

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: CRESTHAVEN ELEMENTARY SCHOOL

District Name: Broward

Principal: Mr. Joshua Kisten

SAC Chair: Ms. Sandra Wilches

Superintendent: Mr. James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-18-2009

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

Dr. Frances Haithcock, Chancellor
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VISION and MISSION STATEMENTS

MISSION: In order for students and staff to reach their full potential, the mission of Cresthaven Elementary is to provide research based differentiated instruction aligned to state standards to address the needs of all learners in a safe, educational environment supported by technology, real-life applications and targeted professional development.

VISION: Our school will challenge students to become self-motivated, respectful and responsible lifelong learners by setting high expectations through a partnership of home, school and community.

We Believe...

All students can learn.

Everyone should be treated with respect.

In the importance of parental involvement.

In integrity, honesty and professionalism.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Cresthaven Elementary is located in the northeastern section of Broward County, Florida in the Cresthaven section of Pompano Beach. Cresthaven was first established in August of 1958 and is a Title One school. It is a community school in which 99% of the students live in the surrounding neighborhood. There are approximately 600 students in grades K – 5, including two Head Start classes. The school's demographics consists of 34% Black, 32% Hispanic, 29% White, 4% Multi-Racial, and 1% Asian. The LEP (Limited English Proficient) students make up 21% of our population and the ESE (Exceptional Student Education) students account for 16%. The Free/Reduced rate is 85% and the stability rate is 91.5%.

The Teacher/Student ratio is 18:1 for Grades K-3 and 22:1 for grades 4-5. The Staff is 100% highly qualified and there is a low turnover rate for the Faculty at Cresthaven. In 2008, 7 new staff members were added to the faculty.

In 2009, Cresthaven Elementary received an "A" rating for 6 consecutive years, however; we did not meet AYP.

Our Community and Business Partners include Publix, Galaxy Skateway, Dollar General, Chili's, Panera Bread and Carrabbas. These businesses maintain a strong positive relationship within the school and community.

Unique School Strengths for Next Year

Cresthaven Elementary received an "A" for six consecutive years under the Florida school recognition plan.

Cresthaven Elementary received the Golden School Award for 28 consecutive years. This award is given annually by the Florida Department of Education to recognize public schools with exemplary volunteer programs.

Cresthaven Elementary was recognized for having the Broward County Public Schools Outstanding Student Volunteer of the Year.

Cresthaven Elementary has two sheltered ELL classrooms in grades one and two.

Cresthaven Elementary has three National Board Certified teachers.

Unique School Weaknesses for Next Year

Due to budget cuts, our instructional staff was decreased by 8%. It may also jeopardize the school's ability to offer Extended Learning Opportunities on Saturdays.

There is a decrease in student enrollment due to the financial impact on families as a result of the economy. Some of the families are leaving the area to find affordable housing and/or jobs.

The purchasing of supplies and materials have been limited and/or eliminated due to budget cuts.

Student Demographics

Cresthaven Elementary serves a multi-ethnic school population that consists of 600 students from predominantly economically disadvantaged community.

32% of students are Hispanic, 37% are Black, 26% are White and 6% are Asian or multi-racial.

Economically disadvantaged students account for 84% of the population. Additionally, 10% of students are Students with Disabilities (SWD), 25% are classified as English Language Learners (ELL), and nearly .008% are gifted.

Student Attendance Rates

2007: 93.9

2008: 94.2

2009: 94.7

Student Mobility

2007: 29.8

2008: 27.7

2009: 26.3

Student Suspension Rates

In-School Suspension:

2007: 0.60 2008: 1.90 2009: 0.40

Out-of-School Suspension:

2007: 0.70 2008: 1.00 2009: 0.10

Student Retention Rates

2007: 6.69

2008: 3.93

2009: 7.40

Class Size

The average class size in general education classrooms in PK - 3:

2007: 17.26; 2008: 17.49; and 2009: 17.48

The average class size in general education classrooms in grades 4-5:

2007: 17.34; 2008: 18.76; and 2009: 19.39.

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Our Community and Business Partners include Publix, Galaxy Skateway, Chili's, Dollar General, Panera Bread and Carrabbas. These businesses maintain a strong positive relationship within the school and community. They provide our students and staff with incentives for achieving and/or maintaining academic success.

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	Joshua Kisten	BA- Exceptional Student Education and grades K-12, Brooklyn College; MA- Neuropsychological Learning Disabilities, Brooklyn College; MA-School Supervision, Educational Leadership, Brooklyn College	11	11	Principal of Cresthaven Elementary 2008-09: Grade: A Reading Mastery: 72% Math Mastery: 75% Writing Mastery: 92% Science Mastery: 51% AYP: Black, ELL, SWD did not make AYP in Math; ELL and SWD did not make AYP in reading 2007-08: Grade: A Reading Mastery: 74% Math Mastery: 84% Writing Mastery: 83% Science Mastery: 51% AYP: All subgroups met criteria 2006-07: Grade: A Reading Mastery: 74% Math Mastery: 80% Writing Mastery: 82% Science Mastery: 59% AYP: ELL did not make AYP in reading 2005-06: Grade: A Reading Mastery: 70% Math Mastery: 77% Writing Mastery: 83% Science Mastery: n/a AYP: All subgroups met criteria 2004-05: Grade: A Reading Mastery: 74% Math Mastery: 76% Writing Mastery: 83% Science Mastery: n/a AYP: Provisional-SWD did not meet proficiency in reading 2003-04: Grade: A Reading Mastery: 68% Math Mastery: 72% Writing Mastery: 82% Science Mastery: n/a AYP: All Subgroups met criteria
Assis Principal	Sharonda Bailey	BA- Elementary Education, FAU; MA- Educational Leadership, Barry University	5	5	Assistant Principal of Cresthaven Elementary 2008-09: Grade: A Reading Mastery: 72% Math Mastery: 75% Writing Mastery: 92% Science Mastery: 51% AYP: Black, ELL, SWD did not make AYP in Math; ELL and SWD did not make AYP in reading 2007-08: Grade: A Reading Mastery: 74% Math Mastery: 84% Writing Mastery: 83% Science Mastery: 51% AYP: All subgroups met criteria 2006-07: Grade: A Reading Mastery: 74% Math Mastery: 80% Writing Mastery: 82% Science Mastery: 59% AYP: ELL did not make AYP in reading 2005-06: Grade: A Reading Mastery: 70% Math Mastery: 77% Writing Mastery: 83% Science Mastery: n/a AYP: All subgroups met criteria

* 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	Jan Heavner	BS-Elementary Education, Indiana University; MA-Reading,FAU Certifications: Elementary Education Grades 1-6, ESOL Endorsement, Primary Education (Grades K-3), and Reading (Grades K-12)	18	8	2008-09 Grade: A AYP: ELL and SWD did not make AYP in reading 2007-08 Grade: A AYP: 100% met criteria in reading 2006-07 Grade: A AYP: Only ELL did not make AYP in reading 2005-06 Grade: A AYP: 100% met criteria in reading 2004-05 Grade: A AYP: Provisional- SWD did not make AYP in reading 2003-04 Grade: A AYP: 100% met criteria in reading 2002-03 Grade: C AYP: ELL and SWD did not make AYP in reading 2001-02 Grade: B AYP: n/a

* 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)
Regular meetings of new teachers with Assistant Principal	Assistant Principal	Ongoing	
Partnering new teachers or teacher with less than 3 years experience with veteran staff	NESS Liaison	Ongoing	
Learning Communities-Teachers work collaboratively to strengthen instructional strategies	Reading Coach	Ongoing	
Staff Development-All instructional staff is trained in areas identified as a need by student achievement data	Principal/Assistant Principal	Ongoing	
Experience Broward Teacher Recruitment Fairs	Principal	Winter 2009 Spring 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
n/a	n/a	n/a	n/a

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
33	0	33.3	36.4	30.3	3	100	2	9	88

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Diane Manusky	Dorrel Black	Ms. Black is an experienced Broward educator; however, she new to our school. Mrs. Manusky has been employed for 17 years at Cresthaven and help Ms. Black through induction.	The mentor and mentee will meet bi-weekly to discuss curriculum, team plan, share ideas, and address any concerns. The mentor will be given release time to observe the mentee as needed.
Diane Manusky	Dawn Chiezak	Ms. Chiezak is an experienced educator; however she is new to our school and to Kindergarten. Her previous teaching experience was in Pre-K. Mrs. Manusky has at least 7 years of experience in Kindergarten and will help Ms. Chiezak through the induction process. Mrs. Manusky's students have shown improvement by scoring high performance on the DIBELS Assessment.	same as above
Barbara Bauer	Yvette Ibarra	Mrs. Ibarra is moving from fifth to first grade. Mrs. Bauer's students have shown high performance on the SAT Reading Assessment.	same as above
Sabrina Judah	Jane Corso	Mrs. Corso is going from teaching art to a second grade classroom. Ms. Judah is an experienced second grade teacher whose students have shown high performance on the SAT Reading Assessment.	same as above
Jennifer Bridger	Sandra Wilches	Ms. Wilches is looping with her sheltered first grade classroom to second grade. Mrs. Bridger is a National Board Certified, experienced educator with an ESOL certification. Mrs. Bridger's students have shown high performance on the SAT Reading	same as above

		Assessment and the DIBELS Assessment.	
Regina Gruskin	Jaime Floyd	Mrs. Floyd is moving from second grade to fourth grade.	same as above
Evelyn Acevedo	Susan Vanhorn	Ms. Vanhorn is new to our school. Mrs. Acevedo's students have shown improvement by scoring high performance on FCAT assessments. Mrs. Acevedo will also assist Mrs. VanHorn with induction.	same as above
Evelyn Acevedo	Angela DiMaio	Ms. DiMaio is moving from fourth to fifth grade. Mrs. Acevedo's students have shown improvement by scoring high performance on FCAT assessments.	same as above

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

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

Title I, Part D

n/a

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Cresthaven Middle School are used to purchase Compass Odyssey and Riverdeep licenses and provide professional development for both software programs.

Title III

Services are provided through the District for education 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.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests

and counseling.

Nutrition Programs

FAU provides monthly nutrition lessons to our first and second grade students.

Housing Programs

n/a

Head Start

Cresthaven Elementary currently has two Head Start classes. The purpose of the Head Start classes is to prepare preschool students for entrance into Kindergarten.

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.

Principal:

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicated with parents regarding school-based RTI plans and activities.

Select General Education Teachers (Primary and Intermediate):

Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in students data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading/Math/Science:

Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist:

Provides guidance on K-12 reading plan, facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation, facilitates data-based decision making activities.

Speech Language Pathologist:

Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, schools social workers continue to link child-servicing and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets bi-monthly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan. The team provided data on Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a system approach to teaching; and aligned processes and procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1&2 for reading, math and science) and Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Mini-Assessments, FCAT Simulation

MidYear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), and Early Reading Diagnostic Assessment (ERDA)

End of the Year: FAIR, FCAT

Frequency of Data Days: Twice a month for data analysis

Describe the plan to train staff on RtI.

Professional Development will be provided during pre-planning (August 2009) and small sessions will occur throughout the year. The RTI team will also evaluate additional staff professional development needs during the weekly RTI Leadership Team meetings.

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: The number of fifth grade students scoring Level 3 and above increased in Reading and Math. The number of fourth grade students scoring Level 3.5 and above increased in Writing by 8 percentage points from 79% to 87%.

Weaknesses: The students in 3rd grade scoring Level 3 or above in Reading and Math demonstrated a drastic decrease when compared to school scores from the previous year as well as this year's District averages. All grade levels scored lowest in the reading content area of Main Idea/Purpose. Third grade scored well in Measurement; however, 4th and 5th scored lowest. Grade 5 students scored lowest in Earth and Space Sciences (62%) and Scientific Thinking (62%).

Instructional Calendar Development

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

The Instructional Focus Calendars (IFCs) were created in July 2009 and made accessible on the Broward Enterprise Education Portal (B.E.E.P.). The IFC will be update in October 2009 as determined by disaggregated data results from the District's September Benchmark Assessment Test (BAT-1) and again in December 2010 as determined by the disaggregated data results from the District's November Benchmark Assessment Test (BAT-2).

The 2009 FCAT results were utilized to develop the IFCs. Data results from the September Benchmark Assessment Test (BAT) and November Benchmark Assessment Test (BAT) will also be used to develop/revise the IFCs.

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results.

The duration of instruction for each benchmark was determined by the amount of time given in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each benchmark, allow students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in whole group or small group setting.

Administration will conduct daily Classroom Walkthroughs (CWTs), evaluate lesson plans, monitor teacher data, and conduct meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

Teachers who are struggling with implementing the IFC will be able to observe other teachers who are successful, the team leader will provide additional assistance to the teacher, teachers will be able to participate in Professional Learning Communities and utilize the support of their colleagues during weekly team meetings.

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

Reading: Main Idea/Purpose was the least proficient strand in all grade levels and will be given priority focus.
Mathematics: Measurement was the least proficient strand and will be given priority focus.
Writing: Collaboration was the least proficient strand and will be given priority focus.
Science: Earth and Space Sciences and Scientific Thinking were the least proficient strands and will be given priority focus.

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

Teachers who produced strong learning gains were paired with the weakest students. However, data for low performing teachers was analyzed and it was determined to place low achieving students with the strongest teachers. The principal also looked at data trends for low-performing teachers. If the data shows consistent low performance after professional development and mentoring had been offered, then the principal may change the teacher's grade level.

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

Teachers are responsible for posting goals and objectives for each subject area and lesson taught on the board. The goals and objectives are stated prior to teaching so that students would understand the purpose for learning the material. The teachers will also incorporate information/material that are based on current events and relevant to the lesson being taught.

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?

Every year, after FCAT testing the Leadership team and teachers analyze the data to determine the best class placement for each student.

DO

Direct the Instructional Focus

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

All grade level teachers will meet every week to determine the areas of students' strengths and weaknesses as evidenced by class work assignments and assessment results. Teachers will meet weekly for grade level meetings and monthly during Professional Learning Communities to share best practices and resources. Teachers will collaborate to create lesson plans for differentiated instruction, which provides lessons for all levels of students - below mastery, at mastery, and above mastery.

How are instructional focus lessons developed and delivered?

Focus lessons were provided by the instructional coach from B.E.E.P. based on a review of previous assessments where students were struggling. The 5 to 10 minute focus lessons will be taught at the beginning of each subject area by the classroom teacher.

The focus lessons are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.

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.

Students will take mini-Benchmark Assessments based on benchmarks taught.
There will be at least 5 questions per benchmark.
The mini-Benchmark Assessment Tests will be administered monthly.

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

Mastery for assessments will be 80%. Mastery is set higher than the traditional score of 70% to ensure student proficiency of each benchmark.

Maintenance

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

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

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.

Teachers meet within their grade levels one a week. During these meetings, the team leader will facilitate. One person on the team will record the minutes of the meeting and the minutes will be submitted to the principal. The principal and assistant principal will attend meetings on a rotating basis.

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.

The Principal and Leadership Team will meet on a monthly basis to discuss assessment data and student results. The data will include results District Benchmark Assessment Tests, mini BATs, as well as student class work. The Leadership Team would also meet with teachers via grade level meetings or one-on-one to review student portfolios, lesson plans, any evidence of instruction, assessment, and differentiation to address each students' differentiated needs. Progress Monitoring logs will be required to be kept by all teachers as this is documentation of teaching, re-teaching and re-assessing.

ACT

Supplemental and Intensive Instruction/Interventions

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

Cresthaven Elementary will use resources from the state adopted textbooks for core, supplemental and intensive instruction and interventions. We will also use resources approved by the District from the Struggling Charts as recommended interventions.

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

* Cresthaven Elementary will use resources from the state adopted textbooks, which are designed for intensive instruction,

as well as District approved materials from the Struggling Charts provided by Core Curriculum.

* Students will utilize computer based programs or instructional software (e.g. Compass Odyssey, Riverdeep) in addition to Internet websites such as FCAT Explorer, tutorials offered by the state adopted textbooks.

* Teachers will use strategies learned and/or discussed in Professional Learning Communities and professional development workshops.

* Students who are consistently demonstrating non-mastery may receive additional assistance through the school's aftercare program and/or be required to participate in tutorial sessions before or after school.

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

Data analysis provided by CWTs from administrators, student performance, teacher surveys, and administrators' observations will determine the need of professional development.

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

Students targeted for supplemental and intensive instruction/intervention will be:

* Kindergarten- students identified from assessments used to determine promotion and alternatives as those needing interventions will be tutored in phonics;

* First Grade - Students identified as below-level readers based on Running Records and teacher observation;

* Third Grade - Students who have been retained and/or scored below level 45% on the SAT;

* Fourth and Fifth Grade - Students scoring Level 1 and 2 in reading and math.

* Students who consistently demonstrate non-mastery will be offered assistance during the school day from tutors and participation in additional small group instruction, as well assistance after-school assistance via Saturday School.

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

* The effectiveness of the interventions will be measured throughout the year by the classroom teachers providing evidence of progress monitoring (e.g. Mini-BATS, FAIR, DAR, class work samples and tests, etc.) during discussions with the Leadership Team.

* Any factors preventing implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved.

* Strategies that are unsuccessful will be discontinued and replaced with more effective alternative interventions.

Enrichment

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

* Students who exceed mastery levels are identified and screened for eligibility in the school's gifted programs.

* Students who exceed mastery levels, but are not identified as Gifted, will participate in project-based learning activities as well as receive more rigorous and challenging instruction.

Describe how students are identified for enrichment strategies.

* Students are identified for enrichment strategies based on performance in the classroom assignments, teacher observations, and FCAT results.

* Input from parents is also taken into consideration.

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)
Grade K - 5 Teachers and Special Area Teachers	Jan Heavner Reading Resource Specialist	Monthly	Tuesdays- after school	Analyze nine high-yield instructional strategies that have been determined to have the greatest positive affect on student achievement for all students, in all subject areas, and at all grade levels.
Grade K-5 Teachers	Clarice Johnston	Monthly	Monday - after school	Provide guidance and information on the RtI process
Grade K-5 Teachers	Sharonda Bailey, Jan Heavner, Clarice Johnston	Monthly	Thursdays - Early Release	Analyze all AYP subgroups to determine effective teaching practices.

- 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

A Kindergarten Round Up is held every year during the month of May to assist Head Start parents and new to kindergarten parents with the transition into kindergarten. Parents are able to tour the school, visit kindergarten classrooms, and find out about expectations and procedures for the next school year.

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed prior to or upon entering within the areas of Basic skills/School Readiness, Oral Language /Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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, 72% of students achieved learning gains on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 80% of students will achieve learning gains 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	Student achievement data chats will be conducted with all students following school-wide assessments.	Principal and Reading Coach	Administrators will review logs for student achievement data chats during Classroom Walk Throughs.	Administration will discuss with randomly selected students their performance on the most recent assessment to determine if data chats are successful.
2	Teachers will explicitly infuse reading benchmarks in lesson plans and instructional delivery.	Principal, Reading Coach, and Classroom Teacher	Administrators will focus their attention on explicit teaching of the reading benchmarks in other subject areas (Social Studies, Science, etc.) during CWTs.	Mini-Benchmark Assessment Test and CWT data
3	Utilize Instructional Focus Calendars, which incorporates the Sunshine State Standards in Reading.	Principal, Assistant Principal, Reading Coach, and Team Leaders	Using data from school wide assessments, ongoing Mini-BATs, the BAT administered in September and December, and the DAR will be analyzed to guide instruction.	Effectiveness will be determined through school wide and District assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 44% of ELL students scored at or above Level 3.		In grades 3-5, the proficiency target of ELL students via "Safe Harbor" will decrease by 10% (from 56% to 50%) 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	Tier 1: Determine core instructional needs by reviewing assessment data such as DAR results, Mini-BATs, BAT 1 and 2 for all ELLs. Plan differentiated instruction using evidence based instruction/interventions within 90- minute reading block.	Principal, Assistant Principal, and Reading Coach	Review student data reports to ensure teachers are assessing students accordingly to the IFC. Conduct data chats with teachers and students to monitor progress.	Student Data Forms and Printouts of Mini-BATs.
2	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction will include explicit instruction, modeled instruction, guided practice and independent practice.	Classroom Teacher and Reading Coach	Student progress is assessed using results from BAT 1 and 2. Percent of students making adequate progress toward benchmarks are calculated.	Benchmark Assessment 1&2, mini-BATs, and DAR results
3	Tier 3: Plan targeted	RtI Team, ESE	Grade-level teams will	Mini-BAT assessments and

	intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Specialist, Assistant Principal, and Reading Coach	review results of the mini-assessments to determine progress toward benchmark (at least 75% of mastery on common assessment).	BAT 1 & 2
4	Teacher data chats will be conducted with all teachers following assessments to review the progress of the core and/or interventions.	Principal, Assistant Principal, Reading Coach	Administrators will review student portfolios and data information sheets.	Data will be disaggregated to determine the effectiveness of the reading instruction.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 35% of Students with Disabilities (SWD) scored at or above Level 3.		In grades 3-5, the proficiency target of Students with Disabilities (SWD) via "Safe Harbor" will decrease by 10% (from 65% to 58%) 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	Tier 1: Determine core instructional needs by reviewing IEP and assessment data for all Students with Disabilities. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	Reading Coach, Varying Exceptionalities Teacher	Student progress is assessed using Ongoing Progress Monitoring (OPM) every 30 days. Percent of students making adequate progress toward benchmark is calculated.	Student Data Sheet
2	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Reading Coach, Classroom Teacher	Student progress is assessed using school wide assessment OPM every 30 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	Benchmark Assessment 1 & 2, mini-BATs, School wide Assessments and DAR Assessments.
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	RtI Team, ESE Specialist, Assistant Principal, and Reading Coach	Student progress is assessed using OPM every 30 days for all students receiving Tier 3 targeted intervention.	OPM data will be used to determine progress from DAR data, and Benchmark assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 72% of students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 80% of students will achieve mastery for 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	Establish at least three reading groups, including one intervention group, within the classroom for small group differentiated instruction.	Principal, Assistant Principal, and Reading Coach	Administration will monitor implementation through Classroom Walk Through. Review student data reports to ensure teachers are assessing students according to the IFC.	Effectiveness will be determined through mini-Benchmark and school-wide Assessments.
2	Follow the District's Instructional Focus Calendar for Reading.	Reading Coach, Team Leaders	Administration will be aware of the IFCs upcoming focus and monitor implementation through Classroom Walk Through.	Effectiveness will be determined through mini-Benchmark and school-wide Assessments.

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, 80% of students will achieve mastery for reading on the 2010 FCAT Reading Test.	Marzano's Nine High-Yield Strategies	Reading Coach	September 2009	Classroom visits and focused Walk Throughs by Administration	Principal, Assistant Principal, Reading Coach
In grades 3-5, the proficiency target of Students with Disabilities via "Safe Harbor" will decrease by 10% (from 65% to 58%) on the 2010 FCAT Reading Test.	AYP and Sub Groups and Marzano's Nine-High Yield Strategies	Reading Coach, ESE Specialist, Assistant Principal	September 2009	Classroom visits and focused Walk Throughs by Administration	Administration, Reading Coach, ESE Specialist
In grades 3-5, the proficiency target of ELL students via "Safe Harbor" will decrease by 10% (from 56% to 50%) on the 2010 FCAT Reading Test.	AYP and Sub Groups and Marzano's Nine-High Yield Strategies	Reading Coach, ESE Specialist, Assistant Principal	September 2009	Classroom visits and focused Walk Throughs by Administration	Administration, Reading Coach, ESE Specialist

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
Research Based materials - Phonics for Reading and Intermediate Rewards	SAC/Accountability	\$500.00
		Total: \$500.00
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
Substitute teachers to provide temporary coverage for student assessments	Title One	\$3,000.00
		Total: \$3,000.00
		Final Total: \$3,500.00

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, 75% of students achieved mastery on the	In grades 3-5, 80% of students will achieve mastery on

2009 administration of the FCAT Mathematics Test.			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	Utilize FCIM to identify students in the core curriculum needing intervention and enrichment.	Principal, Classroom Teacher and Leadership Team	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment	Progress of all students on assessment.
2	Establish at least three math groups, including one intervention group, within the classroom for small group differentiated instruction.	Principal Classroom Teacher and Leadership Team	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment	Ongoing Progress Monitoring of all students utilizing mini-BAT assessments, observations, and chapter tests.
3	Identify and closely monitor the progress of Black students and the lowest 25th percentile, revise instruction and intervention groups as indicated by student progress.	Principal, Assistant Principal, Classroom Teachers	Maintain a record of strategies and interventions utilized with AYP subgroups (Black students, SWD, ELL and the lowest 25th percentile).	Increased achievement from BAT 1 to BAT 2 and school-wide assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3-5, 45% of Students with Disabilities achieved mastery on the 2009 administration of the FCAT Mathematics Test.			In grades 3-5, 74% of Students with Disabilities will achieve mastery 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	Increase the use of concrete materials to reinforce mathematics concepts.	Principal, Team Leaders and the Leadership Team	Team Leaders will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Observations, mini-BAT assessments and school-wide assessments.
2	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Principal and Leadership Team	Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	Increased achievement between BAT 1 & 2 assessments. Increased achievement between school-wide assessments.
3	Classroom Walk Through will be conducted for each teacher to monitor the implementation and effectiveness of the mathematics strategies being taught.	Principal and Assistant Principal	Analyze data obtained from Classroom Walk Through	Increased achievement between BAT 1 & 2 assessments, mini-BATs and school-wide assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3-5, 48% of ELL students achieved mastery on the 2009 administration of the FCAT Mathematics Test.			In grades 3-5, 74% of ELL students will achieve mastery 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	Increase the use of concrete objects and hands-on activities to reinforce mathematics concepts.	Principal and Leadership Team	Team Leader will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Progress of students on BAT 1 & 2 and mini-assessments.
2	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Principal and Team Leaders	Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	Increase achievement between BAT 1 & 2 assessments and mini-assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
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In grades 3-5, 56% of Black students achieved mastery on the 2009 administration of the FCAT Mathematics Test.		In grades 3-5, 74% of Black students will achieve mastery on the 2009 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	Increase the use of concrete materials and hands-on activities to reinforce mathematics concepts.	Principal and Team Leaders	Team Leaders will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Progress of students on BAT 1 & 2 assessments, mini-BATs and school-wide assessments.
2	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Principal and Team Leadership	Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	Increased achievement between BAT 1 & 2 assessments, mini-BAT assessments and school-wide assessments.

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, 80% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Mathematics	Math Teacher	October 2009	CWT and student performance data	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
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

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
Based on the 2009 FCAT Science data, 51% of students achieved level three and above.	Given instruction based on the Sunshine State Standards, 60% of students will score at level three or above on the 2010 FCAT Science Assessment.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize hands-on laboratory experiments three times per week using the science kits.	Principal, Classroom Teacher and Science Coach	The created lab schedule will be implemented with fidelity and monitored by the Principal.	Improvement on the science mini assessments.
2	Provide real-world science experiences and engaging activities.	Principal, Classroom Teacher and Science Coach	Teachers will incorporate United Streaming into lessons to create virtual field trips, incorporate BECON's Science Alive Videos, and utilize Time For Kids articles.	Improvement on the science mini-assessments.
3	Follow the District's Instructional Focus Calendar	Principal, Assistant Principal, Classroom Teachers	Monitor IFC and the pacing of the correlation chart of science kits with fidelity (will be monitored by the Principal).	Improvement on the Science mini assessments and district's BAT assessments.
4	All students will complete hands-on lab activities weekly and record findings in a science journal to document hands-on investigations.	Teachers and Science Coach	Grade-level teams will review results of common assessment data every six weeks to determine progress towards mastery of benchmarks.	Assessments linked to Florida Science Standards administered weekly/Science mini-assessments.

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
Materials and supplies for science kits	School's General Budget	\$1,000.00
		Total: \$1,000.00
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: \$1,000.00

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		
On the 2009 administration of the FCAT Writing Test, 92% of the students in 4th grade scored level 3.5 or above in writing.		On the 2010 administration of the FCAT Writing Test, 97% of the 4th grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	Principal and Reading Coach	A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	Progress between the Pretest Prompt and Mid-Year Prompt.
2	The revision and editing process will be explicitly taught and seen in student writing drafts.	Reading Coach and Principal	Administration will monitor revision and editing process by reviewing student drafts.	Progress between the Pretest Prompt and Mid-Year Prompt.
3	Students will simulate the FCAT Writing Assessment once a month. Students scoring below 3.0 will be assigned a writing tutor.	Principal and Reading Coach	Classroom Walk Throughs conducted by administration and student scores.	The school scoring team will score each students writing sample using the six-traits and compare progress between prompts.

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 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	
School staff survey indicated teachers communicated with only 10% of parents once per month.			Increase teacher communication with parents to 40% of their students' parents at least once per quarter.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Evaluate our school's "Family Friendly" rating.	Principal, Parent Liaison	Collect feedback surveys from parents and teachers. Plan activities and strategies to increase positive interaction with all family groups.	Parent and Teacher Surveys
2	Publicize event using multiple methods (newsletters, parent link, and fliers).	Principal/Assistant Principal	Collect attendance rosters from each event.	Maintain attendance rosters in each classroom.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
School staff survey indicated teachers communicated with only 10% of parents once per month.			Increase teacher communication with parents to 40% of their students' parents at least once per month.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Evaluate our school's "Family Friendly" rating.	Principal, Parent Liaison	Collect feedback surveys from parents and teachers.	Parent and Teacher Surveys

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

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
Reading	Research Based materials - Phonics for Reading and Intermediate Rewards	SAC/Accountability	\$500.00
Science	Materials and supplies for science kits	School's General Budget	\$1,000.00
			Total: \$1,500.00
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
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitute teachers to provide temporary coverage for student assessments	Title One	\$3,000.00
			Total: \$3,000.00
			Final Total: \$4,500.00

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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

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

Assist the school to create and analyze school climate surveys for parents and students.
 Increase parental and community involvement
 Developing and Communicating the SIP
 Assist in the organization of school sponsored family night events

SAC Members

Members

- 1) Joshua Kisten, Principal
- 2) Sandra Wilches, SAC Chair
- 3) Jocelin Monpas, Teacher
- 4) Sharon Oscarson, Teacher
- 5) Paul Hammett, Business Member
- 6) Angela Fletcher, Parent
- 7) Hilda Donado, Parent
- 8) Hilda Donado, Parent
- 9) Greg Phillips, Parent
- 10) Christine Singh, Parent
- 11) Alaina Williams, Parent
- 12) Tiffany Snider, Parent
- 13) Joanne Davidowitz, Parent
- 14) Rebecca Robinson, Parent
- 15) Sandra Ward, School Support Personnel
- 16) Clarice Johnston, School Support Personnel
- 17) Alisa LoRay, School Support Personnel
- 18) Louise Rubino, School Support Personnel
- 19) Evelyn Acevedo, Union Steward
- 20) Sharonda Bailey, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CRESTHAVEN ELEMENTARY SCHOOL 0901													
Number of students enrolled in the grades tested:														Read: 332		Math: 332		2008-2009 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO			
Click here to see Number of students in each group																											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ 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	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	65	Y	69	Y	93		Y			NA	32	35	NA	21	31	NA	71	NA	68	NA			
WHITE	100	Y	100	Y	75	Y	82	Y	91		Y			NA	22	25	NA	9	18	NA	76	NA	76	NA			
BLACK	100	Y	100	Y	56	N	56	N			NA			NA	48	44	N	31	44	N	65	Y	63	N			
HISPANIC	100	Y	100	Y	66	Y	72	Y	91		Y			NA	33	34	NA	23	28	NA	73	NA	68	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	65	Y	68	Y	92		Y			NA	34	35	NA	23	32	NA	71	NA	67	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	44	N	48	N			NA			NA	52	56	N	38	52	N	62	N	58	N			
STUDENTS WITH DISABILITIES	100	Y	100	Y	35	N	45	N			NA			NA		65	NA		55	NA	52	N	56	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CRESTHAVEN ELEMENTARY SCHOOL 0901													
Number of students enrolled in the grades tested:														Read: 288		Math: 288		2007-2008 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		YES			
Click here to see Number of students in each group																											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ 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	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	68	Y	79	Y		93	Y			NA	32	32	NA	23	21	NA	70	NA	80	NA			
WHITE	100	Y	100	Y	78	Y	91	Y		91	Y			NA	20	22	NA	13	9	NA	73	NA	91	NA			
BLACK	100	Y	100	Y	52	N	69	Y			Y			NA	45	48	N	34	31	NA	59	Y	74	NA			
HISPANIC	100	Y	100	Y	67	Y	77	Y		91	Y			NA	35	33	NA	24	23	NA	75	NA	74	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	66	Y	77	Y		92	Y			NA	35	34	NA	27	23	NA	70	NA	78	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	48	N	62	Y			NA			NA	53	52	N	37	38	NA	66	Y	67	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA		NA				NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CRESTHAVEN ELEMENTARY SCHOOL 0901													
Number of students enrolled in the grades tested:														Read: 294		Math: 294		2006-2007 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO			
Click here to see Number of students in each group																											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	100	Y	68	Y	77	Y	88		Y			NA	40	33	NA	28	23	NA	65	NA	75	NA			
WHITE	100	Y	100	Y	80	Y	87	Y	89		NA			NA	24	19	NA	20	13	NA	78	NA	78	NA			
BLACK	100	Y	100	Y	55	Y	66	Y	89		NA			NA	56	51	NA	37	34	NA	53	NA	68	NA			
HISPANIC	100	Y	100	Y	65	Y	76	Y			NA			NA	34	30	NA	23	24	NA	63	NA	77	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	65	Y	73	Y	87		Y			NA	45	35	NA	32	27	NA	62	NA	72	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	47	N	63	Y			NA			NA	48	57	N	32	37	NA	44	N	68	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA		NA				NA							

SCHOOL GRADE DATA

Broward School District CRESTHAVEN ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	75%	92%	51%	290	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	72%	71%			143	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	56% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					557	
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 CRESTHAVEN ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	84%	83%	51%	292	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%	80%			150	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	81% (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					595	
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 CRESTHAVEN ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	80%	82%	59%	295	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	67%	73%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	68% (YES)			131	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					566	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested