For Title I schools only

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

### Pre-School Transition

Open House is held before school begins for all grades.  
 Kindergarten screenings offered during summer months and data is used to place students and plan academic instruction.

### Postsecondary Transition

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

n/a

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009 65% of students in the Black subgroup scored in levels 3-5 on the 2009 administration of the FCAT Reading test as reported by the AYP report.		In 2009-10 the percentage of students in the black subgroup will increase from 65% to 72% in levels 3-5 on administration of the FCAT reading as reported by the AYP Report.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new FAIR assessments to monitor student progress.  Include focus lessons on main idea and compare and contrast in reading, language arts and science content areas.	Principal and Curriculum Specialist and Learning Resource Teacher	Review of FAIR reports to ensure teachers are assessing students according to the created schedule. Lesson plans will be reviewed by Principal through Oncourse Systems. Administration will conduct walk-throughs on a daily basis to monitor IFC's	FAIR Walk-throughs Achievement Data Quarterly Review of all student data Review of student data folders

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Sixty eight percent of our economically disadvantaged students scored levels 3-5 on the 2009 administration of the FCAT Reading Test as reported by the AYP report.		The economically disadvantaged subgroup will show an increase from 68% to 72% in levels 3-5 on the FCAT reading test as reported by the AYP report.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Include focus lessons on main idea and compare and contrast in reading, language arts and science content areas.	Principal and Curriculum Specialist and Learning Resource Teacher	Walk through and review of lesson plans	FCAT Reading Test

#### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In 2009-10 the percentage of students in the black subgroup will increase from 65% to 72% in levels 3-5 on administration of the FCAT reading as reported by the AYP Report. The economically disadvantaged subgroup will show an increase from 68-72% in levels 3-5 on the FCAT reading test as reported by the AYP report.	FAIR	District Trainers	August 18, 2009	School Wide Completions of FAIR Tests	Principal and Learning Resource Teacher
In 2009-10 the percentage of students in the black subgroup will increase from 65% to 72% in levels 3-5 on administration of the FCAT reading as reported by the AYP Report. The economically disadvantaged subgroup will show an increase from 68-72% in levels 3-5 on the FCAT reading test as reported by the AYP report.	CRISS	Henge	August 10-14, 2009	Lesson Plans Classroom Walk throughs	Principal and Assistant Principal

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Read Well	Curriculum Services	\$0.00
SRA Corrective Reading	Curriculum Services	\$0.00
SRA Signature Master Edition Series	Curriculum Services	\$0.00
Macmillian-McGraw Hill	Textbook Funds	\$800.00
		Total: \$800.00
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: \$800.00

End of Reading Goal

## Mathematics Goal

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

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 57% of the students in the Black subgroup scored in levels 3-5 on the 2009 administration of the FCAT math test as reported by the AYP report.		In 2009-2010 the percentage of students in grades 3-5 in the Black subgroup scoring in levels 3-5 will increase from 57% to 74% as reported by the AYP.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will administer the district pre-test and midyear test to monitor student progress.	Principal, Curriculum Specialist, Guidance Counselor and teacher	Access Achievement Series to review results of pre and mid year test. Print results and analyze data to determine instructional focus.	FCAT results
2	Implementation of Saxon Math Program in Grades 1-5	Principal, Curriculum Specialist	Principal of On course lesson plans and walk throughs	Weekly assessments, student data collection and FCAT results
3	Incorporate a read aloud	Principal	Walk throughs	Weekly Assessments

math/literature book daily to increase math vocabulary and concepts	Assistant Principal		FCAT
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 61% of the students in the Economically Disadvantaged subgroup scored in levels 3-5 on the 2009 administration of the FCAT Math test as reported by the AYP report.		The percentage of students in the Economically Disadvantaged subgroup in grades 3-5 will increase from 61% to 74% on the 2009 administration of the FCAT Math test as reported by the AYP report.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Daily math practice at individualized student level on Successmaker technology program	Principal Curriculum Specialist	Review Successmaker data reports	Data report and FCAT
2	Use of FCAT practice materials such as Buckle Down and Scott Foresman FCAT practice workbooks	Principal Assistant Principal	Walk throughs	Weekly assessments FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In 2009-2010 the percentage of students in grades 3-5 in the Black subgroup scoring in levels 3-5 will increase from 57% to 74% as reported by the AYP. Also, the percentage of students in the Economically Disadvantaged subgroup in grades 3-5 will increase from 61% to 74% as reported by the AYP.	Saxon Math	Brenda	August 19, 2009	Daily Lessons Classroom Walk-throughs	Principal and Assistant Principal
In 2009-2010 the percentage of students in grades 3-5 in the Black subgroup scoring in levels 3-5 will increase from 57% to 74% as reported by the AYP. Also, the percentage of students in the Economically Disadvantaged subgroup in grades 3-5 will increase from 61% to 74% as reported by the AYP.	Saxon Math	Brenda	August 19, 2009	Daily Lessons Classroom Walk-throughs	Principal and Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
SAXON MATH	Title 1	\$10,000.00
		Total: \$10,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$10,000.00

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All science strands are targeted for improvement for the 2009-2010 school year. The percentage of fifth grade students meeting standards on the FCAT Science in 2008-2009 as reported by the school grade report was 11%		In 2009-2010, fifth grade students will increase achievement on the FCAT science test from 11%-15% as reported on the school grade report.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Incorporate the use of the Harcourt Science Textbook during reading in grades 3-5	Principal and Assistant Principal	Lesson plans and classroom walk throughs	Science pre and post tests FCAT Science
2	Daily read aloud of science literature	Principal and Assistant Principal	Classroom walk throughs	FCAT Science
3	Science Fair Projects required and completed during class time first semester to develop scientific thinking	Principal and Assistant Principal	Classroom walk throughs	Projects FCAT
4	Monthly designated planning time for developing science lessons by grade level	Principal and Assistant Principal	Lesson plans and implementation of lessons Classroom walk throughs	FCAT Science
5	Each student in grades 3-5 will keep a science journal to record scientific vocabulary and notes by topic	Principal, Assistant Principal	Review of student journals	FCAT Science

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At minimum, return to previous year's score of 30% meeting standards (increase of 18%) on the FCAT Science Test in 5th Grade according to the School Grade Report.	CRISS Strategies	Henge	August 10-14, 2009	Lesson Plans Classroom walk throughs	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Science Texts	Textbook	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,000.00

## Writing Goal

Needs Assessment: Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
98% of the students met standards on 4th Grade FCAT Writing Assessment according to the AYP report		Maintain 90-100% of 4th grade students meeting standards in writing according to AYP report.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Ongoing training in writing	Principal Curriculum Specialist	Student achievement on monthly writing prompts	Monthly writing prompts FCAT
2	In 4th grade, 1 hour per day writing instruction using Writers in Control	Principal Curriculum Specialist	Walk throughs and review lesson plans	Weekly writing prompts FCAT
3	Grades K-3, 30 minutes daily	Principal Curriculum Specialist	Walk throughs and review lesson plans	Weekly writing prompts FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Maintain 90-100% of 4th grade students meeting standards in writing according to AYP report.	Expository and Narrative Writing	Lori Gondolfo	September 22, October	Monthly Writing Prompts	Principal and Curriculum Specialist

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
FCAT Writing Training	Title 1	\$3,400.00
Total: \$3,400.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$3,400.00		

*End of Science Goal*

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:  
 Were parent involvement activities and strategies targeted to areas of academic need?  
 Based on information from surveys, evaluations, agendas, or sign-ins:

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Parents at Franklin Park attend award ceremonies, luncheons, performances, PTO Activities, and festivals. Our need is to have more parents more actively involved in their children's learning and volunteering in the school.		Franklin Park Magnet will increase parent participation at the school level from 08-09. In 2008-2009, 55% of Franklin Park Parents attended one or more events during the school year. In 2009-2010 60% of parents will attend one or more events as documented with parent sign in sheets.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Send home parent invitations for school events	Principal	Parent sign-in sheets	Attendance
2	Involve parents in children's learning by encouraging signed homework/student planner	Teachers and Assistant Principal	Review homework and student planners	Signed homework
3	Parent Survey to assess parent satisfaction with their child's education	Principal	Send home survey, collect and analyze information	Survey results

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

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
Materials for parent training. Paper to run materials.	Title 1	\$3,492.00
		Total: \$3,492.00
		Final Total: \$3,492.00

End of Parent Involvement Goal

Other Goals

In 2009-2010 Franklin Park will meet AYP according to AYP report. Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, 57% of the black subgroup met standards in math. The requirement for this 2009-2010 year is 74%.		In the event we do not meet the 14% increase in the black subgroup for math in 2009-2010 for grades 3-5, we will meet the safe harbor AYP goal of 62%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Use of FCAT practice materials such as Buckle Down and Scott Foresman FCAT practice workbooks	Principal	Walk throughs	Weekly assessments AYP report
2	Implementation of Saxon Math Program in Grades 1-5	Principal Assistant Principal Curriculum Specialist	lesson plans and walk throughs	Weekly tests

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, 61% of the economically disadvantaged subgroup met standards in math according to the AYP report.		in 2009-2010, students in grades 3-5 that are in the economically disadvantaged subgroup will meet the safe harbor AYP goal in math of 65%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will administer the district pre-test and midyear test to monitor student progress	Principal Assistant Principal Curriculum Specialist	Access Achievement Series to review results of pre and mid year test. Print results and analyze data to determine instructional focus.	Increased student achievement based on achievement series results, and AYP
2	Saxon Math implementation	Principal	Analysis of tests, classwork, and homework	Achievement on tests and FCAT math AYP results.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

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 In 2009-2010 Franklin Park will meet AYP according to AYP report. Goal*

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# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Read Well	Curriculum Services	\$0.00
Reading	SRA Corrective Reading	Curriculum Services	\$0.00
Reading	SRA Signature Master Edition Series	Curriculum Services	\$0.00
Reading	Macmillian-McGraw Hill	Textbook Funds	\$800.00
Mathematics	SAXON MATH	Title 1	\$10,000.00
Science	Harcourt Science Texts	Textbook	\$5,000.00
			Total: \$15,800.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Writing	FCAT Writing Training	Title 1	\$3,400.00
			Total: \$3,400.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Materials for parent training. Paper to run materials.	Title 1	\$3,492.00
			Total: \$3,492.00
			Final Total: \$22,692.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

No. Disagree with the above statement.

### Measures Being Taken to Comply with SAC Requirement

Our SAC committee is representative of the student and community population.

Projected use of SAC Funds	Amount
Schools were not awarded SIP funds for the 2009-2010 school year.	0

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

The School Advisory Council will meet to discuss school achievement, goals and plans for continuous progress. The SAC committee will review and approve the School Improvement Plan.

## SAC Members

### Members

- 1) Vonnie Bryan, Principal
- 2) Lakesha Allen, SAC Chair
- 3) Jennifer Misewicz, Teacher
- 4) Joy Hunter, Teacher
- 5) Lorraine Thomas, Teacher
- 6) Eddie Felton, Business Member
- 7) Rodney Hunter, Parent
- 8) Demisha Giles, Parent
- 9) John Fabius, Parent
- 10) Jerrica Hopson, Parent
- 11) Martha Green, Community Member
- 12) Frankie Knight, School Support Personnel
- 13) Blanca Martinez, School Support Personnel

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Lee FRANKLIN PARK SCHOOL 0251													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 172 Math: 172		2008-2009 School Grade <sup>1</sup> :		B		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <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 perce of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <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		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N			
TOTAL <sup>4</sup>	99	Y	100	Y	68	Y	60	N			Y			NA	34	32	NA	37	40	N	68	NA	58	N			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	100	Y	100	Y	65	Y	57	N			Y			NA	37	35	NA	42	43	N	64	NA	54	N			
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	68	Y	61	N			Y			NA	36	32	NA	41	39	N	66	NA	59	N			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Lee FRANKLIN PARK SCHOOL 0251													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 169 Math: 169		2007-2008 School Grade <sup>1</sup> :		B		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 perce 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	2007	Y/N	2008	Y/N			
TOTAL <sup>4</sup>	100	Y	100	Y	66	Y	63	Y			Y			NA	42	34	NA	47	37	NA	63	NA	66	NA			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	100	Y	100	Y	63	Y	58	N			Y			NA	43	37	NA	52	42	Y	63	NA	64	NA			
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	64	Y	59	N			Y			NA	49	36	NA	51	41	Y	63	NA	62	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Lee FRANKLIN PARK SCHOOL 0251													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 186 Math: 186		2006-2007 School Grade <sup>1</sup> :		B		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 perce 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			
TOTAL <sup>4</sup>	99	Y	99	Y	58	Y	53	N			Y			NA	42	36	NA	49	47	N	55	NA	59	Y			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	99	Y	99	Y	57	Y	48	N			Y			NA	52	38	NA	60	52	Y	54	NA	57	NA			
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	51	Y	49	N			Y			NA	50	44	NA	54	51	N	50	NA	57	Y			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	99	Y	99	Y	50	N	46	N			NA			NA	51	41	Y	44	54	N	52	NA	56	Y			

## SCHOOL GRADE DATA

Lee School District FRANKLIN PARK SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	71%	62%	90%	11%	234
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
% of Students Making Learning Gains	70%	58%			128
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</li> </ul>					

						1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	60% (YES)			134	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					496	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Lee School District FRANKLIN PARK MAGNET SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	62%	87%	30%	245	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	66%	65%			131	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)	77% (YES)			147	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					523	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Lee School District FRANKLIN PARK MAGNET SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	56%	93%	18%	230	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	66%	68%			134	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?	60% (YES)	73% (YES)			133	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					497	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested