

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: SEA CASTLE ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Michael Cosimano

SAC Chair: Marisa Dukes

Superintendent: James F. Notter

Date of School Board Approval: December 01, 2009

Last Modified on: 08-31-2009

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

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

VISION and MISSION STATEMENTS

The School Board of Broward County, Florida is dedicated to meeting the educational needs of all students in a safe learning environment.

The mission of Sea Castle is to provide excellence in teaching and promote the lifelong love of learning. Through the enthusiastic dedication of the total community, we will foster a caring environment where students will develop their full physical, mental, emotional, and aesthetic potential.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Sea Castle Elementary School is located in Miramar and is a part of the Miramar Innovation Zone. The school opened in 1989, and was named the "Home of the Dolphins". Sea Castle is a Title One Program school. Sea Castle adopted a unified dress code in 2007. There is a low turnover rate for the faculty at Sea Castle.

Unique School Strengths for Next Year

Student achievement in Reading and Writing has steadily increased over the last several years and are at an all time high.

Unique School Weaknesses for Next Year

Students with disabilities have not met high standards in Reading or Math for the last two years.

Student Demographics

The school's demographics consist of 68% Black, 21% Hispanic, 4% Multiracial, 5% White, 2% Asian, and 0% Indian. The ELL students make up 10% of the population, and the ESE students account for 14.5%. The Free/Reduced Lunch Rate is 59.6%.

Student Attendance Rates

The Student attendance averages is 96%

Student Mobility

The Student mobility rate is 20.40%

Student Suspension Rates

The student suspension rate is 0.20%

Student Retention Rates

5.33%

Class Size

Teacher/student ratio is 18:1 for K-3 and 22:1 for 4-5

Academic Performance of Feeder Pattern

Partnerships and Grants

Our community and business partners include Sunshine Aftercare, Earth First, and Compass Learning Odyssey. B.J.'s Wholesale club, Jason's Deli, Kohl's, and Golden Corral are potential partners for the coming school year. These businesses build strong relationships within the community and the school. Sea Castle is a school in which 99% of our students live in the area surrounding the building. For Sea Castle, our short-term challenge would consist of promoting parent involvement within the school. Our long-term goal would consist of increasing parent attendance at trainings and events held at the school.

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. Michael Cosimano	Bachelors in Business, Bachelors in Elementary Education, Masters in Curriculum & Instruction, Specialist in Educational Leadership, Doctorate in Educational Leadership; Certification: School Principal K-12, Elementary Education, ESOL Endorsement	1	9	2009: Grade:C, AYP:no, Reading Gains:61%, Math Gains:65%, 2008: Grade:C, AYP:no, Reading Gains:55%, Math Gains:57%, 2007: Grade:B, AYP:yes, Reading Gains:55%, Math Gains:62%, 2006: Grade:B, AYP:yes, Reading Gains:60%, Math Gains:75%
Assis Principal	Stacey Zannini	Bachelors in Elementary Education, Master's in Reading Education, Certification in Educational Leadership	9	1	2009: Grade:A, AYP:no, Reading Gains:69%, Math Gains:65%, 2008: Grade:B, AYP:no, Reading Gains:59%, Math Gains:68%, 2007: Grade:B, AYP:yes, Reading Gains:62%, Math Gains:65%, 2006: Grade:A, AYP:yes, Reading Gains:66%, Math Gains:75%

* 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	Marisa Dukes	Master's in Elementary Education Certified in Elementary Education Reading Endorsement ESOL Endorsement	5	1	2009: Grade:A, AYP:no, Reading Gains:69%, Math Gains:65%, 2008: Grade:B, AYP:no, Reading Gains:59%, Math Gains:68%, 2007: Grade:B, AYP:yes, Reading Gains:62%, Math Gains:65%, 2006: Grade:A, AYP:yes, Reading Gains:66%, Math Gains:75%

* 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. Orientation prior to start of school/pre-planning.	NESS Liaison	8/13/09	
2. Maintain a safe and orderly environment.	Administration and faculty	On-going	
3. Professional development opportunities specific to teacher needs/grade level.	administration, Instructional Coaches, NESS	On-going	

	Liaison		
4. Administrative "Open Door" Policy.	Administration	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
62	0	27	61	10	13	100	8	11	97

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ruido	Veras	same grade level, next door, successful coach new to Sea Castle	Orient to the procedures and policies at Sea Castle, other activities to be determined based on Mentee's needs
Jackson	Monioudis	New to Sea Castle, same grade level/subject area, close proximity	Orient to the procedures and policies at Sea Castle, other activities to be determined based on Mentee's needs
Achille	Seirotti	New to Sea Castle, same grade level/subject area, close proximity, successful coach	Orient to the procedures and policies at Sea Castle, other activities to be determined based on Mentee's needs
Marsh	Perez-Santiago	New to Sea Castle, same grade level, across hall, successful coach	Orient to the procedures and policies at Sea Castle, other activities to be determined based on Mentee's needs
Olivares	Elenzweig	New to Sea Castle, same team, team leader	Orient to the procedures and policies at Sea Castle, other activities to be determined based on Mentee's needs

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Instructional staff, parental involvement activities and staff development.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

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

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

RtI Implementation

Describe the data management system used to summarize tiered data.

Describe the plan to train staff on RtI.

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?

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?
(Strength) In Reading 67% of third grade students mastered comparisons. (Weakness) For words and phrases mastery was 55%. (Strength) In Math 66% demonstrated mastery in algebra. (Weakness) In measurement 50% showed mastery.
(Strength 4th Grade) In Reading 71% showed mastery for words and phrases. (Weakness) For Comparisons only 58% demonstrated mastery. (Strength) In Math 71% of the students mastered Algebraic Thinking. (Weakness) For measurement mastery was 62%. In Writing, a strength was 88% of the students above a 3.5. A weakness was only 14% of the students earned a level 5.
(Strength 5th Grade) In Reading 67% demonstrated mastery in words and phrases. (Weakness) For main idea and author's purpose mastery was 61%. (Strength) In math 63% mastered algebraic thinking. (Weakness) For data analysis mastery was 50%. (Strength in Science) For Earth and Space Sciences 61% mastery was achieved. In Scientific Thinking mastery was 54%.

Instructional Calendar Development

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

Secondary Benchmarks were developed based on strengths and weaknesses from 2008-2009 data.

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

FCAT tested benchmarks will be top priority. In addition, for Third Grade extra focus will be given to Words and Phrases which according to 2009 test data was an area of weakness. For Fourth Grade, extra instruction will be given for comparisons. In Fifth grade, additional instructional time will be given to main idea and author's purpose

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

Master Schedule is developed to allow for maximum time on task for students. Schedule is designed around the needs of the students.

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

Each year our students participate with the Adopt-a-Street Program, by cleaning up the two streets adjacent to our school. The students are learning to give back to their community by keeping it clean. The school also participates in the Recycling Program, which was initiated by one of our fifth grade students three years ago.

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?

DO

Direct the Instructional Focus

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

Lesson plans are developed based on school's Instructional Focus calendar for all grade levels and subject areas. Teachers utilize BEEP lesson plans and remediate or enrich based on student needs.

How are instructional focus lessons developed and delivered?

Instructional Focus Calendars are based on District's Calendar and delivered in a timeframe/timeline that allows students the ability to master skills as opposed to just being exposed to the information.

How will instructional focus lessons be revised and monitored?

Based on Fall BAT results and on-going teacher evaluation revisions will be implemented. Monitoring will be done using a school developed data spreadsheet.

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.

End of Selection Reading tests, Math Chapter and Unit tests, Oral Fluency Probes, STAR Reading, STAR Math, Mini Benchmark Assessments and BAT (I and II) will be used to measure student progress and adjust program/instruction as needed.

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

Assessment Data is used to identify students in need of remediation and those needing a more rigorous curriculum to provide enrichment. Data is further analyzed to target specific skills and strategies students are deficient in and determine the best way to scaffold them to success.

Maintenance

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

District and School Assessments are included in all Instructional Focus Calendars and must be done within a specified time period.

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.

Teacher/student data chats as well as teacher/administrator data chats will be conducted monthly/quarterly to review/adjust instruction.

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 will conduct regular Classroom Walkthroughs and present data to teachers. The Leadership Team and administration will work together to support teachers and provide needed staff development to support student achievement and teacher development. Administration will conduct data chats individually and by grade level to help monitor student progress and provide suggestions for instructional strategies and feedback.

ACT

Supplemental and Intensive Instruction/Interventions

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

Treasures, Trophies, Triumphs, and Wilson are used for reading. Harcourt Math and Intervention series are used for math.

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

Teachers meet with small groups based on student needs. Additional help is provided through push-in and pull-out models. All groups are fluid and change regularly based on skills being focused on and student need.

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

Staff development needs are determined using data collected during CWT trend data, as well as the most recent testing data.

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

Students identified as not being proficient based on 2009 test data, will receive additional interventions with AR/STAR, Compass/Odyssey and FCAT Explorer.

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

The effectiveness of the interventions will be measured by analyzing student data in subject area portfolios and checking student performance on Computer Programs that provide tutorials.

Enrichment

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

Teachers will differentiate instruction, using Tiered Assignments in center activities. Students will be able to go beyond the curriculum at their level of understanding. Teachers will use Authentic Assessments to evaluate student learning.

Describe how students are identified for enrichment strategies.

Students that perform above grade level on assessments and/or computerized learning programs, such as Odyssey and AR/STAR will be given enrichment activities.

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 3 - Math	Diana Liu	2 hours Monthly	TBA	Data Analysis and Develop Lessons
Grade 4 - Reading	Angela Gilmore	2 hours Monthly	TBA	Data Analysis and Develop Lessons
Grade 5 - Math	Wayne Weinstein	2 hours Monthly	TBA	Data Analysis and Develop Lessons
Instructional Strategies - all instructional staff members	Administration	2 hours Monthly	TBA	Best Practices

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

Prior to the opening of school, Kindergarten students and their parents attend an Orientation. At this event, parents and students visit their new classroom, meet the teacher, and learn about the expectations and procedures for the year. Teachers also set up conferences with parents to discuss any individual needs or concerns. Teachers educate parents on ways to help their child at home to reinforce the skills that will be taught in school.

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
76% scored level 3 or higher in 2009		78% will score level 3 or higher on FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Guidance Counselor will hold study skills & test-taking strategies groups with retained third grade students	Administration/ Guidance	Monthly school-developed assessment, Monthly STAR assessment	BAT-1, BAT-2, FCAT
2	Struggling students will receive additional instructional support using the push-in and pull-out model.	Administration/ Reading Coach	Quarterly data chats/monitoring forms	Quarterly fluency probes, BAT 1 and BAT 2, Mini-Bats
3	Target group of students will participate in before/after school tutorials.	Reading Coach	Data Chats and CWT	Monthly Assessments, BAT 1 and BAT 2, Mini-Assessments
4	Students in grades 3-5 will receive explicit classroom instructional strategies focusing on higher order thinking skills	Curriculum resource teacher	Data chats, monthly school developed assessments	monthly assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
16% of Students with Disabilities scored level 3 or higher in 2009		20% of Students with Disabilities will score level 3 or higher on FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize Inclusion Model	ESE Specialist/Administration	Monthly school-developed assessment, Monthly STAR assessment	BAT-1, BAT-2, FCAT
2	Support Staff to pull small groups for remediation	Administration	Monthly school-developed assessment, Monthly STAR assessment	BAT-1, BAT-2, FCAT
3	Target group of students will participate in before/after school tutorials.	Reading Coach	Monthly assessments	Pre/Post Test
4	Target group of students will participate in Renaissance Learning Program.	Administration/ Reading Coach	Monthly Assessments, Data Chats	Student Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
20% of Students with Disabilities will score level 3 or higher on FCAT	Reading Remediation	ESE Specialist/Reading Coach	On-going	Classroom Walkthroughs	Administration
78% will score level 3 or higher on FCAT	Vocabulary/Word Walls	Administration	8/18/09	CWT, Reading Resource Specialist observations	Administration/Reading Specialist
78% will score level 3 or higher on FCAT	Reading Test Specs	Leadership Team	September 2009	CWT, Reading Resource Specialist observations	Administration/Reading Specialist

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials – McGraw-Hill Treasures and Triumphs	District provided	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Renaissance Learning Enterprise	General Budget	\$4,000.00
Total: \$4,000.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
District Critical Content Reading, District Treasures training, District Small Group & Differentiated Instruction	Staff Development Budget Allocation/Title 1	\$3,000.00
Total: \$3,000.00		
Other		
Description of Resources	Funding Source	Available Amount
After-School Tutoring	Accountability Funds	\$4,000.00
Total: \$4,000.00		
Final Total: \$11,000.00		

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
72% of students scored level 3 or higher in 2009		75% of students will score level 3 or higher on FCAT	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	Activities Teachers(art, music,PE, media,Science/Spanish) will provide enrichment for "Bubble" students using push-in model	Curriculum Coach, Administration	Data chats, CWT, portfolios, journals	BAT-1 BAT-2, FCAT, Monthly school-developed assessment, Monthly STAR
2	A Differentiated Instruction Model will be used by the classroom teacher to challenge the high achievers.	Curriculum Coach	CWT, Portfolios, Journals,Student Products	Authentic Assessments, STAR Assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
64% of Black students scored level 3 or higher in 2009		68% of Black students will score level 3 or higher on FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Before/After school tutorials.	Curriculum Coach	CWT, Monthly Data Chats with Classroom Teacher	Pre/Post Test, Monthly Assessments, Mini-BATS
2	"Bubble" Students will be pulled in small groups for remediation and enrichment by strand/cluster.	Curriculum Coach, classroom teachers	Student performance as evidenced in portfolio, teacher observation	Chapter and Unit Assessments, BAT-1, BAT-2, FCAT

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
60% of Economically Disadvantaged Students scored level 3 or higher in 2009		64% of Economically Disadvantaged Students will score level 3 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Before/After school tutorials.	Curriculum Coach	Monthly Assessments	Pre/Post Test
2	"Bubble" Students will be pulled in small groups for remediation and enrichment by strand/cluster.	Curriculum Coach,	Student performance as evidenced in portfolio, teacher observation	Chapter and Unit Assessments, BAT-1, BAT-2, FCAT
3	Students will use manipulatives during lessons to make the abstract more concrete.	Curriculum Coach	Student performance as evidenced in portfolio, teacher observation	Chapter and Unit Assessments, BAT-1, BAT-2, FCAT

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
33% of Students with Disabilities scored level 3 or higher in 2009		35% of Students with Disabilities will score a level 3 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Inclusion Model will be utilized.	ESE Specialist, Administration	Monthly school-developed assessment, STAR Testing monthly	BAT-1, BAT-2, FCAT
2	Support staff to pull small group remediation.	Curriculum Coach, Administration	Monthly school-developed assessment, STAR Testing monthly	BAT-1, BAT-2, FCAT
3	Before/After school tutorials.	Curriculum Coach	Monthly Assessments	Pre/Post Test

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
35% of Students with Disabilities will score a level 3 or higher on FCAT.	Math Interventions	ESE Department/District trainers	On-going	CWT	Administration, Support Staff
75% of students will score level 3 or higher on FCAT	Critical Content Math	District Trainers	On-going	CWT	Administration, Support Staff

75% of students will score level 3 or higher on FCAT	Calendar Math	District Trainers/Online	On-going	CWT	Administration, Support Staff
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Math Consumables (K-2)	District provided	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
STAR Math	General Budget	\$450.00
		Total: \$450.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Critical Content Math, Calendar Math	Staff Development Budget Allocation	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
After School Tutoring	Accountability Funds	\$4,000.00
		Total: \$4,000.00
		Final Total: \$5,950.00

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
44% of Fifth Grade Students scored level 3 or higher in 2009		46% of students will score level 3 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science as an activity class	Science Resource Teacher	Hands-on activities, Data Chats, CWT	Mini-bats, FCAT
2	Incorporate Science in Reading	Reading Coach	CWT, Science Journals, Student Products	Pre/Post Test, Science BAT 1 and 2, FCAT Explorer
3	Students will view BECON videos weekly through closed circuit television.	Reading Coach, Media Specialist	Hands-on Activities, Science Alive Challenge	Pre/Post Test, Mini Benchmark Assessments, Science Challenge Data
4	Students in grades K through five will demonstrate their knowledge of the scientific process by participating in a school-wide Science Fair.	Reading Coach, Science Resource Teacher	Teacher observation, student performance, CWT	Science Fair Projects, Science BAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
46% of students will score level 3 or higher on FCAT.	Science infused throughout the curriculum.	Science Resource Teacher, Reading Coach	On-going	CWT, student portfolio	Administration, Science Resource Teacher, Reading Coach

46% of students will score level 3 or higher on FCAT.	Hands-on Science Activities	District Trainers	On-going	CWT, Mini Benchmark Assessments	Science Resource Teacher, Reading Coach
46% of students will score level 3 or higher on FCAT.	Science Test Specs	Leadership Team	September 2009	CWT	Administration, Support Staff

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
Hands-on Science Activities Training	Staff Development Budget Allocation	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$500.00

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
77% of Fourth Grade Students scored 4.0 or above in 2009		80% of Fourth Grade Students will score 4.0 or above on FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Integrate Writing across the curriculum	Reading Coach	Monthly Assessments/Prompts, Kidspiration	Pre/Post Prompt, FCAT Writing, Student Writing Samples
2	Six Traits of Writing, IFC's and BEEP lessons will be used with struggling writers	Classroom teachers, Reading Coach	Monthly Assessments/Prompts, teacher observation	Pre/Post Prompt, FCAT Writing
3	Students averaging 3.0-4.0 on prompts will be invited to Writing Camp.	Reading Coach, classroom teachers	Weekly Assessments	Pre/Post Test, Student Writing Samples

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
92% of Economically Disadvantaged Fourth Grade Students improved their performance in Writing		93% of Economically Disadvantaged Fourth Grade Students will improve their performance in Writing		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students averaging 3.0-4.0 on prompts will be invited	Reading Coach, classroom teachers	Weekly Assessments	Pre/Post Test

	to Writing Camp.			
2	Writing integrated in all subject areas	Reading Coach, Leadership Team	Bi-Monthly Prompts	FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
80% of Fourth Grade Students will score 4.0 or above on FCAT	Six traits Writing	Reading Coach, Assistant Principal	On-Going	CWT, student prompt scores	Administration
80% of Fourth Grade Students will score 4.0 or above on FCAT	Critical Content Writing	District Trainers	On-Going	CWT, Student prompt scores	Administration, Reading Specialist

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
Critical Content Writing	Staff Development Budget Allocation	\$500.00
Total: \$500.00		
Other		
Description of Resources	Funding Source	Available Amount
After-School Tutoring	Accountability Funds	\$4,000.00
Total: \$4,000.00		
Final Total: \$4,500.00		

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
40% of Parents participated in decisions regarding their children's educational program as evidenced by attendance at parent trainings, meetings, and conferences		45% of Parents will participate in decisions regarding their children's educational program as evidenced by attendance at parent trainings, meetings, and conferences		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Invite parents to participate in SAC and PTA Meetings.	SAC Chair	SAC Composition, sign-in sheets	Sign-in Sheets, parent survey
2	Provide flexible meeting times for families to attend	SAC Chair, Guidance Counselor,	Sign-in sheets	Sign-in sheets, parent survey

	meetings and parent trainings.	Administration		
3	SAT and FCAT workshops will be scheduled in the areas of Reading, Mathematics, Writing, and Science. Parents will learn strategies to help their child improve academic performance.	SAC Chair, Leadership Team, Administration	Sign-in Sheets	sign-in sheets, parent survey
4	Five Megaskills Training sessions will be scheduled for parents.	Title I Liaison	Sign-in Sheets	Sign-in sheets, parent survey
5	Parents will attend the annual Parent Seminar.	Title I Liaison	Sign-in Sheets	Sign-in sheets, parent survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
45% of Parents will participate in decisions regarding their children's educational program as evidenced by attendance at parent trainings, meetings, and conferences	FCAT/SAT content & how to assist students improve performance	SAC Chair, Leadership Team	October/November 2009	sign-in sheets, Parent Survey, Student performance as evidenced by portfolio	Title I Liaison, Leadership Team
45% of Parents will participate in decisions regarding their children's educational program as evidenced by attendance at parent trainings, meetings, and conferences	MegaSkills training, Annual Parent Seminar	Title I Liaison	On-going	sign-in sheets, parent survey	Title I Liaison, 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
Parent Seminar, MegaSkills Training, SAT/FCAT literacy events	Title I	\$3,037.00
Total: \$3,037.00		
Other		
Description of Resources	Funding Source	Available Amount
Reading Connections Newsletter	Title I	\$500.00
Total: \$500.00		
Final Total: \$3,537.00		

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	Materials – McGraw-Hill Treasures and Triumphs	District provided	\$0.00
Mathematics	Harcourt Math Consumables (K-2)	District provided	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Renaissance Learning Enterprise	General Budget	\$4,000.00
Mathematics	STAR Math	General Budget	\$450.00
			Total: \$4,450.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District Critical Content Reading, District Treasures training, District Small Group & Differentiated Instruction	Staff Development Budget Allocation/Title 1	\$3,000.00
Mathematics	Critical Content Math, Calendar Math	Staff Development Budget Allocation	\$1,500.00
Writing	Critical Content Writing	Staff Development Budget Allocation	\$500.00
Science	Hands-on Science Activities Training	Staff Development Budget Allocation	\$500.00
Parental Involvement	Parent Seminar, MegaSkills Training, SAT/FCAT literacy events	Title I	\$3,037.00
			Total: \$8,537.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After-School Tutoring	Accountability Funds	\$4,000.00
Mathematics	After School Tutoring	Accountability Funds	\$4,000.00
Writing	After-School Tutoring	Accountability Funds	\$4,000.00
Parental Involvement	Reading Connections Newsletter	Title I	\$500.00
			Total: \$12,500.00
			Final Total: \$25,487.00

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
Academic Camps/Tutorial programs	5000
materials/supplies for students	1000

SAC Members

Members

- 1) Dr. Michael Cosimano, Principal
- 2) Marisa Dukes, SAC Chair
- 3) Anthony Shinhoster, Teacher
- 4) Marcus Jeantel, Business Member
- 5) Charles Taylor, Parent
- 6) David Jones, Parent
- 7) Michelle Stephens, Parent
- 8) Claudine Kravetz, Parent
- 9) Tommy Wilson, Parent
- 10) Curly Wimberly, Community Member
- 11) Leila Lopez, School Support Personnel
- 12) Phillip Wells, School Support Personnel
- 13) Adeliada Medina, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward SEA CASTLE ELEMENTARY SCHOOL 2871												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 487 Math: 487		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	100	Y	67	Y	66	N	92	94	Y			NA	36	33	NA	30	34	N	71	NA	69	Y		
WHITE		NA		NA		NA		NA		NA				NA						NA						
BLACK	100	Y	100	Y	67	Y	64	N	92		Y			NA	36	33	NA	30	36	N	70	NA	68	Y		
HISPANIC	99	Y	99	Y		NA		NA		NA				NA						NA						
ASIAN		NA		NA		NA		NA		NA				NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	63	N	60	N	89	92	Y			NA	43	37	Y	34	40	N	67	NA	63	N		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA		NA				NA						NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	16	N	33	N			NA			NA	78	84	N	72	67	N	38	N	50	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward SEA CASTLE ELEMENTARY SCHOOL 2871												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 544 Math: 544		2007-2008 School Grade ¹ : B		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?		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	64	Y	70	Y	93	92	Y			NA	34	36	NA	32	30	NA	60	NA	70	NA		
WHITE		NA		NA		NA		NA		NA				NA						NA						
BLACK	100	Y	100	Y	64	Y	70	Y	93	92	Y			NA	34	36	NA	34	30	NA	59	NA	70	NA		
HISPANIC	100	Y	100	Y		NA		NA		NA				NA						NA						
ASIAN		NA		NA		NA		NA		NA				NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	57	N	66	Y	94	89	N			NA	41	43	N	36	34	NA	55	N	67	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA		NA				NA						NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y	22	N	28	N			NA			NA		78	NA		72	NA	29	N	30	N		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward SEA CASTLE ELEMENTARY SCHOOL 2871												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 556 Math: 556		2006-2007 School Grade ¹ : B		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	100	Y	100	Y	66	Y	68	Y	93	93	Y			NA	37	33	NA	30	32	NA	62	NA	67	NA		
WHITE		NA		NA		NA		NA		NA				NA						NA						
BLACK	100	Y	100	Y	66	Y	66	Y	94	93	Y			NA	38	33	NA	32	34	NA	62	NA	65	NA		
HISPANIC	100	Y	100	Y		NA		NA		NA				NA						NA						
ASIAN		NA		NA		NA		NA		NA				NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	59	Y	64	Y	94	Y				NA	42	40	NA	31	36	NA	55	NA	63	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA				NA						NA						
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA		NA				NA						NA						

SCHOOL GRADE DATA

Broward School District SEA CASTLE ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	72%	92%	44%	284	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	69%	65%			134	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?	66% (YES)	65% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					549	
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 SEA CASTLE ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	78%	86%	34%	271	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	59%	68%			127	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?	45% (NO)	64% (YES)			109	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					507	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District SEA CASTLE ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	73%	76%	40%	262	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	62%	65%			127	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?	51% (YES)	61% (YES)			112	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					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested