

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: COOPER CITY ELEMENTARY SCHOOL**

**District Name: Broward**

**Principal: Dennis F. Scullo**

**SAC Chair: Samantha Starnes**

**Superintendent: Jim Notter**

**Date of School Board Approval: December 1, 2009**

**Last Modified on: 09-16-2009**

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

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

## VISION and MISSION STATEMENTS

### Vision

Cooper City Elementary, together with the parents and community, will assist all students to be on or above grade level and prepared for middle school advancement.

### Mission

Through a partnership with parents and the community, Cooper City Elementary provides a safe and secure environment that strives to meet the academic, emotional, social, and physical needs of each child.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

The school was built in 1971 and is an integral part of a well-established Cooper City community. The Cooper City Innovation Zone consists of three elementary schools, one middle school, and one high school. Due to high enrollment, our fifth grade students were housed at a neighboring site 1/3 mile from our main campus for the past four years. Our school has been an A school four consecutive years. Additionally, our school has earned the Golden School Award for 24 consecutive years.

#### Unique School Strengths for Next Year

- Earned a school record high of 638 accountability points on the 2009 FCAT making us an A school for the last four years.
- Met Adequate Yearly Progress criteria in all subgroups making us a non-DA school.
- Due to a boundary change, our fifth grade students will return to our main campus from an annex location.
- After having two campuses for the past four years, all kindergarten through fifth grade students will be together on one main campus during the 2009-2010 school year.
- The school was awarded the following grants: Broward Education Fund-Adaptor Grant, National Endowment for the Humanities Book Award, BEF Disseminator Grants, Picturing American History Grant, TDIF Grants

#### Unique School Weaknesses for Next Year

- Due to the current economic situation, our school has experienced decreased enrollment, a boundary change, and district and state mandated budget cuts.
- As a result of declined enrollment and economic status, we have reduced our faculty by eight classroom teachers, a Curriculum Specialist and we will no longer be offering Art and Science specials for our students.
- The demographics of our school population is changing and becoming more transient. We have seen an increase in the ESE AYP subgroup, and a decrease in the student population meeting criteria. Additionally, there has been an increase in economically disadvantaged students and minority rates.
- Due to our school being built over 38 years ago, we have access limitations in technological advances.

#### Student Demographics

American Indian or Alaskan: 0.11%

Asian or Pacific Islander: 6.75%

Black non Hispanic: 3.55%

White non Hispanic: 65.2%

Multiracial: 3.55%

Hispanic: 20.7%

Total Enrollment Count 714

Total Girls: 47.8%

Total Boys: 52.1%

The free and reduced lunch rate of our school is equivalent to 21.9%.

#### Student Attendance Rates

95.00%

#### Student Mobility

11.6%

#### Student Suspension Rates

- In-School: 1.6%
- Out-of-School: 0.7%

#### Student Retention Rates

3.80%

#### Class Size

Primary- 17.78 avg  
Intermediate- 19.19 avg

#### Academic Performance of Feeder Pattern

N/A

#### Partnerships and Grants

Cooper City Elementary School has successfully established many business partnerships within the community.

These have included:

- Barnes & Noble - Primary and Intermediate Reading Nights that include interactive activities for students and parents. They provide books and reading materials as student incentives. Free books are provided as an incentive for summer reading
- Publix – Math Family Nights, which include interactive activities for students and parents. They provide school supplies as student incentives.
- 1st United Bank- Partners with second grade students and provide money management math activities.
- Big Brothers Big Sisters- Provides after school tutoring for students recommended by teachers as needing academic assistance.
- Outback Steakhouse- Provides incentives for fourth grade writing achievement.
- Thermal Concepts- Sponsors a Reading Family Night for our third grade students and parents.
- Davie Ale House- Provides all of the food and refreshments for our PTO Meetings.
- City of Cooper City- Provides support for school activities; recognition for student and teacher achievement; continuous involvement in ongoing school events throughout the year.
- We promote the following sponsors who provide our school with a percentage of their profits for designated family events: Brigitte's Flower Shop, Coldstone Creamery, Florida Marlins, Jersey John's Pizzeria, Kabooms, Landlubbers, Fired Up, Miami Dolphins, Planet T Uniforms, Rosie's Ice, Share Bear, The Melting Pot, Thermal Concepts, Beef O' Brady's, Vita's Italian Restaurant. Proceeds are used for student incentives and initiatives.

## 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	Dennis F. Sciullo	BA-Health/Physical Education Masters-Educational Leadership	4	13	2006-2007 615 points (A) Met AYP in all subgroups 2007-2008 619 points (A) Met AYP in all subgroups 2008-2009 638 points (A) Met AYP in all subgroups
Assis Principal	Gail Silig	BA-Elementary Ed K-6 Masters-Educational Leadership	3	3	2006-2007 615 points (A) Met AYP in all subgroups 2007-2008 619 points (A) Met AYP in all subgroups 2008-2009 638 points (A) Met AYP in all subgroups

\* 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 Coach	Catherine Georgianna	Masters- Reading	2		Davie Elementary 2004-2005 Grade B Did not meet AYP in Reading & Math SWD subgroup 2005-2006 Grade A Did not meet AYP in Reading & Math SWD subgroup 2006-2007 Grade A Did not meet AYP in Reading SWD subgroup Cooper City Elementary 2007-2009 Grade A Met AYP in all subgroups

\* 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)
NESS Induction	NESS Liaison	6/10/2010	
Culture Building Activities	Administration	6/10/2010	
Peer Mentors	Leadership Team	6/10/2010	
Morale Boosters	Leadership Team	6/10/2010	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Samantha Starnes	Elementary Education K-6	Gifted Grade 4	Currently enrolled in Gifted Endorsement Courses

### 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
42	0	5	64	31	34	99	5	10	100

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Catherine Georgianna	N/A	New Educator	School and District-Wide Learning Communities
Michelle Garay	N/A	New Educator	School and District-Wide Learning Communities
Meredeth Legg	N/A	NBCT	Portfolio Development
Sheila Rainford	N/A	NBCT	Portfolio Development
Linda Signorelli	N/A	NBCT	Portfolio Development
Jennifer Buckner	Samantha Starnes	New Gifted Teacher	Coaching and Planning
Clare Donohue	Karen Senarens	New Gifted Teacher	Coaching and Planning

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

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.

Tresa Davis (Guidance Counselor), Janet Bugg (ESE Specialist), Catherine Georgianna( Reading Coach), Gail Silig (Intern Principal), Dennis Sciuolo (Principal), Carolyn Petterson (School Psychologist), Jackie Pena (School Social Worker)

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

The RTI Team meets once a week to discuss the following components for struggling students:  
The classroom teacher completes an Intervention Record Form. A meeting is then scheduled between the parent and Collaborative Problem Solving Team. The three vital needs are then incorporated. These are:

1. Need data that demonstrates the student's response to interventions
2. Need the interventions to have been carried out with sufficient intensity to address the student's problems prior to referral.
3. Need the interventions to have been implemented with fidelity.

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

The RTI team meets with the SAC committee to help develop the SIP. The team provides data on Tier 1, 2, and 3 student targets.

Tier 1- In consultation with one or two colleagues, teacher tries universal, evidence-based interventions.

Tier 2- In consultation with several CPS team members, teacher tries targeted, evidence-based interventions.

Tier 3- Using full CPS team support, teacher and others try intensive, evidence-based interventions.

Clear expectations are set for instruction, processes and procedures.

The team will assist, support, and monitor struggling students.

### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: FCAT, SAT10, FAIR, Benchmark Assessment Tests  
Progress Monitoring: School Data Points, Curriculum Based Measurements  
Midyear: FAIR, DAR, Mini BATS  
End of Year: FAIR, District End of Year Assessments, FCAT

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time.

## 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 students making learning gains increased in all grade levels in reading and math. The students in the lowest 25% making learning gains in reading increased significantly. Across all grade levels, Number Sense was the strongest content area in math and words/phrases was the strongest content area in reading.

Weaknesses: The percent of students in the lowest 25% making learning gains in math decreased. In grades 3 & 5, Geometry was the weakest content area in Math. Across all grade levels, Main Idea/purpose was the weakest content area in reading. The percent of students meeting high standards in writing went from 98% in 2008 to 94% in 2009.

### Instructional Calendar Development

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

The school will utilize the District's Instructional Focus Calendar and adapt it to our needs through data analysis. The 2009 FCAT and the Benchmark Assessment Test results will be utilized to drive the IFC. Teachers will be responsible for determining the instructional focus of whole group lessons and small group, differentiated instruction. The school Leadership Team meets monthly to monitor the implementation of Instructional Focus Calendars with fidelity and to monitor student progress. Based on data analysis, teachers adjust instructional focus to assure mastery of benchmarks, and the school leadership team makes curricular / instructional/ assessment programming improvement decisions. Administration will implement a continuous cycle of classroom walk-throughs and conduct data chats with teachers to ensure that the IFC is being utilized and implemented effectively. The Reading Coach will provide support for teachers that are struggling with the IFC implementation.

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

Reading: Main Idea/Purpose  
Math: Grades 3 & 5- Geometry; Grade 4- Data Analysis & Algebraic Thinking  
Writing: Narrative  
Science: Earth & Space Science

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

The 2009 FCAT data was disaggregated in order to determine student learning gains by teacher. Teacher grade placement was adjusted to better meet the needs of the students.

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

Lessons are applied and integrated across the curriculum in order to develop meaningful background which can be applied to real world experiences.

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?

Sunshine State Standards guide lesson development and instructional delivery among grade level and subject area. Teachers will meet weekly for grade level meetings and will meet monthly during professional learning communities to share best practices and resources.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed by the district and are delivered using high yield strategies. They are aligned to the benchmarks and standards for each subject area and include those benchmarks that are annually assessed on the FCAT.

How will instructional focus lessons be revised and monitored?

Lessons will be revised and monitored through ongoing assessment and progress monitoring.

## 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.

Core instruction is evaluated through program assessments provided by the publisher and District provided assessments such as the: BAT, Mini-BAT, QBAT, BCAP, Rigby, FAIR and regularly scheduled fluency screenings.

Supplemental Evaluations are assessed through CCC and STAR Testing.

Intensive instruction and intervention programs include: QAR, Quick Reads, Wilson, and Phonics for Reading.

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

Results are analyzed and a set criterion is applied to determine mastery. Teachers will differentiate their instruction as indicated by assessment results.

#### Maintenance

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

School-based data points will be regularly monitored and the instructional focus calendar will be modified based upon student results. Students at and above mastery receive opportunities to enrich skills by participating in project based learning or other supplemental lessons which reinforce the skill and maintain the level of 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.

Grade Level Teams will meet monthly to analyze data and monitor student progress in order to review and/or revise the instructional focus. The meetings will be facilitated by the Team Leaders. Meeting summaries are submitted to administration. Administration and members of the Support Staff 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 Administration and Leadership Team will meet with grade levels teams on a weekly basis, engage teachers in data chats, provide Professional Development trainings, and conduct regular classroom walk-throughs to ensure student achievement. Support is provided in the development of Professional Growth Plans. Progress monitoring data logs will be utilized to document the process of teaching and learning. The Reading Coach will assist teachers with instruction by modeling instruction in whole group and small group settings.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

Core instruction is evaluated through program assessments provided by the publisher and district provided assessments such as the: BAT, Mini-BAT, QBAT, BCAP, Rigby, FAIR and regularly scheduled fluency screenings.

Supplemental Evaluations are assessed through CCC and STAR Testing.

Intensive instruction and intervention programs include: QAR, Quick Reads, Wilson, and Phonics for Reading.

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

Struggling students are scheduled for double-dose instruction using resources from the state adopted textbooks or a research-based program from the District's Struggling Reader's Chart. Technology programs, such as Successmaker and FCAT Explorer, engage students in tutorial-based activities that address and remediate targeted areas of concern.

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

Data analysis, classroom walk-throughs, Professional Growth Plans, and needs assessments determine the need for professional development sessions.

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

Students that score below the 40th percentile on standardized tests and students that do not meet established criteria that is based on screening instruments according to established criteria are targeted for intervention programs.

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

Ongoing assessments and progress monitoring are used to evaluate effectiveness.

**Enrichment**

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

Technology, research-based programs, distance learning, cooperative learning groups, clubs, and project-based learning are used to support acceleration and enrichment.

Describe how students are identified for enrichment strategies.

Utilizing FCAT and SAT10 test results, students that exceed mastery levels and meet criteria are placed in the school's gifted/high achieving classroom.

**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 level Teams	Team Leaders	Weekly	Wednesdays-after school	Grade Level planning and alignment/ Data analysis of common assessments/Analyze effectiveness of IFC in all subjects
Team Leader Meetings	Administration	Monthly	Varies	School and District initiatives/ Data analysis of common assessments/Analyze effectiveness of IFC in all subjects
SIP Committees	SIP Chairperson	Monthly	Tuesdays-after school	Developing and monitoring the School Improvement Plan, planning and coordinating Academic Family Nights
Focus Committee	Focus Chairperson	Bi-monthly	Tuesdays- after school	Maintaining the school environment

**NCLB Public School Choice**

Note: For Title I schools only

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

**Pre-School Transition**

Kindergarten Assessment Screenings are given and used for placement of incoming students prior to the start of school.

**Postsecondary Transition**

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	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?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
91% of students In grades 3-5 scored at or above grade level on the 2009 FCAT Reading assessment.		94% of the students in grades 3-5 will achieve level three or above on the 2010 FCAT Reading assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be instructed through the use of high yield strategies and Webb's Level of Complexity in daily lessons.	Administrators and Reading Coach	Implement focused classroom walk-throughs and review lesson plans.	Classroom walkthrough reports will be generated
2	Students will receive instruction through the utilization of the district's instructional focus calendar adapted to the students' needs.	Administrators and Reading Coach	Administration will be aware of the instructional focus calendars targeted skills and monitor implementation through classroom walk-throughs..	Benchmark assessments
3	To challenge students, enrichment activities will be embedded with real-world problem solving.	Administrators and Reading Coach	Lesson plans will be reviewed during classroom walk throughs.	Classroom walkthrough reports will be generated

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
64% of students with disabilities in grades 3-5 scored at or above level 3 on the 2009 FCAT Reading assessment.		72% of the students in the ESE subgroup in grades 3-5 will make adequate learning gains on the 2010 FCAT Reading assessment.		
	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 Diagnostic Assessment of Reading (DAR) data for all SWD's. Plan differentiated instruction using evidence-based instruction/interventions within a 90-minute reading block.	ESE Specialist and Reading Coach	Classroom walk-throughs, individual data chats, and team meetings.	Reading Diagnostic Screenings and Benchmark Assessments
2	Tier 2: Plan supplemental instruction for students not responding to core instruction.	ESE Specialist and Reading Coach	Classroom walk-throughs, individual data chats, and team meetings.	Reading Diagnostic Screenings and Benchmark Assessments
3	Tier 3: Planned targeted intervention for students not responding to core plus supplemental instruction involving problem solving process. Interventions will be matched to individual	RTI Case Manager, ESE Specialist, and Guidance Counselor	Adequate progress is determined by analyzing student growth in comparison to baseline data. Classroom walk-throughs, individual data chats, and team meetings	Reading Diagnostic Screenings and Benchmark Assessments

	student needs.		will also be utilized.	
4	Technology programs will be utilized before school and during the school day to target reading benchmarks for students in the AYP-SWD subgroup	Administrators and Technology Teacher	Technology program data will be monitored for effectiveness.	Technology program evaluation assessment instruments and benchmark assessments.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
78% of students achieved learning gains in grades 3-5 on the 2009 FCAT Reading assessment.		82% of the students in grades 3-5 will make adequate learning gains on the 2010 FCAT Reading assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Based on test scores and reading screenings, student deficiencies will be identified and appropriate intervention programs implemented.	Administrators, Reading Coach	Classroom walk-throughs, individual data chats, and team meetings.	Reading Diagnostic Screenings and Benchmark Assessments
2	Through ongoing analysis of student achievement data, teachers will identify proficient benchmarks and reteach to mastery and enrich/extend benchmarks.	Administrators, Reading Coach	Classroom walk throughs, individual data chats, and team meetings.	Reading Diagnostic Screenings and Benchmark Assessments

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  72% of the students in the ESE subgroup, in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  82% of the students in grades 3-5 will achieve learning gains on the 2010 FCAT Reading assessment.	Instructional Focus Calendars  Itemized Specifications	Assistant Principal, Leadership Team	08/14/09	Focused Classroom walk-throughs, Data Chats	Administrators and Reading Coach
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  72% of the students in the ESE subgroup, in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  82% of the students in grades 3-5 will achieve learning gains on the 2010 FCAT Reading assessment.	Managing the Reading Block	Reading Coach and Teacher Leaders	09/16/09	Focused Classroom walk-throughs, Data Chats	Administrators and Reading Coach
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  72% of the students in the ESE subgroup, in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  82% of the students in grades 3-5 will achieve learning gains on the 2010 FCAT Reading assessment.	Differentiated Instruction	Reading Coach and Teacher Leaders	09/24/09	Focused Classroom walk-throughs, Data Chats	Administrators and Reading Coach
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  72% of the students in the					

ESE subgroup, in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  82% of the students in grades 3-5 will achieve learning gains on the 2010 FCAT Reading assessment.	Thinking Maps with High Yield Strategies	Assistant Principal	11/03/09	Focused Classroom walk-throughs, Data Chats	Administrators and Reading Coach
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  72% of the students in the ESE subgroup, in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  82% of the students in grades 3-5 will achieve learning gains on the 2010 FCAT Reading assessment.	Enrichment Activities	Reading Coach and Teacher Leaders	02/10/09	Focused Classroom walk-throughs, Data Chats	Administrators and Reading Coach
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  72% of the students in the ESE subgroup, in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment.  82% of the students in grades 3-5 will achieve learning gains on the 2010 FCAT Reading assessment.	Strategies for teaching Main Idea/Author's Purpose	HRD	01/19/09	Focused Classroom walk-throughs, Data Chatson plans, conduct data chats, monitor school's data points	Administrators and Reading Coach

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

N/A

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Supplemental Reading Materials	Instructional Materials	\$3,600.00
Magazines and periodicals (Big Back Yard and Ranger Rick)	PTO Funds	\$0.00
Jr. Great Books	Instructional Materials	\$4,132.00
		<b>Total: \$7,732.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Projectors and Document Cameras	Capital Funds	\$5,000.00
		<b>Total: \$5,000.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Thinking Maps with High Yield Strategies Integration	Staff Development Funds	\$400.00
Main Idea/Author's Purpose Workshop	HRD	\$0.00
Macmillan/McGraw Reading Series Training	District Provided	\$0.00
Macmillan/McGraw Reading Series Follow-up Training (K-3)	Summer Staff Development Funds	\$1,500.00
DAR Administration Training	Staff Development Funds	\$500.00
Macmillan/McGraw Technology Program	District Provided	\$0.00
Phonics/Phonemic Awareness Programs/Wilson Foundations	Staff Development Funds	\$600.00
FCAT Item Specifications and Instructional Focus Calendars	Summer Staff Development Funds	\$2,500.00
		<b>Total: \$5,500.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>

No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$18,232.00</b>

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
91% of students in grades 3-5 scored at or above grade level on the 2009 FCAT Math assessment.		94% of the students in grades 3-5 will achieve level three or above on the 2010 FCAT Math assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize FCIM to identify students in the core curriculum needing intervention and enrichment.	Administrators and Leadership Team	Data chats will be conducted with teachers to monitor individual student progress	Math Program Assessments and Benchmark Assessment Tests
2	Students will receive instruction through the utilization of the district's instructional focus calendar.	Administrators and Leadership Team	Administrators will be aware of the instructional focus calendar's upcoming objectives and monitor implementation through classroom walk throughs.	Classroom walk-through reports will be generated
3	To challenge students, enrichment activities will be provided to embed real-world problem solving.	Administrators and Leadership Team	Focused walk-throughs by administration will be used to ensure all teachers are differentiating instruction and challenging students.	Classroom walk-through reports will be generated

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
70% of students with disabilities in grades 3-5 scored at or above level 3 on the 2009 FCAT Math assessment.		74% of the students in the ESE subgroup in grades 3-5 will achieve level three or above on the 2010 FCAT Math assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Leadership Team and ESE Specialist	Leadership Team will assist teachers in the creation of centers and administration will ensure activities are implemented.	Classroom walk-through reports will be generated.
2	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Leadership Team and ESE Specialist	Monitor effectiveness of strategies and interventions utilized with the lowest 25 percentile	Math Program Assessments and Benchmark Assessment Tests

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
72% of students in the lowest quartile showed learning gains on the 2009 FCAT Math assessment.		74% or more of the students in the lowest quartile will make adequate learning gains on the 2010 FCAT Math assessment.		

	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. Plan differentiated instruction using evidence-based interventions within the math block.	Administrators/ Leadership Team	Teachers will review results of ongoing assessment data with the Administrators and Leadership Team quarterly.	Program assessments tied to Next Generation Math Standards
2	Tier 2: Plan and implement supplemental instruction/intervention for students not responding to core instruction.	Administrators, Leadership Team	Teachers will review results of ongoing assessment data with the Administrators and Leadership Team bi-monthly.	Program assessments tied to Next Generation Math Standards
3	Tier 3: Plan and implement supplemental instruction/intervention for students not responding to core instruction using problem-solving process. Interventions will be matched to student needs.	RTI Team Leadership Team/ ESE Specialist/ Guidance Counselor	Teachers will review results of ongoing assessment data with the Administrators and Leadership Team bi-weekly.	Program assessments tied to Next Generation Math Standards

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Math assessment.  74% of students with disabilities in grades 3-5 will score at or above level 3 on the 2010 FCAT Math assessment.  74% or more of the students in the lowest quartile will show learning gains on the 2010 FCAT Math assessment.	Instructional Focus Calendar	Leadership Team	08/14/2009	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administrators and Leadership Team
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Math assessment.  74% of students with disabilities in grades 3-5 will score at or above level 3 on the 2010 FCAT Math assessment.  74% or more of the students in the lowest quartile will show learning gains on the 2010 FCAT Math assessment.	Item Specifications	Leadership Team	10/23/09	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administrators and Leadership Team
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Math assessment.  74% of students with disabilities in grades 3-5 will score at or above level 3 on the 2010 FCAT Math assessment.  74% or more of the students in the lowest quartile will show learning gains on the 2010 FCAT Math assessment.	Singapore Math	District Provided	08/05/09	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administrators and Leadership Team
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Math assessment.  74% of students with disabilities in grades 3-5 will score at or above level 3 on the 2010 FCAT Math assessment.  74% or more of the students in the lowest quartile will	Differentiated Instruction	District Provided	09/24/09	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administrators and Leadership Team

show learning gains on the 2010 FCAT Math assessment.					
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Math assessment.  74% of students with disabilities in grades 3-5 will score at or above level 3 on the 2010 FCAT Math assessment.  74% or more of the students in the lowest quartile will show learning gains on the 2010 FCAT Math assessment.	Thinking Maps with High Yield Strategies	Assistant Principal	11/03/09	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administrators and Leadership team
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Math assessment.  74% of students with disabilities in grades 3-5 will score at or above level 3 on the 2010 FCAT Math assessment.  74% or more of the students in the lowest quartile will show learning gains on the 2010 FCAT Math assessment.	Enrichment Activities	Teacher Leader/PLC	02/10/10	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administrators and Leadership Team
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Math assessment.  74% of students with disabilities in grades 3-5 will score at or above level 3 on the 2010 FCAT Math assessment.  74% or more of the students in the lowest quartile will show learning gains on the 2010 FCAT Math assessment.	Data Analysis	Teacher Leader/PLC	10/14/09	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administrators and Leadership Team

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Singapore Math (Grades 3-5)	Instructional Materials	\$1,000.00
Moving With Math	Accountability Funds	\$2,800.00
M3 (Math for gifted 4th and 5th grade)	Instructional Materials	\$3,600.00
		<b>Total: \$7,400.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
First In Math (3-5) Web-based Program	Accountability Funds	\$2,570.40
		<b>Total: \$2,570.40</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Singapore Math (Grades 3-5)	Summer Staff Development Funds	\$2,400.00
FCAT Item Specification and Instructional Focus Calendars	Staff Development Funds	\$500.00
		<b>Total: \$2,900.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Extended Learning Math Camp	Accountability Funds	\$2,000.00
		<b>Total: \$2,000.00</b>
		<b>Final Total: \$14,870.40</b>

End of **Mathematics** 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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
62% of students scored level three and above on the 2009 FCAT Science assessment.		67% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Utilize science stations with hands-on experiments to reinforce concepts.	Classroom teacher/Administration and Leadership Team	Focused classroom walk-throughs to determine frequency of higher order student engagement.	Classroom walkthrough reports will be generated.
2	Utilize daily science journals to support curriculum.	Classroom Teacher/Administration and Leadership Team	Lesson plans and science journals will be reviewed during classroom walk-throughs	Classroom walkthrough reports will be generated.
3	Provide real-world science experiences and engaging activities regularly.	Classroom teacher/Administration and Leadership Team	Focused classroom walk-throughs to determine frequency of higher order student engagement.	Classroom walkthrough reports will be generated.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
62% of students scored level three and above on the 2009 FCAT Science assessment.		The RTI process will improve student achievement on the 2010 Science FCAT through appropriate instruction to meet student needs.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Tier 1: All students will complete hands-on experiments weekly and will use a science journal to document investigations.	Classroom Teacher/Leadership Team	Teachers will review results of ongoing assessment data with the Administration and Leadership Team quarterly.	Classroom walk-through reports will be generated.
2	Tier 2: Students not responding adequately to core instruction will be provided supplemental, small group science instruction weekly.	Classroom Teacher/Leadership Team	Teachers will review results of ongoing assessment data with the Administration and Leadership Team bi-monthly.	Classroom walk-through reports will be generated.
3	Tier 3: Students not responding to core plus supplemental instruction will receive targeted intervention matched to individual student needs.	RTI Team Leadership Team/ ESE Specialist/ Guidance Counselor	Teachers will review results of ongoing assessment data with the Administration and Leadership Team bi-weekly.	Classroom walk-through reports will be generated.

**Professional Development Aligned with Objective:**

<b>Objective Addressed</b>	<b>Content/Topic</b>	<b>Facilitator</b>	<b>Target Date</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person Responsible for Monitoring</b>
67% of students will score at level three or above on the 2010 FCAT Science Assessment.	Instructional Focus Calendars	Leadership Team	08/14/09	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administration and Leadership Team
67% of students will score at level three or above on the 2010 FCAT Science Assessment.	Item Specifications	Leadership Team	10/23/09	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administration and Leadership Team
67% of students will score at level three or above on the 2010 FCAT Science Assessment.	Differentiated Instruction	District	09/24/09	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administration and Leadership Team
67% of students will score at level three or above on the 2010 FCAT Science Assessment.	Thinking Maps with High Yield Strategies	Assistant Principal	11/03/09	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administration and Leadership Team

67% of students will score at level three or above on the 2010 FCAT Science Assessment.	Enrichment Activities	Teacher Leader/ PLC	02/10/10	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administration and Leadership Team
67% of students will score at level three or above on the 2010 FCAT Science Assessment.	Data Analysis/RTI Process	Teacher Leader/ PLC	10/14/09	Implement classroom walk-throughs, review lesson plans, conduct data chats, monitor school's data points	Administration and Leadership Team

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Science Curriculum/District Supplemental Hands-on Materials	Instructional Materials Funds/Science Funds	\$1,500.00
		<b>Total: \$1,500.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
District Adopted Science Program	Staff Development	\$360.00
		<b>Total: \$360.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Science related field trips	Enrichment Trust Grant	\$2,400.00
		<b>Total: \$2,400.00</b>
		<b>Final Total: \$4,260.00</b>

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
94% of students in the 4th grade scored a level 3.5 or above on the FCAT Writing assessment.		96% of the students in grade 4 will score a level 3.5 or above on the 2010 FCAT Writing assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	K-5 Students will use the writing process daily; writing samples will be collected in accordance with a school-wide monitoring plan.	Administration and Reading Coach	A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed and feedback provided.	Scored writing samples
2	Revision and editing process will be explicitly taught and seen in student writing drafts.	Administration and Reading Coach	Focused walk-throughs by administration will be used to ensure all teachers are effectively teaching the writing process.	Classroom walk-through reports will be generated.
3	Students will write and be provided feedback pertaining to individual needs.	Administration and Reading Coach	Student writing samples will be reviewed and teacher will provide feedback.	Scored Writing Samples
4	Students showing minimal growth will receive small group, supplemental instruction	Administration and Reading Coach	Students writing samples will be reviewed weekly for evidence of growth in specific area of need.	Weekly Writing Samples

5	Students selected based on specific area of need will attend an after-school writing camp.	Administration and Reading Coach	Student writing samples will be reviewed for evidence of growth in specific area of need.	Weekly Writing Samples
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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
96% of the students in grade 4 will score a level 3.5 or above on the 2010 FCAT Writing assessment.	Professional Learning Communities will meet to share best practices and strategies to enhance writing process.	PLC Liaison	November 2009	Student writing samples that demonstrate strategies utilized will be shared at team meetings.	Administration and Reading Coach

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
District Handwriting Materials	School Funds	\$1,000.00
		<b>Total: \$1,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Lucy Caulkins Units of Study (Grades K-2)	Staff Development	\$1,000.00
		<b>Total: \$1,000.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Extended Learning Writing Camp	Accountability Funds	\$2,500.00
Writing of the SIP	Accountability Funds	\$240.00
		<b>Total: \$2,740.00</b>
		<b>Final Total: \$4,740.00</b>

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
An average of 41% of parents attend Academic Family Nights.		An average of 50% of parents will attend Academic Family Nights.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Through community partnerships students and their parents will be involved with in-store academic activities.	Administration and Leadership Team	Collect participation logs, review student activity results	Subject Area Assessments
2	Students will present and	Administration, SAC	Collect sign-in sheet	SAC Attendance Report

	demonstrate a sampling of classroom curriculum initiatives at SAC meetings in order to support SIP goals.	Chair, SIP Committee Chair		
3	Parents are invited to attend informative academic family nights to support writing and science.	SIP Committee Chair	Collect sign-in sheet	Subject Area Assessments

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
An average of 56% of SAC members attended meetings on a regular basis.		75% of SAC members will attend meetings on a regular basis.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	In order to demonstrate products related to SIP initiatives, children of SAC members will be invited to present work samples.	Administration, SAC Chair, SIP Committee Chair	Collect sign-in sheet	SAC Attendance Report

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the Customer Survey from parents, 44% of parents utilized the district BEEP website during the 2008-2009 school year.		65% of parents will utilize the district BEEP website during the 2009-2010 school year.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Parents will be invited to attend an informational session on accessing the BEEP website.	Administration and Leadership Team	Collect Customer Survey from parents.	Customer Survey results

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading assessment. 94% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Math assessment.	Partners in Education Training	Assistant Principal	September 2009	Partners in Education End of Year Report	Assistant Principal

**Budget:**

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

Total: \$0.00

Final Total: \$0.00

End of **Parent Involvement** Goal

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**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	Supplemental Reading Materials	Instructional Materials	\$3,600.00
Reading	Magazines and periodicals (Big Back Yard and Ranger Rick)	PTO Funds	\$0.00
Reading	Jr. Great Books	Instructional Materials	\$4,132.00
Mathematics	Singapore Math (Grades 3-5)	Instructional Materials	\$1,000.00
Mathematics	Moving With Math	Accountability Funds	\$2,800.00
Mathematics	M3 (Math for gifted 4th and 5th grade)	Instructional Materials	\$3,600.00
Writing	District Handwriting Materials	School Funds	\$1,000.00
Science	Harcourt Science Curriculum/District Supplemental Hands-on Materials	Instructional Materials Funds/Science Funds	\$1,500.00
			<b>Total: \$17,632.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Projectors and Document Cameras	Capital Funds	\$5,000.00
Mathematics	First In Math (3-5) Web-based Program	Accountability Funds	\$2,570.40
			<b>Total: \$7,570.40</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Thinking Maps with High Yield Strategies Integration	Staff Development Funds	\$400.00
Reading	Main Idea/Author's Purpose Workshop	HRD	\$0.00
Reading	Macmillan/McGraw Reading Series Training	District Provided	\$0.00
Reading	Macmillan/McGraw Reading Series Follow-up Training (K-3)	Summer Staff Development Funds	\$1,500.00
Reading	DAR Administration Training	Staff Development Funds	\$500.00
Reading	Macmillan/McGraw Technology Program	District Provided	\$0.00
Reading	Phonics/Phonemic Awareness Programs/Wilson Foundations	Staff Development Funds	\$600.00
Reading	FCAT Item Specifications and Instructional Focus Calendars	Summer Staff Development Funds	\$2,500.00
Mathematics	Singapore Math (Grades 3-5)	Summer Staff Development Funds	\$2,400.00
Mathematics	FCAT Item Specification and Instructional Focus Calendars	Staff Development Funds	\$500.00
Writing	Lucy Caulkins Units of Study (Grades K-2)	Staff Development	\$1,000.00
Science	District Adopted Science Program	Staff Development	\$360.00
			<b>Total: \$9,760.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Extended Learning Math Camp	Accountability Funds	\$2,000.00
Writing	Extended Learning Writing Camp	Accountability Funds	\$2,500.00
Writing	Writing of the SIP	Accountability Funds	\$240.00
Science	Science related field trips	Enrichment Trust Grant	\$2,400.00
			<b>Total: \$7,140.00</b>
			<b>Final Total: \$42,102.40</b>

## 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
Supplemental Math Programs	7370
Extended Learning Camps	4500
SIP Planning and Writing	240

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

1. SAC will develop agendas that prompt discussion of student and school performance and initiatives to promote student achievement, while closing learning gaps. SAC will discuss the allocation of resources, staff development, progress, waivers, and the purchase of materials. SAC will also implement the school uniform policy and discuss School Recognition Money Allocation.
2. Established SIP committees will meet monthly to monitor the implementation of the SIP and to assess initiatives, while determining further action steps to achieve goals. Committees will report at each SAC meeting and comments to staff.
3. SAC will determine and assure compliance with bylaws and monitor attendance and participation.

## SAC Members

### Members

- 1) Dennis F. Sciallo, Principal
- 2) Samantha Starnes, SAC Chair
- 3) April Cook, Teacher
- 4) John Hurst, Teacher
- 5) Deborah Whitehead, Parent
- 6) Deborah Whitehead, Parent
- 7) Sheri Pollack, Parent
- 8) Richard Kaufman, Parent
- 9) Jennifer Avila, Parent
- 10) Kathy Kuhns, Parent
- 11) Wendy Graves, Parent
- 12) Denise Jones, Parent
- 13) Kathleen Stone, Parent
- 14) Lisa Hicks, Community Member
- 15) Gloria Anton, Community Member
- 16) Tracie de la Vega, Union Steward
- 17) Mona Earney, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward COOPER CITY ELEMENTARY SCHOOL 1211													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 477 Math: 477		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		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	2007	2008	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	85	Y	86	Y			Y			NA	19	15	NA	14	14	NA	85	NA	81	NA	NA	
WHITE	100	Y	100	Y	87	Y	88	Y			Y			NA	18	13	NA	12	12	NA	85	NA	82	NA	NA	
BLACK		NA		NA		NA		NA			NA			NA		NA				NA						
HISPANIC	100	Y	100	Y	84	Y	87	Y			94	Y		NA	18	16	NA	10	13	NA	84	NA	79	NA	NA	
ASIAN	100	Y	100	Y			NA				NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	79	Y	78	Y			Y			NA	29	21	NA	30	22	NA	83	NA	75	NA	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	64	N	70	Y			94	Y		NA	41	36	Y	30	30	NA	76	NA	64	NA	NA	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward COOPER CITY ELEMENTARY SCHOOL 1211													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 478 Math: 478		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	99	Y	100	Y	81	Y	86	Y			Y			NA	20	19	NA	18	14	NA	78	NA	79	NA	NA	
WHITE	99	Y	99	Y	82	Y	88	Y			Y			NA	18	18	NA	14	12	NA	76	NA	78	NA	NA	
BLACK		NA		NA		NA		NA			NA			NA						NA						
HISPANIC	100	Y	100	Y	82	Y	90	Y			Y			NA	25	18	NA	20	10	NA	84	NA	82	NA	NA	
ASIAN		NA		NA		NA		NA			NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	71	Y	70	Y			Y			NA	28	29	NA	19	30	NA	74	NA	65	NA	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y	59	Y	70	Y			NA			NA	50	41	NA	36	30	NA	68	NA	70	NA	NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward COOPER CITY ELEMENTARY SCHOOL 1211													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 477 Math: 477		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	99	Y	99	Y	80	Y	82	Y			Y			NA	21	23	NA	18	18	NA	77	NA	80	NA	NA	
WHITE	99	Y	99	Y	82	Y	86	Y			Y			NA	21	20	NA	18	14	NA	80	NA	80	NA	NA	
BLACK		NA		NA		NA		NA			NA			NA						NA						
HISPANIC	100	Y	100	Y	75	Y	80	Y			NA			NA	22	29	NA	21	20	NA	72	NA	80	NA	NA	
ASIAN	98	Y	98	Y			NA				NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	72	Y	81	Y			NA			NA		30	NA	31	19	NA	66	NA	85	NA	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	50	N	64	Y			NA			NA	43	52	N	25	36	NA	51	Y	70	NA	NA	

## SCHOOL GRADE DATA

Broward School District COOPER CITY ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	91%	91%	94%	62%	338
<b>% of Students Making Learning Gains</b>	78%	74%			152
<b>Writing and Science:</b> 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.					
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
<b>Adequate Progress of Lowest 25% in the School?</b>	76% (YES)	72% (YES)			148	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					638	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District COOPER CITY ELEMENTARY SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	86%	91%	98%	65%	340	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	72%	69%			141	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	65% (YES)	73% (YES)			138	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					619	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District COOPER CITY ELEMENTARY SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	85%	86%	90%	61%	322	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	82%	69%			151	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	73% (YES)	69% (YES)			142	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					615	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested