



Central Park Elementary

School Advisory Council Meeting

Thursday, February 21, 2019

8:30 A.M

- ❖ *SAC Welcome / Call to Order*
- ❖ *Approval of December 11, 2018 SAC minutes*
- ❖ *Mid-Year Reflection in School Improvement Plan*
- ❖ *FSA Assessments with Enhanced Items/Social Studies*
- ❖ *Specials - 2019-2020*
- ❖ *School Choice: Science Materials Reallocation of Funds*
- ❖ *Before & After School Child Care Quality Standards Needs Assessment Results*
- ❖ *Committee Update*
- ❖ *Principal's Updates*
- ❖ *Questions / Feedback*
- ❖ *Next Meeting: March 20, 2019*



BROWARD SCHOOLS
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VIRTUAL COUNSELOR
DATA WAREHOUSE

Attendance	Membership	Sign In Sheets	Report	Help	Logout
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School: CENTRAL PARK ELEMENTARY

Committee:
SAC

Sign In sheet for CENTRAL PARK ELEMENTARY Date: 2-21-19 Time: 8:30AM

#	Full Name	Position	SBBC Employee	Parent Of Student At School	Sign Here
1.	ADAMCZYK, JAIME	IZ Rep	No	Yes	<i>[Signature]</i>
2.	CARR, JILL	Teacher	<u>Yes</u>	No	<i>Jill Carr</i>
3.	CASTRO, MIRIAM	SAF-DESIGNEE	No	Yes	<i>[Signature]</i>
4.	COLEMAN, CHERISE	Principal	Yes	No	<i>Cherise Coleman</i>
5.	DOMINGUEZ, ALEX	SAF-DESIGNEE	No	Yes	<i>Alex</i>
6.	DOMINGUEZ, CINTHYA	Gifted Rep	No	Yes	<i>Cinthya Dominguez</i>
7.	DOZO, MARIA	Non-instructional	<u>Yes</u>	No	<i>Maria Dozo</i>
8.	ENCIN, DELIA	Teacher	<u>Yes</u>	No	<i>Delia Encin</i>
9.	GIL, JULIA	Parent	No	Yes	<i>Julia Gil</i>
10.	HAGOOD-ELLIOTT, KIMBERLY	BTU Steward	Yes	No	<i>Kimberly Hagood Elliott</i>
11.	HARMS, ROBERT	BUSINESS	No	No	
12.	KAISER, TONI	Teacher	<u>Yes</u>	No	<i>Toni Kaiser</i>
13.	KIRNER, COURTNEY	ESE Rep	No	Yes	
14.	MIDDLEBROOKS, ANNA	Parent	No	<u>Yes</u>	<i>Anna</i>
15.	O'GRADY, PAMELA	Non-instructional	<u>Yes</u>	No	<i>Pamela O'Grady</i>
16.	QIN, WENQI	Parent	No	Yes	<i>[Signature]</i>
17.	RUSSELL, ALEXIS	Teacher	<u>Yes</u>	No	<i>Alexis Russell</i>
18.	SLAVIN, TARA	Parent	No	Yes	<i>Tara Slavin</i>
19.	WALL, LOIS	SAC Chair	Yes	No	<i>Lois Wall</i>

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Guest Sign In Sheet For CENTRAL PARK ELEMENTARY Date: 2-21-19 Time: 8:30 AM

#	Full Name	Position	SBBC Employee	Parent of Student at School	Sign Here
1.	<i>Cynthia Lassiter</i>	<i>ESE Special</i>	<input checked="" type="checkbox"/>		<i>[Signature]</i>
2.	<i>Carol Sepena</i>	<i>dB</i>		<input checked="" type="checkbox"/>	<i>[Signature]</i>
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Central Park Elementary School
School Advisory Council (SAC)
Meeting Minutes
December 11, 2018

The Central Park School Advisory Council (SAC) met on November 14, 2018. Lois Wall, SAC Chairperson, called the meeting to order at 8:34 AM.

SAC members in attendance included: **Jaime Adamczyk, Jill Carr, Cherise Coleman, Alex Dominguez, Cynthia Dominguez, Maria Lami-Dozo, Kimberly Hagood-Elliott, Toni Kaiser, Courtney Kirner, Pamela O'Grady, Alexis Russell, Tara Slavin,, and Lois Wall.**

Guests that attended: Melanie Kashi, Melissa Kwavnick, Namya Burney, Heather VanBeber, Kristen Leith, Alison Durning, and Carol Sopanaro.

Mrs. Wall presented the minutes from the November 14, 2018 meeting. Jaime Adamczyk made a motion to approve the minutes. Dr. Jill Carr seconded the motion.

New SAF Chairperson:

- We elected a SAF Chairperson, Mr. Alejandro (Alex) Dominguez, who will represent all stakeholders at the monthly meeting as well as attend the Central Area Advisory Meetings.

Sanford Harmony/Social Emotional Learning/Character Education (Mrs. Martinez, Guidance Counselor:

- Mrs. Martinez shared a morning meeting activity that teachers do in the classroom to share great things or happy things happening in their life.
- Discussed the SEL Core Competencies and that they are attached to academic standards.
- Central Park is using the Sanford Harmony Program. The components of the program were shared with everyone.
- Mrs. Martinez and the teachers aligned all of the Character Traits with the SEL Core Competencies.

Committee Updates:

- Reading: Barnes and Noble night will be coming up in February. The reading committee is currently working on the activities for this event.
- Science: Science adoption training was a huge success. The teachers that attended were excited to implement new strategies and lessons using STEMscopes, Science A-Z, and Scholastic Readers.
- Math: Adopting a new series for the 2019-2020 school year.

Principal's Update:

- Thank you to the PTA and Central Park families for a fabulous staff luncheon. Everyone enjoyed the delicious food and dessert.
- Students are currently taking IReady Diagnostic Reading and Mathematics Assessment #2.
- Central Park identified families in need and PTA purchased a turkey for each of the families that were picked up on Friday, November 16th.
- Snowflake Wishes was a huge success and the parents who received presents for their children were very grateful.
- Discussion of Installation of Aiphone System to control the electric door strike at the front entrance of the campus
- Fifth grade will be taking the Science BSA and third grade will be taking the English Language Arts.

Motion to adjourn meeting made by Jaime Adamczyk and seconded by Courtney Kirner. Meeting adjourned at 9:18 AM.

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Directions for School Leadership Team: We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

1. Has your school made progress towards achieving the goal?

- A. *How do the structures and systems in place at your school ensure all facets of the school culture create predictable environments and a school climate that supports your SIP goal?*
- All Grade Teams meet weekly to study the pacing charts and plan for implementation of grade level math and reading curriculum, as well as enrichment and remedial work through Reteach and Intervention work. Sharing of best practices occurs as well. Teams study the rigor of the Standards, the learning goals and scales, and develop new ones with student evidence to ensure the Standards are being met, evaluated, and student proficiency is being monitored.
- B. *What are the gaps that exist between your current state and your desired state?*
- Data collection is extensive and includes analysis of i-Ready Benchmark & Diagnostic assessments, unit test analysis of errors, BAS results, and other available data points. The desired state is to have all children's needs addressed. However, it is found that in the interest of moving ahead with the curriculum to keep up with the District pacing guides, sufficient planning of time for remedial work is a barrier.
- C. *How will you address them between now and the end of this school year?*
- We are continually evaluating all students' progress through classroom data, as well as Rtl meetings. Struggling students are given additional double dose daily instruction through in classroom and pullout groups to allow for the best opportunity to finish the year proficient according to grade level standards.

2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)

- A. *What evidence do you see that a barrier has been reduced or eliminated?*
- Barriers of scheduling remedial instruction has been eliminated by meeting with each team, creating spreadsheets of children being identified as needing additional instruction through their i-Ready assessments, or BAS levels, as well as classroom unit assessments, and working with the teams to group those students into similar needs by grade levels.
- B. *What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
- All teachers keep records of the students' content area progress and are continually progress monitoring them. Grade level schedules were created with emphasis on small group instruction for meeting different levels of Standards mastery.
- C. *If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
- Progress for scheduling has been successful within each grade and teams meet regularly to evaluate the students' progress as well as evaluate if there are students who have either reached their goal and can be exited from their intervention group, or if there are new students falling below proficiency. New students are identified and groups are reorganized if needed.
- D. *Did you identify other barriers that could serve as effective re- entry points into the plan?*
- Other barriers identified were teachers' knowledge of interventions and sufficient materials for student reteach or intensive intervention. Materials were gathered and made available to teachers, as well as providing ongoing teacher training through District trainers visiting the school allowing for these barriers to be removed.

3. Are your strategies being implemented with fidelity?

A. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?

- Strategies are being met with fidelity. Teachers adhere to the schedule for their content area instruction and children are continually being progress monitored to ensure they are making progress within their ability groups. If a child is not making progress, they are flagged and reevaluated so that they can be moved to a group for additional instruction within the instructional level they are at, or be considered for additional double dose instruction.

4. What are your benchmarks for success?

A. How will your progress towards your goal impact student achievement?

- Progressing towards our goal of working with students struggling in their grade level Reading and Math Standards to increase proficiency will be achieved by continually progress monitoring the children and delivering specific intervention as evidenced by their data.

B. What is your desired state?

- Our desired state is to increase all students' learning gains and work towards the math goals set for each student in K-5.

C. What gaps exist between your current state and your desired state?

- We still have some students who are not closing their reading or math gaps in enough time to complete their grade on grade level and exhibiting mastery of their grade level Standards. These children are placed on a Progress Monitoring Plan (PMP) and many are also in the RtI process to review their progress with their teacher and the MTSS committee, and develop a plan to work on their intervention progress.

This handout may be used with the "Responding to Paper-Based Grades 3–6 FSA ELA Reading Items" narrated presentation.

FSA Grades 3–6 ELA Reading Item Type Handout

1) **Multiple-Choice:** Fill in **one** bubble completely to mark your answer.

Example:

What is the main idea of Passage 2?

- Ⓐ Leaf-cutting ants grow mushrooms using leaves as soil.
- Ⓑ Leaf-cutting ants work together to grow food for the entire colony.
- Ⓒ Leaf-cutting ants have scissorlike jaws that are used to cut leaves.
- Ⓓ Leaf-cutting ants have a queen who is the biggest ant in the colony.

2) **Multiselect:** Fill in **more than one** bubble completely to mark your answers.

Example:

What are **two** ways that Tyrannosaurus Sue's skeleton is used?

- Ⓐ as an interesting *Tyrannosaurus rex* display that brings visitors into the museum
- Ⓑ as evidence to prove that *Tyrannosaurus rexes* were warm-blooded creatures
- Ⓒ as an example of how to make missing *Tyrannosaurus rex* bones
- Ⓓ as a tool that allows scientists to study *Tyrannosaurus rex* fossils
- Ⓔ as a demonstration of the daily activities of *Tyrannosaurus rexes*

This handout may be used with the "Responding to Paper-Based Grades 3–6 FSA ELA Reading Items" narrated presentation.

3) **Table Match:** Select the correct answer in each row by filling in the bubbles.

Example:

Fill in the circles to show how each image contributes to ideas in the passage.

	Image 1	Image 2	Both Images
shows how different bones form Sue's skeleton	Ⓐ	Ⓑ	Ⓒ
shows how complete Susan Hendrickson's discovery was	Ⓓ	Ⓔ	Ⓕ
shows how Sue's skeleton could not be displayed all together	Ⓖ	Ⓗ	Ⓘ

4) **Selectable Text:** Fill in the bubbles in front of the sentences you want to select.

Example:

The title of Passage 2 calls Jefferson a "food pioneer." Fill in the circles **before** the **two** sentences that support this description.

Ⓐ "In Jefferson's day, there were no supermarkets, no refrigerators, and no trucks or airplanes to move food quickly over long distances.

Ⓑ Mostly, people ate only what they or their neighbors grew and made.

Ⓒ Because of this, most people were familiar only with local plants and were afraid of new ones. Ⓓ Perhaps because Jefferson traveled in Europe—and because he always liked to try new things—he was an exception. Ⓔ He loved to grow unfamiliar plants." (paragraph 8)

This handout may be used with the "Responding to Paper-Based Grades 3–6 FSA ELA Reading Items" narrated presentation.

- 5) **Two-Part:** In two-part items, Part B asks you to support your answer from Part A. Read each part of the item carefully and fill in the correct number of bubbles.

Example:

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which sentence states a theme that is shared by both Passage 1 and Passage 2?

- Ⓐ Creativity helps children learn.
- Ⓑ Safety is more important than having fun.
- Ⓒ Imagination makes everyday life more exciting.
- Ⓓ It is important to work at a task until it is complete.

Part B

Select **two** quotations that support the answer in Part A.

- Ⓐ "The gravel-pit is not really dangerous if you don't try to climb down the edges, but go the slow safe way round by the road, as if you were a cart." (Passage 1, paragraph 3)
- Ⓑ "Cyril wanted to dig out a cave to play smugglers in, but the others thought it might bury them alive, so it ended in all spades going to work to dig a hole through the castle to Australia." (Passage 1, paragraph 7)
- Ⓒ "Cyril and Anthea knew that Australia was not quite so near as all that, but they agreed to stop using the spades and to go on with their hands." (Passage 1, paragraph 11)
- Ⓓ "Three of us afloat in the meadow by the swing," (Passage 2, line 1)
- Ⓔ "Winds are in the air, they are blowing in the spring," (Passage 2, line 3)
- Ⓕ "Where shall we adventure, to-day that we're afloat," (Passage 2, line 5)

This handout may be used with the "Responding to Paper-Based Grades 3–6 FSA ELA Reading Items" narrated presentation.

- 6) **Editing Task Choice:** You will need to determine if the underlined word or phrase is incorrect and needs to be replaced with the correct word or phrase or if it is already correct.

Example:

Now answer Numbers 16 through 18. Choose the correct word or phrase for each of the following.

16. Those levels include bedrooms, a conference room, offices, and even a medical room with a docktor on board.

- (A) docter
- (B) doctor
- (C) dockter
- (D) correct as is

17. Part A

- There are to kitchens that feed up to one hundred people at a time.

- (A) too
- (B) tow
- (C) two
- (D) correct as is

Part B

- Going long distances is easy because this airplane might refuel in the air.

- (A) can
- (B) must
- (C) should
- (D) correct as is

18. The name Air Force One is usually used for the large white and blue plane with these special features.

- (A) white and blue large plane
- (B) blue and white large plane
- (C) large plane white and blue
- (D) correct as is

This handout may be used with the "Responding to Paper-Based Grades 3–6 FSA Mathematics Items" narrated presentation.

FSA Grades 3–6 Mathematics Item Type Handout

1) **Multiple-Choice:** Fill in **one** bubble completely to mark your answer.

Example:

<p>What is 78 rounded to the nearest ten?</p> <p>(A) 70</p> <p>(B) 75</p> <p>(C) 80</p> <p>(D) 100</p>
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2) **Multiselect:** Fill in **more than one** bubble completely to mark your answers.

Example:

<p>Select all the expressions that have the same value as $30 \div 10$.</p> <p>(A) 1×3</p> <p>(B) $10 \div 30$</p> <p>(C) 30×10</p> <p>(D) $30 \div 10 \div 1$</p> <p>(E) $30 \div (2 \div 5)$</p> <p>(F) $(30 \div 2) \div 5$</p>

This handout may be used with the "Responding to Paper-Based Grades 3–6 FSA Mathematics Items" narrated presentation.

4) **Editing Task:** Bubble one correct answer in each box to complete the sentence.

Example:

The two figures shown are measured in centimeters (cm).

6 cm

6 cm

9 cm

7 cm

Complete the statement about the two figures. For each blank, fill in the circle **before** the word or phrase that is correct.

The shapes are both

(A) squares

(B) trapezoids

(C) rectangles

because

(A) all the angles in each shape are right angles.

(B) all the sides of each shape have the same length.

(C) all the sides of each shape are made of straight lines.

5) **Gridded Response:** Using the grid for your grade level, practice entering the fraction $53/4$ as your answer.

Grade 3

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Grades 4 & 5

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Grade 6

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

This handout may be used with the "Responding to Paper-Based Grades 3–6 FSA Mathematics Items" narrated presentation.

3) **Table Match:** Select the correct answer in each row by filling in the bubbles.

Example 1:

Example 2:

Match each number to the value of the number rounded to the nearest 10.

	180	190	200
181	(A)	(B)	(C)
186	(D)	(E)	(F)
194	(G)	(H)	(I)

This handout may be used with the "Responding to Paper-Based Grades 3–6 FSA Mathematics Items" narrated presentation.

4) **Editing Task:** Bubble one correct answer in each box to complete the sentence.

Example:

The two figures shown are measured in centimeters (cm).

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6 cm

9 cm

7 cm

Complete the statement about the two figures. For each blank, fill in the circle **before** the word or phrase that is correct.

The shapes are both

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(B) trapezoids

(C) rectangles

because

(A) all the angles in each shape are right angles.

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(C) all the sides of each shape are made of straight lines.

5) **Gridded Response:** Using the grid for your grade level, practice entering the fraction $53/4$ as your answer.

Grade 3

	/	/	/	/	/	
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Grades 4 & 5

	/	/	/	/	/	
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Grade 6

	/	/	/	/	/	
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9