

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: CROISSANT PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Jamie Maradiaga

SAC Chair: Eileen Vinci

Superintendent: Mr. James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-10-2009

Dr. Eric J. Smith, Commission  
Florida Department of Educat  
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## VISION and MISSION STATEMENTS

Vision: We will be an exemplary school that provides the highest quality education for all students.

Mission: The mission of the staff and community of Croissant Park Elementary is to provide a safe, success-oriented environment for each of our students, in which excellence in teaching is evidenced and life-long learning is promoted.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Croissant Park Elementary is an urban school of 646 students located in Fort Lauderdale, Florida. Croissant Park opened its doors in 1951. 16% are LEP and 22% are ESE. The free and reduced lunch percentage is 74%. Population by grade level is 35-PreKindergarten, 96-Kindergarten, 109-1st grade, 105-2nd grade, 101-3rd grade, 86-4th grade, and 113-5th grade. Teacher student ratio in the primary grades is 18:1 and at the intermediate level it is 22:1. Staff includes 76 full time faculty members and 2 administrators. Our elementary school feeds into New River Middle School.

#### Unique School Strengths for Next Year

Made significant learning gains in both reading, math, science, and writing.  
97% of AYP criteria was met; 23% higher than district prediction.  
Sub-group SWD, not previously making AYP in reading, now made Safe Harbor.  
CPE has adopted a school-wide theme that involves beautification and environmental awareness. We are building "unity in our community."  
Funding a school-based Math Coach to assist with math deficiencies.

#### Unique School Weaknesses for Next Year

Black subgroup did not make AYP for math.

#### Student Demographics

Female 45%, Male 55%, White 29%, Black 31%, Hispanic 31%, Asian 3%, Multi 6%, Free/Reduced 72%, ELL 25%, ESE 23%

#### Student Attendance Rates

93.9%

#### Student Mobility

28.6%

#### Student Suspension Rates

Internal 3.9%  
External 1.6%

#### Student Retention Rates

5.4%

Class Size

PK-3: 17.6  
4-5: 19.5

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

City of Fort Lauderdale  
Outback Steakhouse  
Publix  
Bubba Gump Shrimp  
Broward General  
Cold Stone Creamery  
Big Lots  
Winn Dixie

These partnerships have been established to assist with student incentives and academic celebrations. Croissant Park ES believes strongly in building relationships between school and community. As a result, our faculty, staff, and student body are committed to creating a sense of "unity in the community."

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	Jamie Maradiaga	BA - Communication Science, University of Connecticut; MA - Educational Leadership, Nova Southeastern	1	8	Assis Principal of Hollywood Central ES in 2008-09. Grade: A Reading Mastery: 76% Math Mastery: 76% Science Mastery: 27% Writing Mastery: 95% AYP: Successfully met requirements
Assis Principal	Russ Schwartz	BA - Business Administration, University of Central Florida; MA - Educational Leadership, Nova Southeastern	2	2	Assis Principal of Croissant Park ES in 2008-09. Grade: A Reading Mastery: 78% Math Mastery: 81% Science Mastery: 54% Writing Mastery: 93% AYP: Only Black subgroup in Math did not meet requirements

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

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Anne Young	BA - History; Bates College, MA - Education; Lesley College  Reading Endorsed ESOL Endorsed	11	5	Reading Coach for Croissant Park ES in 2008-09. Grade: A Reading Mastery: 78% Math Mastery: 81% Science Mastery: 54% Writing Mastery: 93% AYP: Only Black subgroup in Math did not meet requirements
Math	Dorene Potter	BA - Elementary Education; Florida Atlantic University  Certified in Math K-8 ESOL Endorsed	15	1	5th Grade Team Leader for Croissant Park ES in 2008-09. Grade: A Reading Mastery: 78% Math Mastery: 81% Science Mastery: 54% Writing Mastery: 93% AYP: Only Black subgroup in Math did not meet requirements

\* 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)
First year teachers assigned a NESS coach	Anne Young	8/17/09	
All new teachers to Croissant Park Elementary receive orientation prior to the start of the school year.	Anne Young	8/20/09	
Teachers new to a grade level are assigned a mentor to help them transition.	Anne Young	Ongoing	
Comprehensive professional development opportunities provided throughout the school year.	Anne Young/Russ Schwartz	Ongoing	

## 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
45	0	38	22	40	35	100	4	16	76

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Regina Steinbeck	Denise Dunager	New teacher to our staff. Ms. Steinbeck serves as our ESE Specialist.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring
Regina Steinbeck	Kim Fein	Anticipated new teacher to our county. Ms. Steinbeck serves as our ESE Specialist.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring
Marcie Laing	Tonia Piscitelli	New grade level assignment. Ms. Laing has a firm understanding of 4th grade curriculum.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring
Angela Watson	Heather Gregory	New grade level assignment. Ms. Watson has a firm understanding of 3rd grade curriculum.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring
Melanie Pridgen	Alayna Rivas	New grade level assignment. Ms. Pridgen serves as our 1st grade team leader and has a firm understanding of 1st grade curriculum.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring
		New grade level assignment. 5th grade will focus on math and Ms. Potter will	

Dorene Potter	Kim Joyce	serve as our Math Coach. Additionally, Ms. Potter served as our 5th grade team leader for the past 3 school years and has a firm understanding of 5th grade curriculum.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring
Dorene Potter	Eileen Vinci	New grade level assignment. 5th grade will focus on math and Ms. Potter will serve as our Math Coach. Additionally, Ms. Potter served as our 5th grade team leader for the past 3 school years and has a firm understanding of 5th grade curriculum.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring
Nikki Jackson	Barbara Glazer	New grade level assignment. Ms. Jackson has a firm understanding of the Kindergarten curriculum.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring
Linda Johnson	Jean Nassif	Assist with student achievement and classroom management goals. Ms. Johnson serves as our 2nd grade team leader and has proven to work well with all of our team members.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring
Linda Johnson	Elizabeth Alejo	New grade level assignment. Ms. Johnson serves as our 2nd grade team leader and has a firm grasp on 2nd grade curriculum.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring
Anne Young	Nicole Dumont	Second year teaching in Broward. Ms. Young serves as our Reading Coach and has worked very well with Ms. Dumont over the past year.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring
Regina Steinbeck	Joan Macenat	Second year teacher. Ms. Steinbeck serves as our ESE Specialist and has worked very well with Ms. Macenat over the past year.	Monthly "Principal" Chats, PLCs, release time, feedback, coaching, mentoring

ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

Title I, Part A

Local: Partnerships have been utilized with SEAS (Students Enrichment in the Arts) and Reading for Life. These partnerships provide students with real-world experiences, vocabulary building, and role models to read to students. Each grade level participates. Other programs include, Health Services provided by Broward County Schools and Junior Achievement (Grade 5). A Partnership also exist with Outback Steakhouse (provide food at our Holiday Show, provide incentives for students/teachers).

State: Florida Diagnostic and Learning Resource System (FDLRS) plans and provides information, training, technical assistance, and resources related to effective instructional strategies and models for the education of children who are exceptional and/or have unique needs. This collaboration provides enhanced resources for the school and community to support student achievement. Other programs that provide similar student support include PLACE and Complex PLACE.

Federal: Title 1 is utilized for parent involvement, parent training and support, staff development, and enrichment of reading.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after school and for additional instructional support during the school day.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students that include field trips, community service, and counseling.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

Jamie Maradiaga, Principal  
Russ Schwartz, Assistant Principal  
Anne Young, Reading Resource Specialist  
Jane Steiner, Guidance Counselor  
Regina Steinbeck, ESE Specialist  
Dr. Joanne Nemiroff, School Psychologist  
Dr. Blanche Johnson, Social Worker

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

Meet weekly to provide/modify interventions and guidance on assessment results and student achievement progress. Guidance Counselor facilitates the meeting and provides the team with materials needed during data gathering. Additionally, guidance counselor ensures the follow up on each student discussed.

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

Interventions for struggling students are written into the SIP. Weekly data chats, collaborative problem solving and RtI reviews are infused into the weekly schedule.

### RtI Implementation

Describe the data management system used to summarize tiered data.

Pre/Post Assessment, periodic assessments with Mini BATs, informal and formal observations, Progress Monitoring and Reporting Network (PMRN), FCAT, FAIR, DAR. Success/failure of tiered interventions are reviewed and modified when necessary.

Describe the plan to train staff on RtI.

Staff Development will take place during the preplanning week and periodically throughout the school year.

## School Wide Florida's Continuous Improvement Model

### Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths include a growth from 69% to 78% high standards in reading and 78% to 81% in math, learning gains from 65% to 70% in reading and 70% to 70% in math. Weaknesses include AYP Subgroups, SWD and Black students in both reading and math.

### Instructional Calendar Development

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

Leadership team and lead teachers meet over the summer to determine strengths and weaknesses, by benchmark, for each of the subject areas. IFC is then developed ensuring remediation for weak benchmarks and review of strong benchmarks. District IFCs are used as a roadmap.

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

Reading: Main Idea & Author's Purpose  
Math: Geometry and Spatial Sense

Science: Earth and Space Sciences / Scientific Thinking  
Writing: Narrative

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

90 minute reading block, double dose, pull-out remediation, departmentalizing 5th grade math and science, ability grouping 4th grade writing are all strategies used to ensure instruction is differentiated and individualized.

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

Staff development will be provided on integrated curriculum. Cross curricular/vertical teaming opportunities will be made available to teachers. Leadership Team will provide support.

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?

Team meetings are devoted to instructional planning and sharing of best practices. IFCs guide the curriculum delivery and fidelity is monitored.

How are instructional focus lessons developed and delivered?

Teachers use BEEP lessons provided by the district and supplement with double dosing, as needed with identified students.

How will instructional focus lessons be revised and monitored?

IFCs are revised in September and December based on BAT results. Additionally, monthly meetings are held to review IFCs to be sure academic goals are being targeted and met with success.

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.

- Benchmark Assessment Tests
- Mini-BATS
- Inventory tests
- End of chapter tests
- End of selection tests
- Teacher-made tests
- DAR
- Rigby Levels
- FAIRs

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

Results will be used to modify differentiated instruction for those students that do not show mastery in a given area. Support and resources will be provided to those groups identified.

Maintenance

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

Monthly data chats with administration and support staff are scheduled to review recent data and modify instruction to address needs.

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.

Formal Data Chats are conducted three times a year to review data and provide support. Monthly faculty meetings are devoted to instructional focus. Grade level meetings are devoted to Mini BAT data review and sharing of best practices. Staff Development is provided based on the needs of BAT data. Common planning times and vertical teaming are scheduled for grade levels.

#### 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.

Leadership Team and Principal will meet monthly to assess current processes and suggest modifications.  
Leadership Team members will meet with administration for grade-level data chats to review current trends and needs, and develop an instructional focus for all students.  
Classroom Walkthroughs will be conducted daily and feedback will be shared with teams.  
Team Leaders will meet regularly with their teams to share best practices with regards to instruction and learning.  
Administration and Leadership Team will monitor classrooms to be sure instruction is being delivered with fidelity.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

Core: BEEP lessons provided by the district.  
Supplemental: Research based intervention programs- double dose  
Intensive: Triple dose, FCAT Camp, Suspended curriculum  
Interventions: Technology, Skill Based

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

Double dose in classroom  
Triple dose pull-out  
Skill Based flexible grouping  
Enrichment & Remediation  
Departmentalizing

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

FCAT data  
BAT data  
Teacher Survey  
Needs Assessment  
Professional Learning Communities

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

Lowest 30th percentile students in Math and Reading  
ELL  
SWD  
Students on a PMP

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

BAT, Mini BAT assessments, formal and informal assessments, periodic data chats, child study

#### Enrichment

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

Gifted/High Achieving classes  
 Project-based learning  
 Supplemental instructional materials  
 Portfolio Assessments  
 Multimedia Presentations

Describe how students are identified for enrichment strategies.

Gifted testing  
 FCAT/SAT scores  
 STAR/IRL data

### 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)
Technology	Byron Langenfass	Weekly	Tuesdays	Various computer skills, programs, and databases
Student Centered - Kindergarten	Joann Stacey	Bimonthly	Wednesdays	Data Analysis, Lessons Learned, Share Best Practices
Student Centered - 1st Grade	Melanie Pridgen	Bimonthly	Wednesdays	Data Analysis, Lessons Learned, Share Best Practices
Student Centered - 2nd Grade	Linda Johnson	Bimonthly	Wednesdays	Data Analysis, Lessons Learned, Share Best Practices
Student Centered - 3rd Grade	Robin Huddlestone	Bimonthly	Wednesdays	Data Analysis, Lessons Learned, Share Best Practices
Student Centered - 4th Grade	Nicole Dumont	Bimonthly	Wednesdays	Data Analysis, Lessons Learned, Share Best Practices
Student Centered - 5th Grade	Eileen Vinci	Bimonthly	Wednesdays	Data Analysis, Lessons Learned, Share Best Practices
Student Centered - ESE	Regina Steinbeck	Bimonthly	Wednesdays	Data Analysis, Lessons Learned, Share Best Practices

### NCLB Public School Choice

**Note: For Title I schools only**

- Notification of (School in Need of Improvement) SINI Status  
[Show 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  
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

### Pre-School Transition

Kindergarten Orientation for families at the end of the previous school year to expose them to physical layout of campus and discuss expectations.

Kindergarten Round-Up offered prior to the start of school to familiarize families with the school, perform skills inventory of students, and provide expectations for the coming year to families.

### 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 grades 3-5, 78% of students scored level 3 or above on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 81% of students will score level 3 or above on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Kindergarten will implement the new FAIR assessments to monitor student progress.	Jamie Maradiaga, Russ Schwartz, Anne Young	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	FAIR Assessments
2	Grades 1-5 will receive additional language support, including but not limited to, the use of Compass Learning and high yield strategies.	Jamie Maradiaga, Russ Schwartz, Anne Young	Monitor implementation through weekly Classroom WalkThroughs	Weekly Classroom WalkThrough Data
3	Teachers in grades K-5 will assess students on a quarterly basis utilizing DAR and Rigby assessments.	Jamie Maradiaga, Russ Schwartz, Anne Young	Review results and modify curriculum accordingly.	Weekly Classroom WalkThrough, Data Chats with teachers and students
4	Wilson and Wilson Foundations implementation will take place for ESE, K, and Grade 1 students, as needed, in the area of phonics.	Jamie Maradiaga, Russ Schwartz, Anne Young	IFC's, monitor implementation through weekly Classroom WalkThroughs	Classroom walkthrough log and focused weekly walkthroughs.
5	Six-Minute Solution, a fluency program, will be implemented in Grades 3-5 and ESE classrooms.	Jamie Maradiaga, Russ Schwartz, Anne Young, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci, Regina Steinbeck	Monitor implementation through weekly Classroom WalkThroughs	Classroom walkthrough log and focused weekly walkthroughs.
6	Level 1, Level 2, and subgroups not making Adequate Yearly Progress will receive at least 20 minutes of Compass Odyssey instruction on the computer each day.	Jamie Maradiaga, Russ Schwartz, Anne Young, Dorene Potter	Monitor implementation through weekly Classroom WalkThroughs	Classroom walkthrough log and focused weekly walkthroughs.
7	Measuring Up Reading will be used in grades 2 - 5 and ESE classrooms to familiarize students with FCAT format and review tested benchmarks.	Jamie Maradiaga, Russ Schwartz, Anne Young	Monitor implementation through weekly Classroom WalkThroughs	Classroom walkthrough log and focused weekly walkthroughs.
8	Teachers will implement the district's Struggling Reader's Chart to improve student reading performance by selecting appropriate strategies/interventions to	Anne Young	Monitor implementation through weekly Classroom WalkThroughs and class visits.	Classroom walkthrough log and focused weekly walkthroughs.

	meet individual deficiencies.			
9	After school FCAT Reading camp will be offered to all third - fifth grade students.	Jamie Maradiaga, Russ Schwartz, Anne Young	Monitor attendance and materials. Provide pre and post screening.	Meetings with FCAT camp teachers.
10	Materials/Programs include Treasures (K-2), Trophies (3-5), Making Words (K-3), Quick Reads (2-4), Measuring Up (2-5), Keep on Reading (3-5), Six-Minute Solution, STARS (1-5), Think Alongs (2-5), Great Leaps (1-2), Voyager (3, ESE, LEP), Focus Books (1-5), Comprehensive Reading Assessment (2-5), Elements of Reading Vocabulary (K-5), Reading Theater (1-3), Accelerated Reader (2-5), English in My Pocket (LEP), Super QAR (ESE 2-5), Reading Basics (LEP)	Jamie Maradiaga, Russ Schwartz, Anne Young, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddleston, Nicole Dumont, Eileen Vinci, Regina Steinbeck	Monitor materials.	Classroom walkthrough log and focused walkthroughs.
11	Technology includes Riverdeep, Successmaker, Compass Odyssey, Leap Frog, FCAT Explorer, Multimedia Tools, Internet access for research, and laptop carts	Jamie Maradiaga, Russ Schwartz, Byron Langenfass	Monitor use.	Classroom walkthrough log and focused walkthroughs.
12	ELL students in grades K-5 will receive double dose/additional assistance with skill deficiencies in the area of reading.	Jamie Maradiaga, Russ Schwartz, Anne Young, Thelma Samayoa	Monitor implementation, review results, and modify interventions as needed (including movement of groups).	DAR results, student data chats, and para professional/teacher feedback. Compliance with the K-12 Reading Plan.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 70% of students in the lowest 25% made learning gains in reading.		In grades 3-5, 75% of students in the lowest 25% will make learning gains in reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the lowest 25% will be taught using interventions from the Struggling Readers Chart.	Jamie Maradiaga, Russ Schwartz, Anne Young	Learning gains will be monitored by CWT and various assessment data.	BAT, Mini BAT, weekly tests
2	Double and Triple dose including, but not limited to, the use of Compass Learning Odyssey and high yield strategies.	Jamie Maradiaga, Russ Schwartz, Anne Young	Learning gains will be monitored through data chats and child study.	Compass usage reports
3	Differentiated instruction, including small groups, to promote and enrich reading development.	Jamie Maradiaga, Russ Schwartz, Anne Young, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddleston, Nicole Dumont, Eileen Vinci, Regina Steinbeck	Learning gains will be monitored through lesson plans and CWT.	CWT data
4	FCAT Camp	Jamie Maradiaga, Russ Schwartz, Anne Young	Learning gains will be monitored through assessments.	DAR and Rigby
5	AYP subgroups, including but not limited to, black and SWD will receive double and triple dose remediation.	Jamie Maradiaga, Russ Schwartz, Anne Young, Dorene Potter, Jane Steiner, Regina Steinbeck, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddleston, Nicole Dumont, Eileen Vinci	Double dose in classroom. Triple dose in classroom or pull-out.	BAT and Mini BATs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 56% of ESE students scored level 3 or above on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 66% of ESE students will score level 3 or above on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Double dose and Triple dose including, but not limited to, the use of Compass Learning Odyssey and high yield strategies.	Jamie Maradiaga, Russ Schwartz, Anne Young	Learning gains will be monitored through data chats and child study.	Compass usage reports
2	Teachers will implement the district's Struggling Reader's Chart to improve student reading performance by selecting appropriate strategies/interventions to meet individual deficiencies.	Anne Young	Monitor implementation through weekly Classroom WalkThroughs and class visits.	Classroom Walkthrough log and focused weekly walkthroughs.
3	Differentiated instruction, including small groups, to promote and enrich reading development.	Jamie Maradiaga, Russ Schwartz, Anne Young, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci, Regina Steinbeck	Learning gains will be monitored through lesson plans and CWT.	Weekly Classroom Walkthrough data, pre/post test.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 81% of students will score level 3 or above on the 2010 administration of the FCAT Reading Test	District Courses: Reading Strategies, Trophies, Treasures, Small Group Instruction, Vocabulary Development, Wilson Foundations, Framework for Understanding Poverty	District Trainers and Russ Schwartz	8/20/09	Teachers will implement strategies learned. Observed during CWT.	Jamie Maradiaga, Russ Schwartz, Anne Young
In grades 3-5, 75% of students in the lowest 25% will make learning gains in reading.	Teachers will be inserviced on various remediation tools, interventions, and research-based programs.	Anne Young	9/25/09	Teachers will implement remediation tools, interventions, and research-based programs to meet skill deficiencies. Implementation will be observed during Classroom Walkthroughs and Reading Coach follow-up meetings.	Jamie Maradiaga, Russ Schwartz, Anne Young

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

N/A

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
Title 1 Family Night - Reading	Title 1 Parental Involvement	\$500.00
Total: \$500.00		
Other		

Description of Resources	Funding Source	Available Amount
FCAT Camp targeting lowest 25% and AYP subgroups	Accountability	\$1,000.00
FCAT Camp targeting lowest 25% and AYP subgroups	A+ Recognition Carry-over	\$2,900.00
Substitute coverage for Reading development	Substitute Fund	\$2,500.00
		Total: \$6,400.00
		Final Total: \$6,900.00

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 grades 3-5, 81% of students scored level 3 or above on the 2009 administration of the FCAT Mathematics Test.		In grades 3-5, 84% of students will score level 3 or above on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive integrated math instruction to increase problem-solving skills in all strands to assist in short and extended response questions.	Jamie Maradiaga, Russ Schwartz, Dorene Potter	Classroom WalkThroughs will be conducted, weekly Data Chats, various assessments	Classroom Walkthrough weekly data, BAT, Mini BATs, chapter tests, portfolio assessments, center products, journals, quizzes, student data chats
2	Differentiated Instruction through math ability groups.	Jamie Maradiaga, Russ Schwartz, Dorene Potter, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddleston, Nicole Dumont, Eileen Vinci	Classroom WalkThroughs will be conducted, weekly Data Chats, various assessments.	Classroom Walkthrough weekly data, BAT, Mini BATs, chapter tests, portfolio assessments, center products, journals, quizzes, student data chats
3	Increased use of manipulatives, moving students from concrete to abstract using real-world problem solving strategies.	Jamie Maradiaga, Russ Schwartz, Dorene Potter, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddleston, Nicole Dumont, Eileen Vinci	Classroom WalkThroughs will be conducted, weekly Data Chats, various assessments.	Classroom Walkthrough weekly data, BAT, Mini BATs, chapter tests, portfolio assessments, center products, journals, quizzes, student data chats
4	Kindergarten and first grade students will participate in daily Calendar and Mountain Math activities and second through fifth grade students will participate in daily Mountain Math Activities.	Jamie Maradiaga, Russ Schwartz, Dorene Potter	Classroom WalkThroughs will be conducted, Data Chats, various assessments.	Classroom Walkthrough weekly data, BAT, Mini BATs, chapter tests, portfolio assessments, center products, journals, quizzes, student data chats
5	Second - fifth grade students will participate in quarterly Mountain Math Challenges to motivate students to practice learned skills. First grade students will begin participating in the challenge during the second half of the year.	Jamie Maradiaga, Russ Schwartz, Dorene Potter	Classroom WalkThroughs will be conducted, Data Chats, various assessments.	Mountain Math data
6	Calendar Math will be used in grades K - 5 and ESE	Jamie Maradiaga, Russ Schwartz, Dorene	Classroom WalkThroughs will be conducted, weekly	Classroom Walkthrough weekly data, BAT, Mini

	classrooms to familiarize students to FCAT format and review tested benchmarks.	Potter	Data Chats, various assessments.	BATs, chapter tests, portfolio assessments, center products, journals, quizzes, student data chats
7	Level 1, Level 2, and subgroups not making Adequate Yearly Progress will receive at least 20 minutes of CCC instruction and/or Compass Odyssey on the computer each day.	Jamie Maradiaga, Russ Schwartz, Dorene Potter	Pre and post test to determine effectiveness.	Attendance records and reports generated
8	Students in grades 3-5 that fall in the lowest 25% will be assigned to special area teachers from 1:00-2:00 on a daily basis to assist with skill deficiencies.	Jamie Maradiaga, Russ Schwartz, Dorene Potter, Byron Langenfass, Alan Pate, Pat Hall	Student data chats, biweekly meetings with special area/classroom teachers, and various assessments.	Classroom Walkthrough weekly data, BAT, Mini BATs, chapter tests, portfolio assessments, center products, journals, quizzes, student data chats
9	ELL students in grades K-5 will receive double dose/additional assistance with skill deficiencies in the area of math.	Jamie Maradiaga, Russ Schwartz, Dorene Potter, Thelma Samayoa	Monitor implementation, review results, and modify interventions as needed (including movement of groups).	DAR results, student data chats, and para professional/teacher feedback. Compliance with the K-12 Plan to meet needs of ELL students.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 70% of students demonstrated learning gains on the 2009 FCAT Mathematics Test.		In grades 3-5, 73% of students will demonstrate learning gains on the 2010 FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will utilize Compass Odyssey	Jamie Maradiaga, Russ Schwartz, Dorene Potter, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci	Usage reports will be discussed during data chats.	Compass reports
2	FCAT Camps	Jamie Maradiaga, Russ Schwartz	Students will increase understanding of weak/deficient benchmarks.	Weekly assessments
3	AYP subgroups including but not limited to black and SWD will receive double and triple dose remediation	Jamie Maradiaga, Russ Schwartz, Dorene Potter, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci, Regina Steinbeck, Jane Steiner, Anne Young	Identified students of need will receive second dose in the classroom and triple dose in pull-out setting.	BAT and Mini BAT data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 62% of black students scored level 3 or above on the 2009 administration of the FCAT Mathematics Test.		In grades 3-5, 74% of black students will score level 3 or above on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	AYP black subgroup will receive double dose and triple dose remediation.	Jamie Maradiaga, Russ Schwartz, Dorene Potter	Identified students of need will receive second dose in the classroom.	BAT and Mini BAT data
2	Students, identified by skill deficiency, will be assigned to special area teachers from 1:00 - 2:00 daily. Special area teacher will monitor and instruct these students.	Jamie Maradiaga, Russ Schwartz, Dorene Potter, Byron Langenfass, Pat Hall, Alan Pate	Identified students will be tracked by their assigned coach/math mentor.	BAT, Mini BAT, FCAT data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 59% of ESE students scored level 3 or		In grades 3-5, 74% of ESE students will score level 3 or		

above on the 2009 administration of the FCAT Mathematics Test.			above on the 2010 administration of the FCAT Mathematics Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Calendar Math will be used in grades K - 5 and ESE classrooms to familiarize students to FCAT format and review tested benchmarks.	Jamie Maradiaga, Russ Schwartz, Dorene Potter	Classroom WalkThroughs will be conducted, weekly Data Chats, various assessments.	Classroom Walkthrough weekly data, BAT, Mini BATs, chapter tests, portfolio assessments, center products, journals, quizzes, student data chats
2	Increased use of manipulatives, moving students from concrete to abstract using real-world problem solving strategies.	Jamie Maradiaga, Russ Schwartz, Dorene Potter, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci	Classroom WalkThroughs will be conducted, weekly Data Chats, various assessments.	Classroom Walkthrough weekly data, BAT, Mini BATs, chapter tests, portfolio assessments, center products, journals, quizzes, student data chats
3	AYP subgroups including but not limited to black and SWD will receive double and triple dose remediation.	Jamie Maradiaga, Russ Schwartz, Dorene Potter, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci, Regina Steinbeck, Jane Steiner, Anne Young	Identified students of need will receive second dose in the classroom and triple dose in pull-out setting.	BAT and Mini BAT data

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 84% of students will score at level 3 or above on the 2010 administration of the FCAT Mathematics Test.	New standards and Content Limits	Jamie Maradiaga, Russ Schwartz, Dorene Potter	10/23/09	CWT, Data Chats, BAT, Mini BATs	Jamie Maradiaga, Russ Schwartz
In grades 3-5, 84% of students will score at level 3 or above on the 2010 administration of the FCAT Mathematics Test.	Differentiated Instruction	Jamie Maradiaga, Russ Schwartz, Dorene Potter	10/23/09	CWT, Data Chats, BAT, Mini BATs	Jamie Maradiaga, Russ Schwartz
In grades 3-5, 73% of students will demonstrate learning gains.	Hands on lessons, use of manipulatives	Jamie Maradiaga, Russ Schwartz, Dorene Potter	10/23/09	CWT, Data Chats, BAT, Mini BATs	Jamie Maradiaga, Russ Schwartz

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
Compass Professional Development Workshop	Title One Funds	\$0.00
Title 1 Family Night - Math	Title 1 Parental Involvement	\$500.00
Total: \$500.00		
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp targeting lowest 25% and AYP subgroups	Accountability	\$1,000.00
FCAT Camp targeting lowest 25% and AYP subgroups	A+ Recognition Funds Carry-over	\$2,900.00
Substitute coverage for Math development	Substitute Fund	\$2,500.00
Total: \$6,400.00		

## 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		
In grade 5, 54% of students scored level 3 or above on the 2009 administration of the FCAT Science Test.		In grade 5, 60% of students will score level 3 or above on the 2010 administration of the FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Reinforce the scientific process through hands-on experimentation	Jamie Maradiaga, Russ Schwartz, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci	Share best practices, use science lab, data chats and CWT	CWT data, Hands-On Science Kits, Mini BATs, Lab Report Templates, Test Assessments, BEEP Lessons, Science Textbooks
2	Increased use of word walls, journals, and charts.	Jamie Maradiaga, Russ Schwartz, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci	Share best practices, data chats, and CWT	CWT data, Hands-On Science Kits, Mini BATs, Lab Report Templates, Test Assessments, BEEP Lessons, Science Textbooks
3	Increased use of FCAT Explorer and Compass Odyssey	Jamie Maradiaga, Russ Schwartz, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci	Usage reports discussed during data chats.	Compass and FCAT Explorer reports
4	FCAT Camp	Jamie Maradiaga, Russ Schwartz	Remediate weak benchmarks	Various assessments
5	Third through fifth grade teachers will implement the Snapshots in Science program.	Jamie Maradiaga, Russ Schwartz, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci	Utilize for Science instruction	CWT data, Hands-On Science Kits, Mini BATs, Lab Report Templates, Test Assessments, BEEP Lessons, Science Textbooks
6	Fifth grade will utilize ScienceSaurus: A Student Handbook as a classroom resource that is aligned to the Sunshine State Standards	Jamie Maradiaga, Russ Schwartz, Eileen Vinci, Kim Joyce, Kelly Young, Sarah Burlingame, Beverly Harris	Utilize for Science instruction	CWT data, Hands-On Science Kits, Mini BATs, Lab Report Templates, Test Assessments, BEEP Lessons, Science Textbooks
7	Science Lab is set-up by Science Chair and is utilized on a rotating, weekly basis.	Jamie Maradiaga, Russ Schwartz, Eileen Vinci, Marcie Laing	Utilize for Science instruction	CWT data, Hands-On Science Kits, Mini BATs, Lab Report Templates, Test Assessments, BEEP Lessons, Science Textbooks
8	Programs/Materials include Measuring Up Science, Science and Me, Science Dailies, Science Alive	Jamie Maradiaga, Russ Schwartz, Phil Basford, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci	Utilize for Science instruction	CWT data, Hands-On Science Kits, Mini BATs, Lab Report Templates, Test Assessments, BEEP Lessons, Science Textbooks
9	Students in Grades K-5 will participate in High Touch/High Tech, an on-campus, hands-on science field trip.	Jamie Maradiaga, Russ Schwartz, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole	Student feedback	CWT data, Hands-On Science Kits, Mini BATs, Lab Report Templates, Test Assessments, BEEP Lessons, Science Textbooks

	Dumont, Eileen Vinci, Marcie Laing	
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 5, 60% of students will score level 3 or above on the 2010 administration of the FCAT Science Test.	Science Standards/Content Limits	Dorene Potter, Eileen Vinci, Kim Joyce, Kelly Young, Sarah Burlingame, Beverly Harris	1/19/10	Classroom WalkThroughs, Lesson Plans, and Mini BATs	Jamie Maradiaga, Russ Schwartz
In grade 5, 60% of students will score level 3 or above on 2010 administration of the FCAT Science Test.	Vocabulary, Journals and Hands on Lessons/Science Kits	Dorene Potter, Eileen Vinci, Kim Joyce, Kelly Young, Sarah Burlingame, Beverly Harris	1/19/10	Classroom WalkThroughs, Lesson Plans, and Mini Bats	Jamie Maradiaga, Russ Schwartz

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
Title 1 Family Night - Science	Title 1 Parental Involvement	\$500.00
Total: \$500.00		
Other		
Description of Resources	Funding Source	Available Amount
Substitute coverage for Science development	Substitute Fund	\$2,500.00
Total: \$2,500.00		
Final Total: \$3,000.00		

*End of Science Goal*

## Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 4, 93% of students scored level 3.5 or above on the 2009 administration of the FCAT Writing Test.		In grade 4, 96% of students will score 3.5 or above on the 2010 administration of the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase Vocabulary Development	Jamie Maradiaga, Russ Schwartz, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci, Anne Young	Monthly Writing Prompts, Data Chats, Data Conferences with Students	Monthly Writing Prompts
2	Vertical Teaming to discuss	Jamie Maradiaga, Russ	Share best practices at	Weekly Writing Prompts

	and implement best practices and evaluation of prompts using rubric.	Schwartz, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci	monthly vertical team meetings.	
3	Writing Simulations	Jamie Maradiaga, Russ Schwartz, Anne Young	Given and graded quarterly	Writing Prompt
4	Teachers and support staff will incorporate research, reference skills and content strategies using resources, including but not limited to: distance learning, appropriate software (word processing, concept mapping, etc.), and the Internet.	Jamie Maradiaga, Russ Schwartz, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci, Anne Young	FCAT, BAT, Mini BAT scores	Writing Prompt
5	ELL, SWD, and Black AYP subgroups will conference with administration on a monthly basis to discuss skill strengths and weaknesses.	Jamie Maradiaga, Russ Schwartz, Nicole Dumont	Monthly Writing Prompts, Data Chats, Data Conferences with Students	Student data chats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 4, 96% of students will score level 3.5 or above on the 2010 administration of the FCAT Writing Test.	BEEP Writing curriculum	Nicole Dumont, Byron Langenfass	12/4/09	Teachers will implement strategies learned, CWT and writing prompts.	Jamie Maradiaga, Russ Schwartz, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci
In grade 4, 96% of students will score level 3.5 or above on the 2010 administration of the FCAT Writing Test.	Collaborative Rubric Scoring	Nicole Dumont, Marcie Laing, Tonia Piscitelli, Daphnee St. Val, Deborah Hart	12/4/09	During Vertical team meetings teachers will score writing prompts together.	Jamie Maradiaga, Russ Schwartz, Joann Stacey, Melanie Pridgen, Linda Johnson, Robin Huddlestone, Nicole Dumont, Eileen Vinci

Budget:

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

End of Science Goal

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		
30% of parents attended one or more parent nights during the 2008-09 school year.		40% of parents will attend one or more parent nights during the 2009-2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parent Link, marquee, flyers, and advertisement	Jamie Maradiaga, Russ Schwartz	Administration will determine need of advertisement.	Sign-In Sheets, Results of Title 1 Parent Surveys
2	Provide donated food and door prizes for families as an incentive.	Jamie Maradiaga, Russ Schwartz	Administration will assist in serving the food.	Sign-In Sheets, Results of Title 1 Parent Surveys
3	Provide incentives for students.	Jamie Maradiaga, Russ Schwartz	Administration will assist in distributing incentives.	Sign-In Sheets, Results of Title 1 Parent Surveys
4	Parental involvement nights will be planned throughout the year to target Math, Reading, Science, and FCAT strategies.	Jamie Maradiaga, Russ Schwartz, Dorene Potter, Anne Young, Eileen Vinci	Percentage of families represented, appraisal of workshop completed by those who have attended.	Sign-In Sheets, Results of Title 1 Parent Surveys

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
40% of parents will attend one or more parent nights.	Volunteers	Volunteer Coordinator	10/09	Volunteers will be assigned various tasks throughout the school year.	Administration

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
Title 1 Family Night	Title 1 Funds	\$1,500.00
		Total: \$1,500.00
		Final Total: \$1,500.00

End of Parent Involvement Goal

## Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
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
Reading	Title 1 Family Night - Reading	Title 1 Parental Involvement	\$500.00
Mathematics	Compass Professional Development Workshop	Title One Funds	\$0.00
Mathematics	Title 1 Family Night - Math	Title 1 Parental Involvement	\$500.00
Science	Title 1 Family Night - Science	Title 1 Parental Involvement	\$500.00
			Total: \$1,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camp targeting lowest 25% and AYP subgroups	Accountability	\$1,000.00
Reading	FCAT Camp targeting lowest 25% and AYP subgroups	A+ Recognition Carry-over	\$2,900.00
Reading	Substitute coverage for Reading development	Substitute Fund	\$2,500.00
Mathematics	FCAT Camp targeting lowest 25% and AYP subgroups	Accountability	\$1,000.00
Mathematics	FCAT Camp targeting lowest 25% and AYP subgroups	A+ Recognition Funds Carry-over	\$2,900.00
Mathematics	Substitute coverage for Math development	Substitute Fund	\$2,500.00
Science	Substitute coverage for Science development	Substitute Fund	\$2,500.00
Parental Involvement	Title 1 Family Night	Title 1 Funds	\$1,500.00
			Total: \$16,800.00
			Final Total: \$18,300.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCAT Reading and Math Camp	2275
Books and Materials for Media Center	1000

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

Student achievement will be monitored by administration and leadership team members. The Academic Committees will meet monthly to review School Improvement Plan strategies. Teachers will collaborate with each other to analyze student learning of state standards. Math and reading monitoring logs will be checked biweekly to ensure the reteaching of weak skills. Interims and report cards will be checked by administration and individual student conferences will be held. CCC logs will also be monitored for 3rd, 4th, and 5th grade students. FAIRs, Rigby, and DAR results will be shared with the School Advisory Council and classroom teachers after each assessment period.

Formative Evaluation will include the Benchmark Assessment Test in September and November as well as the ongoing mini-assessments given to assess progress on each benchmark in reading and math (8-Step/CIM).

Additionally, administrators will conduct ongoing classroom Walk-Throughs to monitor student learning.

Summative Evaluation will be based on the results of the 2009 FCAT Assessments in reading, writing, math, and science and 2009 Adequate Yearly Progress results.

## SAC Members

### Members

- 1) Jamie Maradiaga, Principal
- 2) Eileen Vinci, SAC Chair
- 3) Daphnee St. Val, Teacher
- 4) Byron Langenfass, Teacher
- 5) Maria Martin, Teacher
- 6) Marcie Laing, Teacher
- 7) Nicole Dumont, Teacher
- 8) Julian Gazzano, Business Member
- 9) Edwin Cordova, Parent
- 10) Patricia Hendon, Parent
- 11) Peggy Livingston, Parent
- 12) Linda Miller, Parent
- 13) Cassandra Brown, Parent
- 14) Godfrey Johnson, Parent
- 15) Roxama Bettwy, Parent
- 16) Elizabeth Garcia-Lavin, Parent
- 17) Misty Kerns, Parent
- 18) Brandy Rawls, Parent
- 19) Lisa Johnson, Community Member
- 20) Elvira Gaskin, School Support Personnel
- 21) Regina Steinbeck, School Support Personnel
- 22) Dorene Potter, School Support Personnel
- 23) Anne Young, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CROI SSANT PARK ELEMENTARY SCHOOL 0221													
Number of students enrolled in the grades tested:														Read: 303		Math: 303		2008-2009 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		NO			
<a href="#">Click here to see Number of students in each group</a>																											
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?		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>	100	Y	100	Y	72	Y	75	Y			Y			NA	40	28	NA	31	25	NA	74	NA	72	NA			
WHITE	100	Y	100	Y	87	Y	83	Y			NA			NA	21	13	NA	23	17	NA	85	NA	75	NA			
BLACK	100	Y	100	Y	60	N	62	N	94		Y			NA	54	40	Y	40	38	N	65	NA	61	N			
HISPANIC	99	Y	99	Y	74	Y	85	Y			Y			NA	40	26	NA	29	15	NA	75	NA	82	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	Y	69	Y			Y			NA	45	33	NA	35	31	NA	70	NA	68	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	67	Y	73	Y			NA			NA	48	33	NA	36	27	NA	67	NA	73	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y	56	N	59	N			NA			NA	69	44	Y	58	41	Y	58	NA	59	NA			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CROI SSANT PARK ELEMENTARY SCHOOL 0221													
Number of students enrolled in the grades tested:														Read: 289		Math: 289		2007-2008 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		NO			
<a href="#">Click here to see Number of students in each group</a>																											
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			
TOTAL <sup>4</sup>	99	Y	98	Y	60	Y	69	Y			Y			NA	38	40	NA	31	31	NA	65	NA	72	NA			
WHITE	98	Y	98	Y	79	Y	77	Y			NA			NA	24	21	NA	19	23	NA	71	NA	78	NA			
BLACK	100	Y	99	Y	46	N	60	N	94		Y			NA	48	54	N	44	40	N	58	Y	64	Y			
HISPANIC	97	Y	97	Y	60	Y	71	Y			NA			NA	41	40	NA	29	29	NA	68	NA	78	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	55	N	65	Y			Y			NA	43	45	N	35	35	NA	63	Y	70	NA			
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y	52	N	64	Y			NA			NA	54	48	Y	37	36	NA	69	NA	72	NA			
STUDENTS WITH DISABILITIES	96	Y	97	Y	31	N	42	N			NA			NA	60	69	N	42	58	N	46	N	65	Y			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CROI SSANT PARK ELEMENTARY SCHOOL 0221													
Number of students enrolled in the grades tested:														Read: 279		Math: 279		2006-2007 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		NO			
<a href="#">Click here to see Number of students in each group</a>																											
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			
TOTAL <sup>4</sup>	100	Y	99	Y	62	Y	69	Y	92		Y			NA	43	37	NA	46	31	NA	60	NA	77	NA			
WHITE	99	Y	99	Y	76	Y	81	Y	91		NA			NA	34	27	NA	36	19	NA	71	NA	83	NA			
BLACK	100	Y	99	Y	52	Y	56	Y	85		NA			NA	53	42	NA	60	44	NA	51	NA	67	NA			
HISPANIC	100	Y	100	Y	59	Y	71	Y			Y			NA	42	39	NA	47	29	NA	58	NA	83	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	57	Y	65	Y	93		Y			NA	47	42	NA	50	35	NA	56	NA	74	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	46	N	63	Y			NA			NA	36	54	N	55	37	NA	47	N	74	NA			
STUDENTS WITH DISABILITIES	99	Y	99	Y	40	N	58	Y			NA			NA	55	63	N	62	42	NA	49	N	70	NA			

## SCHOOL GRADE DATA

Broward School District CROI SSANT PARK ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	81%	93%	54%	306	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%	70%			140	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?	63% (YES)	67% (YES)			130	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 CROISSANT PARK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	78%	89%	43%	279	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	65%	70%			135	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?	69% (YES)	78% (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					561	
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 CROISSANT PARK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	75%	88%	45%	278	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	73%	85%			158	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?	71% (YES)	82% (YES)			153	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					589	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested