

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: CORAL SPRINGS ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Rene Shaw

SAC Chair: Kendra Marks

Superintendent: James Notter

Date of School Board Approval: 12/1/09

Last Modified on: 09-16-2009

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VISION and MISSION STATEMENTS

Within a positive learning environment, Coral Springs Elementary:

- *recognizes the importance of individual needs
- *encourages community involvement
- *enables students to acquire skills necessary to continually grow as creative problem solvers and lifelong learners.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

- School built 1974
- Partially retrofitted 2004
- 3 Buildings

Unique School Strengths for Next Year

- 6 National Board Certified Teachers
- 4 Broward County Recognition Support Staff

Unique School Weaknesses for Next Year

- Not completely wireless
- Losing technology liaison contact
- Losing Reading First funding
- Budget constraints

Student Demographics

Female - 48.4%
Male - 51.5%
White - 25.1%
Black - 41.2%
Hispanic - 24.7%
Asian - 3.57%
Native - .68%
Multi- 4.67%
Free Reduced - 74%
ELL - 11;4%
ESE - 12.6%

Student Attendance Rates

94.5%

Student Mobility

35.4%

Student Suspension Rates

In-school - .10%
Out-of-school - 1%

Student Retention Rates

2008 - 3.76

Class Size

PK-3 Average - 16.87
4-8 Average - 19.75

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Papa John's Pizza
Park's Tae Kwon Do
Publix
Barnes & Noble

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	Dr. Rene Shaw	Doctorate in Educational Leadership, Certification in Specific Learning Disabilities, Emotional Handicaps, Gifted, Elementary Education, ESOL, Educational Leadership	7	16	Year Grade AYP 2002-2003 C No 2003-2004 A No 2004-2005 B Yes 2005-2006 A No 2006-2007 B Yes 2007-2008 A No
Assis Principal	Shari Brown	Bachelor of Science in Elementary Education, Masters in Educational Leadership, ESOL endorsed	3.5	3.5	2005-2006 A No 2006-2007 B Yes 2007-2008 A No

* 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	Catherine Gonzalez	Bachelor of Science in Elementary Education, Masters in Educational Leadership, ESOL endorsed, Currently working towards Reading Endorsement	16	8	Year Grade AYP 2002-2003 C No 2003-2004 A No 2004-2005 B Yes 2005-2006 A No 2006-2007 B Yes 2007-2008 A No

* 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	Carolyn Mitchell	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	N/A	N/A	N/A

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
53	0	13	19	68	51	100	9	11	96

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Catherine Gonzalez	Helene Buch	Ms. Buch lacks experience in teaching primary reading. Ms. Gonzalez is our reading resource specialist.	Classroom modeling, learning communities, conferencing, peer coaching
Catherine Gonzalez	Lynne Rodriguez	Based upon a review of student achievement data for our students with disabilities, Ms. Rodriguez needs assistance in providing more rigorous instruction to her students. Ms. Gonzalez has expertise in this area.	Classroom modeling, learning communities, conferencing, peer coaching
Catherine Gonzalez	Sandy Lobel-Witlen	Based on review of student achievement data, Ms. Lobel-Witlen's students achieved at a lower level than the students in the other kindergarten classes in reading. Ms. Gonzalez is our reading resource specialist.	Classroom modeling, learning communities, conferencing, peer coaching
		Ms. Fournier has been our science resource teacher and lacks experience in teaching intermediate academics	Classroom modeling,

Karen Killmeyer	Kathryn Fournier	other than science. She is now a 5th grade teacher. Ms. Killmeyer is team leader for 5th grade and is a National Board teacher.	learning communities, conferencing, peer coaching
Cheryl Vassel	Elaine Farrell	Ms. Farrell lacks experience in teaching 2nd grade academics. Ms. Vassel has taught second grade for many years.	Classroom modeling, learning communities, conferencing, peer coaching

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

•Classroom teachers, resource teacher who supports curriculum development throughout grade levels, parent involvement activities

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)

• Pay for part of a teacher that provides support to level one students

Violence Prevention Programs

- G.R.A.D.E.
- Character Education Program
- Anti-Bullying

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

Funding is used to pay for 2 teachers and 2 paraprofessionals for 2 Headstart classes

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.

Dr. Rene Shaw, Shari Brown, Catherine Gonzalez, Cathleen Sullivan, Kendra Marks, Ellen Ahiyon, Vicki McGrath

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

We meet weekly with the assigned school psychologist and social worker. Each student is assigned an individual case worker to meet with classroom teacher and monitor student progress.

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

Supports the development of the intervention programs cited in the School Improvement Plan

RtI Implementation

Describe the data management system used to summarize tiered data.

•Easy IEP

Describe the plan to train staff on RtI.

RTI team will conduct trainings during staff meetings and early release days

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: 4th grade writing, 5th grade reading, 5th grade math, 3rd grade reading
•Weaknesses: 5th grade science, 4th math

Instructional Calendar Development

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

•District will provide primary benchmark calendar
• School will create secondary calendar based on need.

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

Reading - Main Idea; Comparisons
Math - Number sense; Measurement - Gr. 4
All areas - Gr. 5
Science - All areas

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

•Student placements in classes are based on reading grouping; adjustments can be made to accommodate needs in math,

reading, and science

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

Teachers create activities to engage students in authentic learning 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?

•Primary benchmarks created by the district are aligned to the state standards and modified at the school level to meet individual student needs

How are instructional focus lessons developed and delivered?

•Lessons are developed based upon the core curriculum and following the instructional focus calendars
•Lessons are differentiated based on the needs of the students

How will instructional focus lessons be revised and monitored?

•Based on ongoing 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.

•Mini BATS
•Oral reading fluency probes

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

•Mastery will be set at 80% for the Mini BAT based on the small sampling of items
•Students not meeting mastery will be re-taught the skills and re-assessed with an alternate version of the Mini BAT
•Small group instruction will be offered to students who did not meet mastery

Maintenance

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

•Small group instruction will be offered to enrich those students who are performing at mastery level

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

•Teachers will meet by grade level on a monthly basis to review assessment data with support staff and administration
•Meetings will be facilitated by administration and documented by minutes

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

- The Principal and Leadership Team will ensure that data analysis is being used to differentiate instruction by conducting classroom walkthroughs
- Instructional coaches will perform classroom walkthroughs, modeling of lessons, coteaching, and assisting with adjusting focus calendars as needed

ACT

Supplemental and Intensive Instruction/Interventions

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

- District adopted basal curriculum

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

- Supplemental instruction includes: Six Minute Solution, Words Their Way, Quick Reads, Elements of Reading: Vocabulary, Fast Math, Odyssey, Riverdeep, FCAT explorer
- Intensive instruction and interventions include: Foundations, Kaleidoscope, Specialized instruction in a small group setting

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

- Data analysis
- Administrative walkthroughs
- Teacher requests based on PGPs

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

- As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.
- Students not making mastery will be offered Saturday tutoring camps

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

- All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

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

- Gifted and high achieving students are placed in self-contained classrooms to support acceleration and enrichment activities

Describe how students are identified for enrichment strategies.

- FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.
- Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

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 Leader	Twice monthly	Tuesdays during after school planning	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini-assessments, maintenance,

				tutorials, and enrichments to determine any necessary revisions.
Science Learning Community	Kathy Fournier, 5th grade teacher	Monthly	Early release/planning days	Planning and implementing hands on activities in the classroom in the area of science.
Reading Learning Community	Catherine Gonzalez, Reading Coach	Monthly	Early release/planning days	Meaningful instruction based on FCIM calendar
Math Learning Community	Paula Magram, 5th grade teacher	Monthly	Early release/planning days	Meaningful instruction based on FCIM calendar
Writing Learning Community	Cathleen Sullivan, Resource teacher	Monthly	Early release/planning	Meaningful instruction based on FCIM calendar

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

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

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

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

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

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 38% of Students With Disabilities (SWD) achieved mastery on the 2009 administration of the FCAT Reading test.		In grades 3-5, 48% of the SWD will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Enhance comprehension skills through incorporating Marzano's High Yield Strategies	1. Reading Coach, Reading Resource Teacher	1. Review of data through data chats with teachers and students.	1. Treasures FCAT formatted reading assessments
2	2. Provide students with comprehension questions that require literal, interpretive, and analytical thinking skills.	2. Administration, Reading Coach, Reading Resource Teacher	2. Review of data through data chats with teachers and students.	2. Treasures FCAT formatted reading assessments
3	3. SWD students will be instructed using alternative reading strategies on the Struggling Readers Chart.	3. Reading Coach, Leadership Team	3. Review of data through data chats with teachers and students.	3. Diagnostic Assessment of Reading test (DAR)

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 48% of ESOL students achieved mastery on the 2009 administration of the FCAT Reading test.		In grades 3-5, 55% of ESOL students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will utilize ESOL strategies in their instruction of ESOL students.	Administration	1. Review of data through data chats with teachers and students.	Treasures FCAT Formatted reading assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 59% of black students achieved mastery on the 2009 administration of the FCAT Reading test.		In grades 3-5, 65% of black students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will explicitly infuse the reading benchmarks in content area lesson plans and instructional delivery.	1. Administration, Reading Coach	1. When visiting classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks in the content areas	1. BAT assessments will be disaggregated by teachers to determine the effectiveness of reading benchmark instruction in content areas.
2	2. Additional instruction in reading benchmarks will be provided through Saturday Tutoring Camps.	2. Administration	2. Review of data through data chats with teachers and students.	2. Treasures FCAT formatted reading assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 48% of the SWD will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective Implementation of the Instructional Focus Calendar	Reading Coach	August 2009	Classroom visits, Lesson Plans	Administration, Reading Coach
In grades 3-5, 55% of ESOL students will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective use of the ESOL strategies matrix	Guidance Counselor	August-September 2009	Classroom visits, Lesson Plans	Administration
In grades 3-5, 65% of black students will achieve mastery for reading on the 2010 FCAT Reading Test.	Effectively differentiating literacy centers	Reading Coach	September-October 2009	Focused walkthroughs with administration and leadership team to observe effectiveness of differentiated centers	Administration/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
Diagnostic Assessment of Reading	Accountability	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Development of Reading Instructional Calendar-Substitutes to provide release time	Inservice	\$700.00
		Total: \$700.00
Other		
Description of Resources	Funding Source	Available Amount
Hourly rates for staff to provide FCAT focused Saturday tutoring camps	State Reading Money	\$1,000.00
Substitute to provide pull out reading instruction focused on FCAT benchmarks for 4th and 5th grade level 1 students	Accountability	\$4,000.00
		Total: \$5,000.00
		Final Total: \$6,200.00

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, 48% of Students With Disabilities (SWD) achieved mastery on the 2009 FCAT Mathematics Test.		In grades 3-5, 55% of Students With Disabilities (SWD) will achieve mastery on the 2010 FCAT Mathematics Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Re-teaching strategies and small group instruction will be used for students not meeting proficiency on specific benchmarks, focusing on remediation skills implemented by the classroom teacher.	1. Leadership Team	1. Review of data through data chats with teachers and students.	1. Chapter tests and BAT
2	2. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	2. Administration, Leadership Team	2. Review of data through data chats with teachers and students.	2. Chapter tests and BAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 59% of black students achieved mastery on the 2009 FCAT Mathematics Test.		In grades 3-5, 65% of black students will achieve mastery on the 2010 FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Plan supplemental instruction/intervention for students not responding to core instruction. Supplemental instruction is provided in addition to core instruction.	2. Administration, Leadership Team	1. Review of data through data chats with teachers and students.	1. Chapter Tests and BAT
2	2. Additional instruction in specific strands will be provided to level 1 and 2 students through Saturday tutoring camps.	2. Administration/ Leadership team	2. Review of data through data chats with teachers and students.	2. Chapter tests and BAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 55% of Students With Disabilities (SWD) will achieve mastery on the 2010 FCAT Mathematics Test	Effective Use of Manipulatives and Hands-On Activities	Resource Teachers	August-October 2009	Classroom observation and documentation in lesson plans	Administration, Resource Teachers

Budget:

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

Description of Resources	Funding Source	Available Amount
		\$0.00
Hourly rate for teachers for FCAT focused Saturday tutoring camps	State Reading Money	\$1,000.00
		Total: \$1,000.00
		Final Total: \$1,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 30% of students achieved Level 3 and above		Based on the 2010 FCAT Science data, 40% of students will score Level 3 and above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Utilize hands on activities using the 5E model.	1. Administration and Leadership Team	1. Review of data through data chats with teachers and students.	1. Classroom assessments/BAT
2	2.Teachers will utilize district focus calendar provided on BEEP	2. Administration and Leadership Team	2. Review of data through data chats with teachers and students.	2. Classroom assessments/BAT
3	3. Teachers will utilize the internet to access United Streaming videos as well as for research.	3. Administration and Leadership Team	3.Review of data through data chats with teachers and students.	Classroom assessments/BAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Based on the 2010 FCAT Science data, 40% of students will score Level 3 and above.	Instructional Focus Calendar for Science	Kathy Fournier	September 2009	Review of data through data chats with teachers and students.	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Consumable materials	Instructional Materials Department	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for professional development	Inservice	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
		\$0.00
Hourly rate for teachers for FCAT focused Saturday tutoring camps	State reading money	\$1,000.00

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 74% of the students in 4th grade scored 4.0 or above in writing		On the 2010 administration of the FCAT Writing Test, 77% of the 4th grade students will score 4.0 or above in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time	1. Administration, Reading Coach	1. Review of data through data chats with teachers and students.	1. DOE Florida Writes rubric for baseline and mid year progress monitoring; 6 Traits rubric for ongoing progress monitoring.
2	2. Teachers will utilize BEEP lesson plans and resources for writing instruction.	2. Administration, Reading coach	2. Review of data through data chats with teachers and students.	2. Grade specific prompts/published works using Florida Writes Rubric as well as 6 Traits rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 77% of the 4th grade students will score 4.0 or above in writing.	Effective Use of a Writing Portfolio	Resource Teacher	September 2009	Monitor student writing portfolios.	Administrator, Reading Coach

Budget:

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

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		
Attendance logs for Open House in 2008-09 indicate only 50% of parents participated.		Increase parent participation at Open House to 70% of students' parents.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Publicize event using multiple methods and in student's home language.	1. Administration	1. Collect attendance logs in each classroom	1. Maintain attendance logs in each classroom

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Sign-In sheets from Parent Workshops during 2008-09 indicate only 5% of students' parents attended at least one parent workshop.		Increase parent participation at parent workshops to 20% of students' parents		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Survey parents to determine high interest topics and best days and times for workshops.	1. Administration	1. Collect sign-in sheets and participant feedback for each workshop	1. Sign-in sheets and workshop evaluations.
2	2. Have students compose invitations to their parents for parent trainings and meetings.	2. Administration	Collect sign-in sheets and participant feedback for each session	2. Sign-in sheets and workshop evaluations.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent participation at parent workshops to 20% of students' parents	Composing student invitations	Cathy Sullivan, resource teacher	October 2009	Collect sign-in sheets and participant feedback for each workshop	Administration

Budget:

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

		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Stipends to teachers for facilitating workshops and to paras for child care	Title 1 Funds	\$1,500.00
		Total: \$1,500.00
		Final Total: \$1,500.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Diagnostic Assessment of Reading	Accountability	\$500.00
Science	Consumable materials	Instructional Materials Department	\$1,000.00
			Total: \$1,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Development of Reading Instructional Calendar-Substitutes to provide release time	Inservice	\$700.00
Science	Substitute teachers to provide temporary coverage for professional development	Inservice	\$2,000.00
			Total: \$2,700.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Hourly rates for staff to provide FCAT focused Saturday tutoring camps	State Reading Money	\$1,000.00
Reading	Substitute to provide pull out reading instruction focused on FCAT benchmarks for 4th and 5th grade level 1 students	Accountability	\$4,000.00
Mathematics			\$0.00
Mathematics	Hourly rate for teachers for FCAT focused Saturday tutoring camps	State Reading Money	\$1,000.00
Science			\$0.00
Science	Hourly rate for teachers for FCAT focused Saturday tutoring camps	State reading money	\$1,000.00
Parental Involvement	Stipends to teachers for facilitating workshops and to paras for child care	Title 1 Funds	\$1,500.00
			Total: \$8,500.00
			Final Total: \$12,700.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading Goal (DAR)	500

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

- Monitor implementation of School Improvement Plan
- Revise and adjust action steps as needed
- Subcommittee Reports
- Plan parent training events

SAC Members

Members

- 1) Dr. Rene Shaw, Principal
- 2) Kendra Marks, SAC Chair
- 3) Sylvia Simmons, Teacher
- 4) Sandra Seavers, Teacher
- 5) Tina Cagnana, Parent
- 6) Barbara Maggiore, Parent
- 7) Tabby Miller, Parent
- 8) Jose Diaz, Parent
- 9) Michelle Gardner, Parent
- 10) Charlene Russell, Parent
- 11) John Hutton, Parent
- 12) Charlie Howard, School Support Personnel
- 13) Art Braun, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL SPRINGS ELEMENTARY SCHOOL 2551											
Number of students enrolled in the grades tested:														Read: 374		2008-2009 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO			
Click here to see Number of students in each group																									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	99	Y	99	Y	68	Y	73	Y			Y			NA	34	32	NA	30	27	NA	73	NA	75	NA	
WHITE	98	Y	99	Y	81	Y	79	Y			NA			NA	27	19	NA	22	21	NA	82	NA	77	NA	
BLACK	99	Y	99	Y	59	N	59	N	94	92	Y			NA	44	41	N	42	41	N	67	Y	70	Y	
HISPANIC	100	Y	100	Y	63	N	81	Y			Y			NA	32	37	N	26	19	NA	69	Y	76	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	63	N	68	Y	93		Y			NA	40	37	N	36	32	NA	70	Y	70	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	99	Y	100	Y	38	N	48	N			NA			NA	56	62	N	47	52	N	64	N	54	N	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL SPRINGS ELEMENTARY SCHOOL 2551											
Number of students enrolled in the grades tested:														Read: 373		2007-2008 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		YES			
Click here to see Number of students in each group																									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N	2008
TOTAL ⁴	99	Y	99	Y	66	Y	70	Y			Y			NA	33	34	NA	29	30	NA	67	NA	70	NA	
WHITE	99	Y	99	Y	73	Y	78	Y			NA			NA	28	27	NA	21	22	NA	69	NA	75	NA	
BLACK	99	Y	99	Y	56	N	58	N	94	Y				NA	43	44	N	40	42	N	62	Y	62	Y	
HISPANIC	99	Y	99	Y	68	Y	74	Y			NA			NA	32	32	NA	30	26	NA	71	NA	74	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	60	Y	64	Y	93	Y				NA	42	40	NA	39	36	NA	66	NA	66	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	99	Y	99	Y	44	N	53	N			NA			NA	73	56	Y	60	47	Y	56	NA	53	NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL SPRINGS ELEMENTARY SCHOOL 2551											
Number of students enrolled in the grades tested:														Read: 380		2006-2007 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO			
Click here to see Number of students in each group																									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	100	Y	67	Y	71	Y	90		Y			NA	33	35	NA	26	29	NA	66	NA	69	NA	
WHITE	100	Y	100	Y	72	Y	79	Y	85	Y				NA	27	26	NA	19	21	NA	66	NA	73	NA	
BLACK	99	Y	99	Y	57	Y	60	Y	86	Y				NA	35	49	NA	33	40	NA	59	NA	61	NA	
HISPANIC	100	Y	100	Y	68	Y	70	Y			NA			NA	40	37	NA	28	30	NA	69	NA	72	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	58	Y	61	Y	89	Y				NA	38	48	NA	33	39	NA	59	NA	64	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	27	N	40	N			NA			NA	63	72	N	51	60	N	31	N	56	Y	

SCHOOL GRADE DATA

Broward School District CORAL SPRINGS ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	80%	92%	30%	277	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	75%			142	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?	62% (YES)	78% (YES)			140	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					559	
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 CORAL SPRINGS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	76%	87%	40%	276	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	67%			132	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)	64% (YES)			118	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					526	
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 CORAL SPRINGS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	78%	86%	42%	282	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	68%	65%			133	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?	43% (NO)	65% (YES)			108	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					523	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested