

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: COCONUT CREEK ELEMENTARY SCHOOL

District Name: Broward

Principal: William T. Roach

SAC Chair: Martha Houck/Brian Kenney

Superintendent: James Notter

Date of School Board Approval: 12/1/09

Last Modified on: 09-17-2009

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

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

VISION and MISSION STATEMENTS

Mission Statement: The mission of Coconut Creek Elementary is to offer quality instruction that will promote student achievement in a safe and secure environment. We will accomplish this through leveled teaching, staff development, technology integration, remediation, enrichment, extracurricular activities and the support of our parents and community.

Vision Statement: The vision of Coconut Creek Elementary is to train, empower and maintain quality staff, utilize current technology, foster learning communities and preserve safety and security.

Belief Statements: All children can learn, Capacity must be built to sustain a new practice, Communication is vital, Decisions must be child-centered, Equity must be a standard, Harmony is essential, Professional growth is ongoing, and Speak with one voice.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Built in 1969, K-5 school, 2nd building constructed in 1994, new construction (10-classrooms) scheduled for 2009-2010, enrollment is 908 students, active PTA, strong support from the City of Coconut Creek

Unique School Strengths for Next Year

Continue GLIDES training in anticipation of 10 wireless, SMART classrooms.

Unique School Weaknesses for Next Year

GLIDES Technology enhancement school, working towards being completely wireless

Student Demographics

Asian-4.62%, Black-26.4%, Hispanic-19.4%, Multi-Racial-3.2%, Native American-.21%, White-45.9%, F&R Lunch-43.1%

Student Attendance Rates

Enrollment stabilized at 850 for 2004-2007, due to AYP Choice student enrollment in 2007-2008 and our own community growth, we rose to 940 students. Due to economy and no available seats, we dropped back to 908 in 2009. (2007-94.8%), (2008-94.5%), (2009-94.6%)

Student Mobility

Historically, our school has most of its students remain. The only change in numbers has occurred since the economic downslide. (2007-16.8%), (2008-15.3%), (2009-17.5%)

Student Suspension Rates

School administrators utilize all disciplinary options. Over the course of school year, we average about 4-5 (.40) external suspensions, 15-20(.70) internal suspensions, 8-10 (.60) bus suspensions

Student Retention Rates

10 retentions in 2009. Number grew from 2007 (1.76%) to 2008 (3.17%)

Class Size

We are a Class Size Average school only, not a Full Implementation. We have successfully met an average number below the requirement: (2007-K-3=17.36, 4-5=18.65) (2008-K-3=17.56, 4-5=18.40) (2009-K-3=17.89, 4-5=21.26)

Academic Performance of Feeder Pattern

Traditionally, our 5th grade students matriculated to Lyons Creek Middle School. Due to a boundary change in March 2009, students in South Creek area will now attend Margate Middle School in 2009-2010. It is reported by Lyons Creek administration that our students fare well in their studies once they attend there.

Partnerships and Grants

School partners are as follows: America Reads/America Counts, Bank Atlantic, Broward Community College, Cherrydale Farms, CiCi's Pizza, Coconut Creek High Peer Counselors, Galaxy Skateway, L.C., Holiday Springs Bowling Alley, McDonalds Restaurant, North Regional Library/BCC North, Papa John's Pizza, Publix Super Markets, Inc.

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	William T. Roach	Specialist degree/Certification: Emotionally Handicapped (K-12), English (6-12), Guidance & Counseling (PreK-12), School Principal (all levels), Teacher Coordinator of Cooperative Education/Endorsement, Teacher Coordinator of Work Experience/Endorsement	5	16	2009-2010: Made a grade of A, but did not make AYP: 85% high standards in reading; 88% high standards in math; 92% high standards in writing; 52% meeting high standards in science; 73% learning gains in reading; and 68% learning gains in math. 2007-2008: Made AYP and a grade of A: 83% high standards in reading; 85% high standards in math; 94% high standards in writing; 47% meeting high standards in science; 70% learning gains in reading; and 67% learning gains in math. 2006-2007: Made AYP and a grade of A: 85% high standards in reading; 88% high standards in math; 95% high standards in writing; 58% meeting high standards in science; 74% learning gains in reading; and 73% learning gains in math.
Assis Principal	DeborahL. Brown	Doctorate degree/ Certification: Educational Leadership (all levels), ESOL, Elementary Education (1-6)	2	2	2008-2009: Made a grade of A, but did not make AYP: 85% high standards in reading; 88% high standards in math; 92% high standards in writing; 52% meeting high standards in science; 73% learning gains in reading; and 68% learning gains in math. 2007-2008: Made AYP and a grade of A: 83% high standards in reading; 85% high standards in math; 94% high standards in writing; 47 % meeting high standards in science; 70% learning gains in reading; and 67% learning gains in math. 2006-2007: Reading Coach Oakridge Elementary School. Did not make AYP, but made a grade of A: 69% high standards in reading; 69% high standards in math; 82% high standards in writing; 53% meeting high standards in science; 64% learning gains in reading; and 74% learning gains in math.

* 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 *
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Reading	Janice Buck	Master of Art in elementary Education Certification: Reading, ESOL Elementary Education and Early Childhood	24	20	2008-2009: Made a grade of A, but did not make AYP: 85% high standards in reading and 73% learning gains in reading. 2007-2008: Made AYP and a grade of A: 83% high standards in reading and 70% learning gains in reading. 2006-2007: Made AYP and a grade of A: 85% high standards in reading and 74% learning gains in reading.
Autism	Barbara Hennessey	Bachelor of Science in Education/ Certification: Elementary Education K-6 and ESE	8	3	2008-2009: Made a grade of A, but did not make AYP: 85% high standards in reading; 88% high standards in math; 92% high standards in writing; 52% meeting high standards in science; 73% learning gains in reading; and 68% learning gains in math. 2007-2008: Made AYP and a grade of A: 83% high standards in reading; 85% high standards in math; 94% high standards in writing; 47% meeting high standards in science; 70% learning gains in reading; and 67% learning gains in math. 2006-2007: Made AYP and a grade of A: 85% high standards in reading; 88% high standards in math; 95% high standards in writing; 58% meeting high standards in science; 74% learning gains in reading; and 73% learning gains in math.

* 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)
1. Discuss in interviews Title I requirements	William Roach	6/30/10	
2. Communicate information to staff about extra certifications	William Roach	6/30/10	
3. Utilize Professional Development Committee funds to offset costs for teachers to add areas to their certificate	William Roach	6/30/09	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Mary Meagher	Classroom Aide	Transitional Teacher Aide Autistic Cluster	Learning Community with those already highly qualified. Study group for Para-Pro Assessment
Rosemary Martin	Classroom Aide	Teacher Aide ESE	Learning Community with those already highly qualified. Study group for Para-Pro Assessment
Leannetta McPhee-Harris	Classroom Aide	Transitional Teacher Aide Autistic Cluster	Learning Community with those already highly qualified. Study group for Para-Pro Assessment

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
57	0	23	25	52	32	100	16	14	96

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Diane Van Dyke	Vivian Griffith	Change of grade/team leader	Weekly grade level meetings/ classroom visits and support
Danette McDonald	Melissa Martin	Change of grade/team leader	Weekly grade level meetings/ classroom visits and support
Yetta Karp and Fran Vernick	Kathleen Christofori	Change of grade/team leaders	Weekly grade level meetings/ classroom visits and support
Linda Westmoreland	Marta Van Sciver	Team member support	Developing and monitoring a behavior plan

Darlene Hazen	Vivian Griffith	Technology integration	Monthly meetings to determine professional growth
Maria Salomatoff	LaDonna Weaver	GLIDES project group	Monthly meetings
Danette McDonald	Kristen M. Detassis	NESS Liaison	Monitoring, supporting, and orienting new staff to school
Mary Beskin	Carolyn Daniello	Newest member to K team/Treasures Reading series/Team leader	Weekly team meetings
Marcia Robbe	Diane McFann	National Board interest/Team member NBC	Weekly meetings
Marci Maher	Melissa Martin	New to 4th grade team	Team planning and classroom support
Barbara Hennessy	Dina Burnos	New to school and Autistic Cluster	Weekly team meetings
Barbara Olshan	Danielle Lombardo	New to school and grade level	Weekly team meetings
Marcia Fay	Sandra Weaver	GLIDES project group	Monthly meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

School just became a Title I school. Using the funds to cover cost of 2 personnel to deliver remedial instruction to FCAT Level 2 students and provide ILC opportunities for K-5 with the intent of achieving learning gains with students in grades 4-5. Balance for Parent Involvement and Staff Development

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)

SAI funds are used to support a part-time Math coach for selected students in our AYP groups.

Violence Prevention Programs

Anti-bullying designee and activities.

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.

Cynthia Pego (ESE Specialist), Debra Collins (School Psychologist), Rhonda Terpak (School Social Worker), Marcia Robbe (ESE Teacher), Barbara Hennessey (Autistic Coach), (Guidance Counselor-Denise Balais), Judy Lowell (Speech-Autism), Diane McFann (Speech), Janice Buck (Reading Coach)

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

This team meets to review individual student needs, including monitoring academic and behavioral interventions, reviewing teacher input and evaluating student progress

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

The RtI Leadership Team will provide information for students on whom data was collected for the purpose of determining areas for academic improvement and suggested strategies that have proven successful

RtI Implementation

Describe the data management system used to summarize tiered data.

Administration conducts Classroom Walkthroughs, Data Chats, and meets with Teams as needed to discuss AYP sub-groups and the accommodated instruction these students are receiving

Describe the plan to train staff on RtI.

RtI training will be discussed during the first week teachers return to school. The way in which this information affects reading development will be the woven into the staff development plan for Reading for 2009-2010.

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?

Reading-Grades 3,4, 5=Strengths (Words/Phrases, Reference/Research), Weaknesses (Main Idea/Purpose, Comparisons) Math-Grades 3,4,=Strengths (Geometry, Algebraic Thinking, Data Analysis) Weaknesses (Number Sense and Measurement) Math-Grade 5= Strengths (none clearly emerged) Weaknesses (Geometry is areas of greatest need- followed by Number Sense, Measurement, and Data Analysis) Science-Grade 5=Strengths (none clearly emerged) Weaknesses (Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking)

Instructional Calendar Development

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

Developed by grade teams based on subject content, test specification, district recommendations, and the testing calendar.

Implemented within daily lesson plans, team level meetings, and intermittent assessments. Monitored by Classroom Walkthroughs, Leadership Team, Data Chats, and staff development needs assessment

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

Reading=Main Idea/Purpose and Comparisons, Math=Number Sense and Measurement, Science= (Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking)

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

Students are grouped by FCAT and corresponding ability level. Through a series of push-in and pullout delivery models, intensive interventions are utilized with alternate, research-based materials from the District's Struggling Charts for Reading and Math.

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

N/A

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?

Grade level teams familiarize themselves with benchmarks of other grades. This building of content capacity in the standards is reviewed and discussed in vertical team meetings. Students have tiered instruction and teachers can focus their lessons on topics that are needed for their grade level without having to engage too much student time in remedial activities.

How are instructional focus lessons developed and delivered?

Teams meet weekly to ensure consistency in instruction, delivery of content is left to the desire of the teacher unless the program calls for only one style of delivery, each grade level knows how much content they plan to cover in a given time period.

How will instructional focus lessons be revised and monitored?

Teams will determine following unit assessments what should be continued or discontinued, administration will have teams review their Classroom Walkthrough data to determine strengths and weaknesses in lesson objectives, delivery, and strategies

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.

In the primary grades, reading records are used, quarterly STAR reading assessments for all grades except K, K uses FLKRS (now called FAIR) to help determine reading groups, CCC in reading and math-Computer Lab, DAR for all struggling readers based on prior year FCAT performance, Fluency ratings, and classroom chapter and unit tests.

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

The assessments help to determine composition of struggling reader pull-out groups, assist in determining how and when the mini-benchmarks could be used for re-teaching, which students might receive their instruction in a classroom with a strong teacher for the subject area.

Maintenance

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

The IFC is followed by each teacher on their respective grade level, Data Chats with administration identify the need for revisiting instructional sequencing, content delivery, and varying strategies to reach mastery of 80% or more.

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.

During pre-planning days, teachers review the 2009 FCAT results and look for strengths and weaknesses in strands and benchmarks. They overlay these identified needs onto the IFC and share same with administration for input, checkpoints are established for intermittent assessment and percentage of students mastering the focus skills.

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.

Administration meets monthly with the Leadership Team to review progress on the IFC, materials being used with the different reading groups to enhance their learning, and progress made towards meeting the School Improvement goals.

ACT

Supplemental and Intensive Instruction/Interventions

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

The core materials for grades K-2 are the Treasures reading program. Third grade will be added to the list of users for 2009-2010. Math for all grades is Harcourt Brace. Students that are struggling in reading and/or math are placed in a pull-out group that uses alternate materials to supplement their instruction. In reading the supplemental materials include the following programs and strategies: Accelerated Literacy Learning (ALL) strategies, Wilson Foundations, Wilson Reading, Voyager Learning, Soar to Success, Quick Reads, Great Leaps, Elements of Reading Vocabulary, Super QAR, Corrective Reading by SRA, Treasures intervention program, Pearson Successmaker, Brainchild, FCAT Explorer. The supplemental programs and strategies used for math include the following: Pearson Successmaker, Brainchild, BEEP lessons.

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

Teachers inform the pull-out instructor what needs to be covered so it matches with the content they are instructing. In turn, the pull-out teacher keeps the classroom teacher current on student progress through a bi-weekly sharing of performance, groups are kept small with 6-8 students per group. Students who need more intensive instruction are placed in an alternative program with a teacher trained in building foundational skills.

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

A Professional Development Committee gathers information from surveys, School Advisory Council and the School Improvement Plan, administration input, feedback from prior staff development offerings

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

Students are customarily grouped by FCAT Level 1 or Level 2 performance. In 2009-2010, the groups will also take into account what AYP group identified students belong to.

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

Administration will meet with pull-out teachers to discuss student progress, mini-benchmark assessments will be given to students who are still weak in a particular skill, and Benchmark assessment results will be reviewed, changes in group composition may occur as a result of these conversations

Enrichment

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

Our high achieving and gifted students are placed in grades 3-5 with a gifted certified teacher, each classroom teacher in grades K-5 have identified a high reading and math group and these students are given more challenging assignments and

activities designed for a higher grade level.

Describe how students are identified for enrichment strategies.

Test scores, daily academic performance, teacher recommendation

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)
K-5	Esta Siegel	Monthly	Wednesdays-2: 15-3:00pm	Best Practice Sharing
3-5	Dr. Deborah Brown	Monthly	Thursdays-2: 15-3:00pm	New FCAT Specifications
K-5	William Roach	Monthly	Mondays-2: 15-3:00pm	Maximize Science Resources

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

Each year in May, we hold a Kindergarten Roundup. At this time, local daycare supervisors receive an invitation as well the event is advertised to our parents who may have a child starting in K for the first time or following in the footsteps of a sibling already enrolled. At the event, we provide tours of the school, registration information, components of our curriculum, and the logistics of arrival and dismissal, and other general school procedures. All new K registrants are given a brief letter/sound assessment to assist with proper placement.

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, 85% of the students scored a Level 3 or above on the 2009 FCAT Reading Assessment		(A) In grades 3-5, 90% of the students will score a Level 3 or above on the 2010 FCAT Reading Assessment		
In grades 3-5, 75% of the students made a Learning Gain on the 2009 FCAT Reading Assessment		(B) In grades 3-5, 80% of the students will make a Learning Gain on the 2010 FCAT Reading Assessment		
In grades 3-5, 70% of the students in the Lower 25% made a Level 3 or above on the 2009 FCAT Reading Assessment		(C) In grades 3-5, 75% of the students in the 3. Lower 25% will make a Level 3 or above on the 2010 FCAT Reading Assessment		
In grades 3-5, 66% of the AYP group of Black achieved the state Reading standard		(D) In grades 3-5, 71% of the AYP group of Black will achieve the state Reading standard		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Analyze FCAT scores 2. Create student pullout groups to remediate weak areas 3. Monitor and assess supplemental instruction for effectiveness 4. Incorporate differentiated instruction to meet the needs of struggling learners	1. Principal 2. Asst. Principal 3. Reading Coach	1. Significant trends and patterns emerge 2. Compare groups to last year's plan and subsequent scores 3. District recommended	1. Data Warehouse and Virtual Counselor 2. Student database 3. Mini-Benchmarks 4. Use data chat information to design differentiated instruction 5. Computerized learning systems that are skill-based 6. Use alternate assessments for intermittent monitoring
2	1. Analyze FCAT scores 2. Schedule and conduct student data chats 3. Monitor classroom performance 4. Incorporate differentiated instruction to meet the needs of struggling learners	1. Principal 2. Asst. Principal 3. Math Coach	1. Data chats on targeted students 2. Quarterly meetings by administration with Math Coach 3. Intermittent assessment to measure progress towards goal	1. Results of data chats 2. Review of log of consultation with classroom teacher 3. Reading Chapter tests- selected questions 4. Use alternate assessments for intermittent monitoring 5. Computerized learning systems that are skill-based 6. Use data chat information to design differentiated instruction
3	1. Identify the Lower 25% 2. Ensure they receive additional instruction	1. Principal 2. Asst. Principal 3. Math Coach	1. Data chats on targeted students 2. Quarterly meetings by administration with Reading	1. Results of data chats 2. Review of log of consultation with classroom teacher

	<p>3..Incorporate differentiated instruction to meet the needs of struggling learners</p> <p>3.Assess intermittently</p>		<p>Coach</p> <p>3.Intermittent assessment to measure progress towards goal</p>	<p>3. Reading Chapter tests-selected questions</p> <p>4.Review student progress from reading pull-out groups</p> <p>5.Computerized learning systems that are skill-based</p> <p>6.Use data chat information to design differentiated instruction</p> <p>7. Use alternate assessments for intermittent monitoring</p>
4	<p>1.Identify the students in this group</p> <p>2.Ensure they receive additional instruction</p> <p>4.Incorporate differentiated instruction to meet the needs of struggling learners</p> <p>3.Assess intermittently</p>	<p>1.Principal</p> <p>2.Asst. Principal</p> <p>3.Math Coach</p>	<p>1.Data chats on targeted students</p> <p>2.Quarterly meetings by administration with Reading Coach</p> <p>3.Intermittent assessment to measure progress towards goal</p>	<p>1. Results of data chats</p> <p>2. Review of log of consultation with classroom teacher</p> <p>3. Reading Chapter tests-selected questions</p> <p>4.Review student progress from reading pull-out groups</p> <p>5.Computerized learning systems that are skill-based</p> <p>6.Use data chat information to design differentiated instruction</p> <p>4. Use alternate assessments for intermittent monitoring</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
(B) Improve learning gains	Reading	Jan Buck, Reading Coach	September	In-classroom support	Deborah Brown, Asst. Principal Jan Buck, Reading Coach
(C) Improve performance of Lower 25%	Reading	Jan Buck, Reading Coach	October	In-classroom support	Deborah Brown, Asst. Principal Jan Buck, Reading Coach
(D) Improve performance of AYP Black group	Reading	Jan Buck, Reading Coach	November	In-classroom support	Deborah Brown, Asst. Principal Jan Buck, Reading Coach

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

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Voyager-alternate Reading program	General Classroom	\$3,000.00
Treasures-Grade 3-core Reading program	District	\$6,520.00
Treasures (K-2)-continue Trophies (4-5)-continue	General Classroom	\$13,200.00
		Total: \$22,720.00
Technology		
Description of Resources	Funding Source	Available Amount

BEEP-research-based methodology	N/A	\$0.00
Additional Smart Boards	Technology funds-Capital	\$9,500.00
		Total: \$9,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Staff Development-improve teacher knowledge and lesson delivery	N/A	\$0.00
Instructional Focus Calendars (After School) by Asst. Principal Title 1 \$1,792.00	Title 1	\$1,792.00
Differentiated Instruction (After School)- by Curriculum Specialist	Title 1	\$1,792.00
		Total: \$3,584.00
Other		
Description of Resources	Funding Source	Available Amount
After-school Academic Camp-remedial instruction for FCAT Level 1 and 2 students	SAC	\$1,000.00
Reading Staff Development- Area and District personnel	Inservice funds distributed by the Professional Development Committee	\$16,000.00
		Total: \$17,000.00
		Final Total: \$52,804.00

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, 86% of the students scored a Level 3 or above on the 2009 FCAT Math Assessment		(A) In grades 3-5, 91% of the students will score a Level 3 or above on the 2010 FCAT Math		
In grades 3-5, 68% of the students made a Learning Gain on the 2009 FCAT Math Assessment		(B) In grades 3-5, 73% of the students will make a Learning Gain on the 2010 FCAT Math Assessment		
In grades 3-5, 65% of the students in the Lower 25% made a Level 3 or above on the 2009 FCAT Math Assessment		(C) In grades 3-5, 70% of the students in the Lower 25% will make a Level 3 or above on the 2010 FCAT Math Assessment		
In grades 3-5, 67% of the AYP group of Black achieved the state Math standard		(D) In grades 3-5, 72% of the AYP group of Black will achieve the state Math standard		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Review FCAT 2009 2. Target weak areas 3. Remediate weak areas 4. Monitor and assess supplemental instruction for effectiveness 5. Incorporate differentiated instruction to meet the needs of struggling learners	1. Principal 2. Asst. Principal 3. Math Coach	1. Data chats on targeted students 2. Quarterly meetings by administration with Math Coach 3. Intermittent assessment to measure progress towards goal	1. Results of data chats 2. Review of log of consultation with classroom teacher 3. Math Chapter tests- selected questions 4. Use data chat information to design differentiated instruction 5. Computerized learning systems that are skill-based 6. Use alternate assessments for intermittent monitoring

2	<ol style="list-style-type: none"> 1.Review FCAT 2009 2.Train students and teachers on learning gains 3.Remediate weak areas 4.Monitor and assess supplemental instruction for effectiveness 5.Incorporate differentiated instruction to meet the needs of struggling learners 	<ol style="list-style-type: none"> 1.Principal 2.Asst. Principal 3.Math Coach 	<ol style="list-style-type: none"> 1.Data chats on targeted students 2.Quarterly meetings by administration with Math Coach 3.Intermittent assessment to measure progress towards goal 	<ol style="list-style-type: none"> 1. Results of data chats 2. Review of log of consultation with classroom teacher 3. Math Chapter tests-selected questions 4.Use data chat information to design differentiated instruction 5.Computerized learning systems that are skill-based 6. Use alternate assessments for intermittent monitoring
3	<ol style="list-style-type: none"> 1.Identify the Lower 25% 2.Ensure they receive additional instruction 3.Assess intermittently 4.Monitor and assess supplemental instruction for effectiveness 5.Incorporate differentiated instruction to meet the needs of struggling learners 	<ol style="list-style-type: none"> 1.Principal 2.Asst. Principal 3.Math Coach 	<ol style="list-style-type: none"> 1.Data chats on targeted students 2.Quarterly meetings by administration with Math Coach 3.Intermittent assessment to measure progress towards goal 	<ol style="list-style-type: none"> 1. Results of data chats 2. Review of log of consultation with classroom teacher 3. Math Chapter tests-selected questions 4.Use data chat information to design differentiated instruction 5.Computerized learning systems that are skill-based 6. Use alternate assessments for intermittent monitoring
4	<ol style="list-style-type: none"> 1.Identify the students in this group 2.Ensure they receive additional instruction 3.Assess intermittently 4.Monitor and assess supplemental instruction for effectiveness 5.Incorporate differentiated instruction to meet the needs of struggling learners 	<ol style="list-style-type: none"> 1.Principal 2.Asst. Principal 3.Math Coach 	<ol style="list-style-type: none"> 1.Data chats on targeted students 2.Quarterly meetings by administration with Math Coach 3.Intermittent assessment to measure progress towards goal 	<ol style="list-style-type: none"> 1. Results of data chats 2. Review of log of consultation with classroom teacher 3. Math Chapter tests-selected questions 4.Use data chat information to design differentiated instruction 5.Computerized learning systems that are skill-based 6. Use alternate assessments for intermittent monitoring

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
(B) Improve learning gains	Math	Janyce Wzientka Math Coach	September	In-classroom support	Deborah Brown, Asst. Principal Brian Kenney, Adm. Designee
(C) Improve performance of Lower 25%	Math	Janyce Wzientka Math Coach	October	In-classroom support	Deborah Brown, Asst. Principal Brian Kenney, Adm. Designee
(D) Improve performance of AYP Black group	Math	Janyce Wzientka Math Coach	November	In-classroom support	Deborah Brown, Asst. Principal Brian Kenney, Adm. Designee

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Brainchild-web-based ILC	Technology Budget	\$2,500.00
Brainchild-web-based ILC	PTA	\$2,500.00
Harcourt-Brace Continue core Math and intervention program	General Classroom	\$10,070.00
		Total: \$15,070.00
Technology		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$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
After-school Academic Camp-remedial instruction for FCAT Level 1 and 2 students	SAC	\$1,000.00
		Total: \$1,000.00
		Final Total: \$16,070.00

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		
In grade 5, 52% of the students scored a Level 3 or above on the FCAT Science Assessment		In grade 5, 57% of the students scored a Level 3 or above on the FCAT Science		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Review FCAT 2009 2.Target weak areas 3.Remediate weak areas 4.Monitor and assess supplemental instruction for effectiveness 5.Incorporate differentiated instruction to meet the needs of struggling learners 6.Implement a computerized system that targets skill that can be used both in school and at home 7. Follow the District Science IFC and adjust accordingly as needs arise 8.Develop a daily Science center that uses both reading and math, yet is skill specific	1.Principal 2.Asst. Principal Classroom Teacher 3.Science Special Teacher	1.Data Chats with Administration 2.Strand Weaknesses identified 3.Successmaker reports Science program used in lab	1.Chapter Tests 2.Science Mini-BATs 3.Science Centers 4.Math Chapter tests-selected questions 5.Use data chat information to design differentiated instruction 6.Computerized learning systems that are skill-based 7. Use alternate assessments for intermittent monitoring including hands-on experiments and journaling

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Use of Centers in classroom	Science	Tom Anderson, Science Special Teacher	01/07/10	Classroom Walkthroughs	Principal Asst. Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Replacement of Science consumable materials	District	\$3,000.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Staff Development on designing Science Centers	N/A	\$0.00
Developing Reading Centers using Science Content (After School) by Curriculum Specialist Science Special Teacher	Title 1	\$1,792.00
		Total: \$1,792.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,792.00

End of Science Goal

Writing Goal

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 4, 92% of the students scored 3.5 or above on the FCAT Writing Assessment		In grade 4, 97% of the students will score a 3.5 or above on the FCAT Writing Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Review FCAT 2009 2.Target weak areas 3.Remediate weak areas 4.Continue after school Writing Camp for student whose samples show a score lower than 3.0 5.Implement student conferencing with administration for this same group	1.Principal 2.Asst. Principal 3.Writing Camp Teachers	Progress made on writing samples Evidence that writing samples are being shared aloud Additional lessons on areas of weakness	1.Mock samples-6 2.FCAT Writes 2010 3.Compare FCAT results 2009 to 2010

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
		\$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
Provide remedial instruction to students who by past performance and teacher recommendation are shown to score less than a 3.5	SAC	\$1,000.00
		Total: \$1,000.00
		Final Total: \$1,000.00

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		
Missed AYP by 1% with Black subgroup Percentage of Black and Hispanic parents are not reflective of the diversity of the student population		Balanced and diverse membership by parents on the School Advisory Council (SAC)		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 1.Printing of the weekly Parent Bulletin 2.Discuss intent in Leadership Team and Faculty meetings 3.Add option of belonging to SAC on Volunteer signup sheet	Person Responsible for Monitoring the Action Step 1.William Roach, Principal 2.Martha Houck, SAC Co-Chair 3.Cheryl Didonna, PTA President	1.File of bulletins that have been distributed 2.Survey how many parents know about the existence of SAC and other groups 3.Report of the number of hits made with announcement	1. Feedback in SAC meetings 2. Addition of new parent members of diversity	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A
Parent Orientation	Title I Guidelines and resources	William Roach, Principal Deborah Brown, AP	9/30/09	1. Advance announcements of workshop 2. Attendance and sign-in sheets 3. Effectiveness surveys	Administration and PTA Executive Board
Parent/Student Night on Technology	Electronic resources for students and parents	Maria Salomatoff, Media Specialist, Selected GLIDES teachers	11/18/09	1. Advance announcements of workshop 2. Attendance and sign-in sheets 3. Effectiveness surveys	Administration and PTA Executive Board
Parent/Student Night on Assessment	FCAT, Primary Assessments and use of information	William Roach, Principal Deborah Brown, AP Selected NBC teachers	01/13/10	1. Advance announcements of workshop 2. Attendance and sign-in sheets 3. Effectiveness surveys	Administration and PTA Executive Board

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
		\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$0.00
Parent Orientation to Title 1, Child Care, Teacher presenter stipends	Title I	\$766.00
Parent/Student Night on FCAT, Primary Assessments, Data Analysis, Child Care, Teacher presenter stipends	Title 1	\$800.00
Parent/Student Night on Technology resources-BEEP, Brainchild, FCAT Explorer, Child Care, Teacher presenter stipends	Title 1	\$800.00
Total: \$2,366.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$2,366.00		

Other Goals

Reduce recidivism of students in Internal Suspension Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
A core group of students were returning too many times to Internal Suspension		Big Brother/Big Sister (BBBS mentoring) partnership for 2009-2010 for 25 students will result in 35% or more not returning to Internal Suspension more than one time		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> 1. Identify students who keep returning to Internal Suspension 2. Implement mentoring program for 25 students selected for disruptive behavior and recidivism 3. Monitor and evaluate the success of the program 	<ol style="list-style-type: none"> 1. BBBS Designee 2. Assistant Principal 3. Internal Suspension Monitor 	<ol style="list-style-type: none"> 1. Identify students that had a specific behavioral need 2. Provide mentoring in the hopes that both social and behavioral growth will be made 3. Continue program and have students keep same mentor for the following school year 	<ol style="list-style-type: none"> 1. Internal assessment 2. BBBS assessments 3. Pre and Post referral data 4. Utilize the Discipline Management System to monitor success of program

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Big Brother/Big Sister (BBBS) activities for selected student	Waste Management partnership with BBBS and our school	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Selected teachers of the mentored students	Waste Management with BBBS	\$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 Reduce recidivism of students in Internal Suspension Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Voyager-alternate Reading program	General Classroom	\$3,000.00
Reading	Treasures-Grade 3-core Reading program	District	\$6,520.00
Reading	Treasures (K-2)-continue Trophies (4-5)-continue	General Classroom	\$13,200.00
Mathematics	Brainchild-web-based ILC	Technology Budget	\$2,500.00
Mathematics	Brainchild-web-based ILC	PTA	\$2,500.00
Mathematics	Harcourt-Brace Continue core Math and intervention program	General Classroom	\$10,070.00
Science	Replacement of Science consumable materials	District	\$3,000.00
Reduce recidivism of students in Internal Suspension	Big Brother/Big Sister (BBBS) activities for selected student	Waste Management partnership with BBBS and our school	\$0.00
			Total: \$40,790.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	BEEP-research-based methodology	N/A	\$0.00
Reading	Additional Smart Boards	Technology funds-Capital	\$9,500.00
Mathematics	N/A	N/A	\$0.00
Writing			\$0.00
Science	N/A	N/A	\$0.00
Parental Involvement			\$0.00
Reduce recidivism of students in Internal Suspension	N/A	N/A	\$0.00
			Total: \$9,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Staff Development-improve teacher knowledge and lesson delivery	N/A	\$0.00
Reading	Instructional Focus Calendars (After School) by Asst. Principal Title 1	Title 1	\$1,792.00
Reading	Differentiated Instruction (After School)- by Curriculum Specialist	Title 1	\$1,792.00
Science	Staff Development on designing Science Centers	N/A	\$0.00
Science	Developing Reading Centers using Science Content (After School) by Curriculum Specialist Science Special Teacher	Title 1	\$1,792.00
Parental Involvement	N/A	N/A	\$0.00
Parental Involvement	Parent Orientation to Title 1, Child Care, Teacher presenter stipends	Title 1	\$766.00
Parental Involvement	Parent/Student Night on FCAT, Primary Assessments, Data Analysis, Child Care, Teacher presenter stipends	Title 1	\$800.00
Parental Involvement	Parent/Student Night on Technology resources-BEEP, Brainchild, FCAT Explorer, Child Care, Teacher presenter stipends	Title 1	\$800.00
Reduce recidivism of students in Internal Suspension	Selected teachers of the mentored students	Waste Management with BBBS	\$0.00
			Total: \$7,742.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After-school Academic Camp-remedial instruction for FCAT Level 1 and 2 students	SAC	\$1,000.00
Reading	Reading Staff Development- Area and District personnel	Inservice funds distributed by the Professional Development Committee	\$16,000.00
Mathematics	After-school Academic Camp-remedial instruction for FCAT Level 1 and 2 students	SAC	\$1,000.00
	Provide remedial instruction to		

Writing	students who by past performance and teacher recommendation are shown to score less than a 3.5	SAC	\$1,000.00
			Total: \$19,000.00
			Final Total: \$77,032.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

We will be recruiting additional members of the Black and Hispanic diversity via PTA and SAF meetings and weekly PTA bulletin, Parent Link callouts, and school website

Projected use of SAC Funds	Amount
Academic Camps- Reading, Math, Writing, and Accelerated Math	3000
Science on-site field trips	800
Parent Resource Fair	75

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

The majority of the SAC funds are designated for our Academic Camps. Supplemental materials that promote student achievement, Enrichment clubs, School-wide events that encourage parent involvement, technology additions, and professional development. Formative evaluation-Each teacher develops and follows a schedule, which contains: lesson plans aligned with the Florida Sunshine State Standards (SSS), subject strand sequencing, differentiated instruction, and a 90-minute reading block. The School Improvement Plan (SIP) is the tool by which student achievement goals and objectives are established and implemented. Student achievement is continually revisited through intermittent assessments, review of test score data, identification of training needs, and goal committee meetings. School elects annually to administer both BAT tests, pullout groups are designed around needs and achievement level of students, and academic camps are accessible to all students in grades 3-5 for further remediation. SAC, the goal committees, administration, and curricular support monitor SIP. Assessment data is regularly reviewed with all teacher K-5 through data chats with administration, classroom walkthroughs (CWT) and sharing of results, and becomes the subject of parent meetings and special evening events for the community. The CWT process involves the principal, assistant principal, principal designee, and the reading specialist. Staff was oriented to the CWT components and inserviced on the purpose of these non-evaluative visits. Information gathered is shared with the appropriate grade group or sub-group and trends are analyzed to determine modifications, curricular adjustments, professional development, and demonstration classrooms. ELO is provided to students based on their achievement level. Level 1 and 2 students are assigned to pullout reading and math groups and/or academic after school camps for remediation. Instruction within these groups is differentiated based on assessments such as standardized testing results (BAT and FCAT), DAR, Running Records, STAR Reading, CCC, Brainchild, and FCAT Explorer. Data is reviewed, analyzed for trends, programs are adjusted accordingly, training opportunities are offered in-house and persons are referred to district workshops, and results are compared between assessments to monitor growth. Administration and the SAC primarily use the Data Warehouse. All teachers use Virtual Counselor as they are asked to be accountable for retrieving and being knowledgeable about the scores of their assigned students. During these data chats discussion topics may include-referral to CPST, modifications, interventions, alternative systems for remediation, conferences with parents, predictions for scoring on future assessments, professional growth plan progress, and more focused and specific evaluation as needed. Primarily, BAT and FCAT results are the variables used to determine if the school is on the right tract and has found a successful model to increasing student achievement school wide.

SAC Members

Members

- 1) William T. Roach, Principal
- 2) Brian Kenney, SAC Chair
- 3) Darlene Hazen, Teacher
- 4) Michael Judd, Teacher
- 5) Mary Beskin, Teacher
- 6) Heidi Conway, Parent
- 7) Jodi Campos, Parent
- 8) Michelle Collier, Parent
- 9) Mary Ann Somers, Parent
- 10) LaDonna Weaver, Parent
- 11) Robbin VanHemmel, Parent
- 12) Karen Dillon, Parent
- 13) Jackie Sadler, Parent
- 14) Karen Matthews, Parent
- 15) Young Ajello, Parent
- 16) Amy Main, Parent
- 17) Connie Young, Parent
- 18) Aileen Newell, Parent
- 19) Allison Russell, School Support Personnel
- 20) Martha Houck, Union Steward
- 21) Dr. Deborah Brown, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward COCONUT CREEK ELEMENTARY SCHOOL 1421												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 466 Math: 466		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c 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	99	Y	79	Y	82	Y			Y			NA	22	21	NA	18	18	NA	82	NA	76	NA		
WHITE	100	Y	100	Y	84	Y	90	Y			Y			NA	13	16	NA	11	10	NA	85	NA	81	NA		
BLACK	100	Y	100	Y	66	Y	67	N			87	N		NA	40	34	NA	36	33	N	71	NA	71	N		
HISPANIC	99	Y	99	Y	83	Y	80	Y			Y			NA	22	17	NA	14	20	NA	83	NA	69	NA		
ASIAN		NA		NA		NA		NA					NA							NA						
AMERICAN INDIAN		NA		NA		NA		NA					NA							NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	72	Y	74	Y			89	N		NA	31	28	NA	28	26	NA	77	NA	73	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA					NA							NA						
STUDENTS WITH DISABILITIES	100	Y	98	Y		NA		NA					NA							NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward COCONUT CREEK ELEMENTARY SCHOOL 1421												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 458 Math: 458		2007-2008 School Grade ¹ : 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 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	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	78	Y	82	Y			Y			NA	21	22	NA	15	18	NA	71	NA	75	NA		
WHITE	100	Y	100	Y	87	Y	89	Y			Y			NA	14	13	NA	6	11	NA	75	NA	80	NA		
BLACK	99	Y	99	Y	60	Y	64	Y			Y			NA	31	40	NA	25	36	NA	61	NA	61	NA		
HISPANIC	100	Y	100	Y	78	Y	86	Y			Y			NA	29	22	NA	26	14	NA	71	NA	79	NA		
ASIAN		NA		NA		NA		NA					NA							NA						
AMERICAN INDIAN		NA		NA		NA		NA					NA							NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	69	Y	72	Y			Y			NA	27	31	NA	24	28	NA	65	NA	66	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA					NA							NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA					NA							NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward COCONUT CREEK ELEMENTARY SCHOOL 1421												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 435 Math: 435		2006-2007 School Grade ¹ : 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 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	99	Y	99	Y	79	Y	85	Y			Y			NA	24	20	NA	19	15	NA	75	NA	79	NA		
WHITE	100	Y	99	Y	86	Y	94	Y			Y			NA	17	14	NA	13	6	NA	81	NA	83	NA		
BLACK	99	Y	99	Y	69	Y	75	Y			Y			NA	28	25	NA	28	25	NA	65	NA	70	NA		
HISPANIC	99	Y	99	Y	71	Y	74	Y			88	Y		NA	38	29	NA	26	26	NA	70	NA	77	NA		
ASIAN		NA		NA		NA		NA					NA							NA						
AMERICAN INDIAN		NA		NA		NA		NA					NA							NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	73	Y	76	Y			Y			NA	26	23	NA	21	24	NA	70	NA	72	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA					NA							NA						
STUDENTS WITH DISABILITIES	96	Y	95	Y		NA		NA					NA							NA						

SCHOOL GRADE DATA

Broward School District COCONUT CREEK ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	85%	86%	92%	52%	315
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	75%	68%			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?	70% (YES)	65% (YES)			135	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					593	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District COCONUT CREEK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	85%	94%	47%	309	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%	67%			137	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?	60% (YES)	63% (YES)			123	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					569	
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 COCONUT CREEK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	88%	95%	58%	326	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	74%	73%			147	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?	54% (YES)	76% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					603	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested