

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: CORAL PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Amanda Miles

SAC Chair: Michael Skolnick

Superintendent: Mr. Notter

Date of School Board Approval: 12/1/09

Last Modified on: 09-14-2009

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

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

VISION and MISSION STATEMENTS

Mission:

Coral Park Elementary provides a safe and compassionate learning community that challenges all students to achieve their highest potential. We believe in developing lifelong learners.

Vision:

Compassion Productivity Empowerment

Core Values:

Highest Student Standards

Student Focus

Respect

Commitment

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Coral Park Elementary is located in Coral Springs, Florida in Broward County. The school is 21 years old. There are approximately 630 students including 31 students who are part of our Autistic cluster. The demographic breakdown is as follows; White-56.1%, Black-15.1%, Hispanic- 22.6%, Asian-4.65%, Native-.31%, Multi 1.24%, Free/Reduced- 24.1%, ELL- 3.10%, and ESE-13.0%.

Unique School Strengths for Next Year

Coral Park Elementary will continue to build community relationships with students, community stakeholders, and parents. Coral Park Elementary will continue emphasis on teaching and learning.

Unique School Weaknesses for Next Year

With an increase in the number of families that are receiving free and reduced lunch, increased attention will focus on the academic success of our economically disadvantaged children.

Student Demographics

White-56.1, Black-15.1, Hispanic- 22.6, Asian-4.65, Native-.31, Multi 1.24, Free/Reduced- 24.1, ELL- 3.10, and ESE-13.0

Student Attendance Rates

94.5%

Student Mobility

10.7%

Student Suspension Rates

.2%

Student Retention Rates

.1%

Class Size

PreK-3 15.62, and 4-8 20.33

Academic Performance of Feeder Pattern

Students will attend either Forest Glen Middle School, which received an A, but did not make AYP or City of Coral Springs Charter School , which received an A, but did not make AYP.

Partnerships and Grants

Buffaloes, Whole Foods, Community After School Program, Huntington Learning Center, Papa Johns, Pizza Stop, Coral Springs Medical Center, and City of

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	Amanda Miles	BA-Elementary Ed, Wheelock College MA-Educational Leadership, Columbia University Ed.D. Educational Leadership, Nova Southeastern University	2	18	Principal Coral Park Elementary 2008-2009 Grade: A Reading Mastery: 86% Math Mastery: 86% Science Mastery: 64 Writing Mastery: 90% AYP: No Economically Disadvantaged did not make mastery in Math. 2007-2008 Grade: A Reading Mastery: 84% Math Mastery: 85% Science Mastery: 60% Writing Mastery: 93% AYP: Yes 2006-2007 Assistant Principal Sawgrass Springs Middle Grade: A Reading Mastery: 72% Math Mastery: 77% Science Mastery: 50% Writing Mastery: 91% AYP: No Black, ELL, and SWD students did not meet mastery in Reading. ELL and SWD students did not meet mastery in Math. 2005-2006 FMLA Leave 2004-2005 FMLA Leave
		BA-Elementary Education,			Assistant Principal Coral Park Elementary 2008-2009 Grade: A Reading Mastery: 86% Math Mastery: 86% Science Mastery: 64 Writing Mastery: 90% AYP: No Economically Disadvantaged did not make mastery in Math. 2007-2008 Grade: A Reading Mastery: 84% Math Mastery: 85% Science Mastery: 60% Writing Mastery: 93% AYP: Yes

Assis Principal	Katherine Good	Florida Atlantic University MA-Educational Leadership, Florida Atlantic University	2	4	Assistant Principal Deerfield Beach Elementary 2006-2007 Grade: A Reading Mastery: 67% Math Mastery: 75% Science Mastery: 49 Writing Mastery: 81% AYP: Yes 2005-2006 Grade: A Reading Mastery: 74% Math Mastery: 85% Science Mastery: NA Writing Mastery: 74% AYP: No Black students did not meet mastery in Math. Student with Disabilities did not meet mastery in reading and Math.
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* 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 *
All Subject Areas- Curriculum Specialist	Rita Depasquale	BA –Elementary Education, MS Reading MA Educational Leadership Gifted Endorsement Completing ESOL Endorsement.	16	8	Curriculum Specialist 2008-2009 Grade: A Reading Mastery: 86% Math Mastery: 86% Science Mastery: 64 Writing Mastery: 90% AYP: No Economically Disadvantaged did not make mastery in Math. 2007-2008 Grade: A Reading Mastery: 84% Math Mastery: 85% Science Mastery: 60% Writing Mastery: 93% AYP: Yes 2006-2007 Grade: A Reading Mastery: 84% Math Mastery: 86% Science Mastery: 63 Writing Mastery: 90% AYP: Yes 2005-2006 Grade: A Reading Mastery: 86% Math Mastery: 89% Science Mastery: NA Writing Mastery: 81% AYP: Yes 2004-2005 Grade: A Reading Mastery: 87% Math Mastery: 87% Science Mastery: NA Writing Mastery: 89% AYP: Yes 2003-2004 Grade: A Reading Mastery: 87% Math Mastery: 83% Science Mastery: NA Writing Mastery: 88% AYP: Yes 2002-2003 Grade: A Reading Mastery: 86% Math Mastery: 83% Science Mastery: NA Writing Mastery: 87% AYP: Yes 2001-2002 Grade: A Reading Mastery: 82% Math Mastery: 85% Science Mastery: NA Writing Mastery: 82% AYP: Yes

* 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. Regular Meetings with new teachers to our school.	Assistant Principal	Ongoing	Due to budget constraints issues there are no new teachers on staff.

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
40	0	1	33	45	37	71	6	4	90

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tanya Moreno	Cheryl Argent	New to our school based on reduction of force. Wanted to ensure smooth transition to our school and to be able to have someone to help with grade level planning and grade level expectations.	Grade Level planning with instructional focus calendars. Have the same planning times to help with school wide and grade level issues and provide opportunity for observation and conversation.
Francy Francois	Mary DeVeney	New to our school based on reduction of force. Wanted to ensure smooth transition to our school and to be able to have someone to help with grade level planning and grade level expectations.	Grade Level planning with instructional focus calendars. Have the same planning times to help with school wide and grade level issues and provide opportunity for observation and conversation.
Jennifer Thomas	Suzanne Jevaney	New to our school based on reduction of force. Wanted to ensure smooth transition to our school and to be able to have someone to help with grade level planning and grade level expectations.	Grade Level planning with instructional focus calendars. Have the same planning times to help with school wide and grade level issues and provide opportunity for observation and conversation.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

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.

Principal: Amanda Miles, Intern Principal Kathy Good, Curriculum Specialist: Rita DePasquale, ESE Specialist: Stephanie Ramage, School Counselor: Pierrette Theriault, School Psychologist: Jennifer Paik and Autism Coach: Caryl Panzarella

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

RtI team will meet twice a month to discuss students in need of assistance. Based on the need, RtI facilitator will designate specific members of the RtI team to follow up with interventions when needed.

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

Members of the RtI Leadership team were assigned a grade level to ensure they were a part of the development of the plan. Every grade level is expected to report back on a monthly basis to leadership team on the success and difficulties of implementation of SIP plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data:
Benchmark Assessment Test BAT 1 & 2
Florida Comprehensive Test (FCAT)
Mini BATS
Oral Fluency
Midyear:
Florida Assessments of Reading Instruction (FAIR)
Diagnostic Assessment for Reading (DAR)
Oral Fluency
End of Year:
Oral Fluency
FAIR
FCAT
Florida Alternate Assessment
Primary Reading and Math

Describe the plan to train staff on RtI.

There have been scheduled meetings during pre-planning and after school grade level planning times.

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: Across the grade levels comparisons and word phrases were our strong strands in Reading. In Math, 3rd grade was strong in Data Analysis. 4th Grade was strong in Geometry, and 5thGrade was strong in Number Sense.
Weakness: In 3rd grade reference and research was the weakest area. In 3rd& 4th the weak area in Math was Algebraic Thinking. In 5th grade the weakest areas was Geometry.

Instructional Calendar Development

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

The teachers will be required to use District Developed IFC's. Benchmarks that are targeted in the test specifications will be the focus when implementing IFC's. Teachers will include instructional focus calendars in their lesson plan books. Lesson plan books will be reviewed throughout the year by administration and/or curriculum specialist. The implementation of instructional focus calendars will be monitored through lesson plan monitoring and Classroom Walk Throughs.

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

Reading: Reference/ Research and Comparisons were the least proficient strands and will be given priority.
Writing: Expository writing was the least proficient writing area and will be given priority.
Math: Algebraic Thinking and Data Analysis were the least proficient strands and will be given priority.
Science: Earth and Space along with Scientific Thinking were the least proficient strands and will be given priority.

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

Teachers that made significant test score gains in either Math or Reading with students will have students assigned to them that are struggling and need to show gains. Data chats with teachers to identify individual student's needs and RTI will be provided outside the master schedule.

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

relevance to their future?

At weekly grade level planning meetings and monthly Leadership team, SAC and SIP committee meetings discussion will ensure that there is instruction that is relevant.

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?

The students are offered art, music, project based learning in technology, and physical education in addition to core academic courses. After school programs and clubs are offered in a variety of different areas based on the interests of the students.

DO

Direct the Instructional Focus

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

Teachers will meet on a weekly basis and follow the district IFC's in each subject area and align the instructional pacing according to their appropriate grade level. Teachers will meet weekly and report on a monthly basis at cross level SIP committee meetings on best practices from each subject area.

How are instructional focus lessons developed and delivered?

District developed instructional focus calendars will be followed by all teachers at each grade level.

How will instructional focus lessons be revised and monitored?

Instructional Focus calendars will be revised on a quarterly basis. Teachers will meet with their grade level teams and revise when necessary. Instructional focus calendars are going to be in teachers' lesson plans. Lesson plans will be monitored throughout the year.

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.

Broward's BEEP Mini Benchmarks will be used to determine student mastery of content. There are approximately 5 questions per mini benchmark test in Reading, Math, and Science. The number of Mini Benchmarks used throughout the year depends on the standards that need to be covered within a quarter according to the instructional focus calendar. Grades three through five will also use the Benchmark Assessment Test twice a year to determine student needs and progress. Based on results teachers will know what strands in Reading, Math, and Science they will need to reinforce.

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

Teachers will assess students using form A as an instructional tool and form B as an assessment and mastery tool. Students need to score a minimum of 80% on the second form to demonstrate mastery.

Maintenance

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

Teachers meet at the end of each month to review assessment data by content area and grade level based on the IFC. Team Leaders will discuss data at monthly team leader meetings.

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.

Team Leaders will facilitate weekly team meetings to review data on mini assessments and summative test data. Teams will discuss required instructional modifications that will need to be made to increase student achievement. Any additional support or resources needed will be documented in team notes and given to Curriculum Specialist to follow up with and assist.

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, Intern principal and Leadership team will analyze data at monthly meetings. Discussion will focus on revising instructional focus calendars. Leadership team will discuss how to assure differentiated instruction is being implemented to meet the needs of all children. Curriculum Specialist will also monitor intervention process for students that are struggling in the classrooms.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core is MacMillan Treasures K-3 and Harcourt 4-5. Intensive instruction is Triumphs and Harcourt Interventions. Also used is Jumpstart Reading and Ladders to Success.

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

The interventions are used in additional reading groups, centers and pull-outs

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

Professional development is based on the needs of the children, and staff needs based on school wide data.

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

Students in the lowest 30% at each grade level and students predicted to not be proficient on BAT are targeted.

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

Interventions are measured by classroom monitoring, Mid-year testing and BAT results

Enrichment

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

Teachers will use novels, project based learning, above level activities from all curriculum resources, and hands-on materials to deliver methods of support.

Describe how students are identified for enrichment strategies.

Gifted and high achieving students are identified based on test results and teacher input.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
K-5-Reading	Hoanca Schneider	Monthly	3rd Tuesday Monthly	SIP objectives, IFC, Test Specs, Assessment Data
K-5-Math	Laura Worthington	Monthly	3rd Tuesday Monthly	SIP objectives, IFC, Test Specs, Assessment Data
K-5-Writing	Melody Paul	Monthly	3rd Tuesday Monthly	SIP objectives, IFC, Test Specs, Assessment Data
K-5-Science	Jill Pressler	Monthly	3rd Tuesday Monthly	SIP objectives, IFC, Test Specs, Assessment Data
K-5-Technology	Valerie Shook	Monthly	3rd Tuesday Monthly	SIP objectives, IFC, Test Specs, Assessment Data

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 themselves with the school and the expectations for the coming year.

All students are assessed upon entering within the areas of Basic Skills/School readiness, Oral Language/Syntax, Print/letter Knowledge, and Phonological Awareness.

Screening data will be collected and aggregated prior to September 10, 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.

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

Postsecondary Transition

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

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, 86% of the students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 89% of the students will achieve mastery for 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. Kindergarten will implement the new FAIR assessments.	1. Principal and Curriculum Specialist	1. Review FAIR data reports to ensure teachers are assessing students according to created schedule.	1. Printout of FAIR assessments.
2	2. The school will use mini benchmarks to target reading standards.	2. Assistant Principal and Curriculum Specialist	2. Review data on Virtual Counselor to make sure mastery of standards.	2. District BEEP Mini Benchmarks, Also for grades 3-5. Broward's Benchmark Assessment test in September and December.
3	3. Develop and follow Instructional Focus Calendar for reading and Language Arts classes	3. Assistant Principal and Curriculum Specialist	3. Administration will be aware of IFC's focus and monitor implementation through classroom walkthroughs.	3. District BEEP Mini Benchmarks, Also for grades 3-5. Broward's Benchmark Assessment test in September and December

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 76% of the students achieved learning gains on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 80% of the students will make learning gains for 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. Student Achievement chats will be conducted with all students in all subgroups following FAIR, FCAT and alternative assessments. and Benchmark assessments or mini benchmarks.	1. Teachers, Principal, Assistant Principal and Curriculum Specialist	1. Administrators will review log for student achievement chats during walkthroughs.	1. Administrators will randomly ask students how they performed on their most recent assessments to determine if data chats are successful and any alternative assessments.
2	2. Teachers will conduct proper interventions from the struggling readers chart and intervention resources from Treasures and Harcourt for students during their reading block.	2. Assistant Principal and Curriculum Specialist	2. Administration will conduct classroom	Classroom Walkthrough data.
3	3. Reading assistance will be provided by trained personnel to struggling students.	3. Assistant Principal and Curriculum Specialist	3. Quarterly data chats with support staff on student progress.	3. Mini benchmarks, and Broward Benchmark Assessment Test

Based on the Needs Assessment, I Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 79% of our lowest 25% achieved learning gains on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 82% of our lowest 25% will make learning gains for 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. Tier 1 Determine core instructional needs by reviewing FAIR assessment, SAT, FCAT, and Benchmark Assessment Test. Plan differentiated instruction using evidence based instruction/intervention within 90 minute reading block.	1. Curriculum Specialist	1. Quarterly data chats with support staff on student progress.	1. FAIR, Mini benchmarks, and Broward Benchmark Assessment Test
2	2. Tier 2 Plan supplemental instruction for students not responding to core instruction. Focus on instruction is determined by FAIR, SAT, FCAT, and Benchmark Assessments. Instruction will include explicit instruction, modeled instruction, guided practice, and independent practice.	2. Curriculum Specialist	2. Quarterly data chats with support staff on student progress.	2. FAIR, Mini benchmarks, and Broward Benchmark Assessment Test

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, 89% of the students will achieve mastery for the 2010 FCAT Reading Test.	Implementation of Instructional Focus Calendars Test Specs	Curriculum Specialist	Sep. 2009 May 2010	Classroom Visits	Curriculum Specialist
In grades 3-5, 80% of the students will make learning gains for the 2010 FCAT Reading Test.	Intervention strategies from struggling readers chart	Curriculum Specialist	Sept. 2009 May 2010	Coach's log shared with administration on a bi-weekly basis.	Principal, Assistant Principal, and Curriculum Specialist
In grades 3-5, 82% of our lowest 25% will make learning gains for the 2010 FCAT Reading Test.	Intervention strategies from struggling readers chart	Curriculum Specialist	Sept. 2009 May 2010	Focused walkthroughs with Principal, Assistant Principal, and Curriculum Specialist to observe the frequency and effectiveness of reading strategies.	Principal, Assistant Principal, and Curriculum 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
STAR	District	\$800.00
		Total: \$800.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	PTA & Partnership Contribution-Community After School	\$2,469.00
		Total: \$2,469.00
Professional Development		
Description of Resources	Funding Source	Available Amount

Staff Development-Substitutes for Teacher Training	Accountability	\$540.00
Creating Learning Centers	District	\$0.00
PLC-Facilitator Training Cross Grade level share best practices	District	\$0.00
		Total: \$540.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,809.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 86% of the students achieved mastery on the 2009 FCAT Math Test.		In grades 3-5, 89% of the students will achieve mastery for the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the use of manipulatives and hands on activities to reinforce concepts.	1. Assistant Principal, Curriculum Specialist	1. Curriculum Specialist will assist teachers in creation of centers and stations, and administration will ensure activities are implemented.	1. Progress of students on assessments
2	2. Use calendar math and mountain math as a daily reinforcer for math concepts.	2. Assistant Principal, Curriculum Specialist	2. Strategies and effectiveness will be monitored through classroom walkthroughs.	2. Increased achievement between assessments.
3	3. Utilize programs such as FCAT explorer and Compass Odyssey for reinforcement and math support.	3. Assistant Principal, Curriculum Specialist	3. Monthly data reports will be assessed by curriculum specialist.	3. Increased achievement between assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 67% of the students made learning gains on the 2009 FCAT Math Test.		In grades 3-5, 71% of the students will make learning gains for the 2010 FCAT Math Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the use of manipulatives and hands on activities to reinforce concepts. Encourage teachers to use Geobra for 3D manipulative concepts.	1. Assistant Principal, Curriculum Specialist	1. Curriculum Specialist will assist teachers in creation of centers and stations, and administration will ensure activities are implemented.	1. Progress of students on assessments
2	2. Use calendar math and mountain math as a daily reinforcer for math concepts. Teachers will use math dailies as daily reinforcement.	2. Assistant Principal, Curriculum Specialist	2. Strategies and effectiveness will be monitored through classroom walkthroughs.	2. Increased achievement between assessments.

3	3. Utilize programs such as FCAT explorer and Compass Odyssey for reinforment and math support and other websites such as Primary math games, AAA Math and AOL Math.	3. Assistant Principal, Curriculum Specialist	3. Monthly data reports will be assessed by curriculum specialist.	3. Increased achievement between assessments.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 65% of our economically disadvantaged population scored at or above grade level on the 2009 FCAT Math Test		In grades 3-5, 74% of our economically disadvantaged population will score at or above grade level on the 2010 FCAT Math Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the use of manipulatives and hands on activities to reinforce concepts. Identify students at each grade level and have small intervention groups utilizing resources from the struggling math chart.	1. Principal, Curriculum Specialist	1. Curriculum Specialist will assist teachers in creation of centers and stations, and administration will ensure activities are implemented.	1. Progress of students on assessments
2	2. Use calendar math and mountain math as a daily reinforcer for math concepts.	2. Principal, Curriculum Specialist	2. Strategies and effectiveness will be monitored through classroom walkthroughs.	2. Increased achievement between assessments.
3	3. Use Ladders to Success intervention program from struggling math chart to assist students with understanding math concepts.	3. Principal, Curriculum Specialist	3. Record of student success on mini benchmarks and Benchmark Assessments will be monitored and maintained by support teachers.	3. Increased achievement between 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, 89% of the students will achieve mastery for the 2010 FCAT Math Test.	Effective implementation of the Instructional Focus Calendars. Test Specs	Curriculum Specialist	August 2009	Modeling of lessons, and classroom visits	Principal, Assistant Principal and Curriculum Specialist
In grades 3-5, 71% of the students will make learning gains for the 2010 FCAT Math Test.	Effective use of manipulatives and hands on activities	Mike Rooney-Consultant	October 2009	New strategies documented in lesson plans and seen in classroom walkthroughs	Principal, Assistant Principal and Curriculum Specialist
In grades 3-5, 74% of our economically disadvantaged population will score at or above grade level on the 2010 FCAT Math Test	Meeting the needs of children and differentiated in struction	Grade Chair	Sept. 2009	Modeling of lessons, and classroom visits. New strategies documented in lesson plans and seen in classroom walkthroughs	Principal, Assistant Principal and Curriculum 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
Consultant Fee-Mike Rooney	Accountability	\$800.00

HRD-Understanding Poverty Module	District	\$0.00
		Total: \$800.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$800.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 64% of the students achieved mastery on the 2009 FCAT Science Test		Given instruction based on the Sunshine Standards, 67% of the students will score at a level 3 or above on the 2010 FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize hands on laboratory experiments at least two times per week using the 5E model science stations following the district IFC.	1. Principal, Assistant Principal, and Curriculum Specialist.	1. Created labs are implemented with fidelity and monitored by curriculum specialist and administration.	1. Improvement on science mini assessments.
2	2. Provide real world science experiences and engaging activities.	2. Principal, Assistant Principal, and Curriculum Specialist.	2. Teachers will utilize lessons from BEEP, science kits and textbooks. Teachers will require students to read Time for Kids, Science Weekly, Weekly Reader, at least twice a week for classwork or homework. Teachers will share best practices weekly at team planning.	2. Improvement on science mini assessments.
3	3. All students will complete hands on lab activities weekly and use a common lab report to document hands on investigations. Students will also use FCAT Science Explorer.	3. Principal, Assistant Principal, and Curriculum Specialist.	3. Science benchmark results will be reviewed and monitored on a quarterly basis. Teachers will also view reports from Science FCAT Explorer.	3. Common assessments tied to Florida Science standards administered weekly. Data chats with students will be conducted on a semester basis.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine Standards, 67% of the students will score at a level 3 or above on the 2010 FCAT Science Test.	Florida's Continuous Improvement Model Training Test Specs	Assistant Principal and Curriculum Specialist	September 2009	Professional Learning Community Minutes	Principal, Assistant Principal, and Curriculum Specialist
Given instruction based on the Sunshine Standards, 67% of the students will score at a level 3 or above on the 2010 FCAT Science Test.	PLC-Cross Grade level meetings	Grade Chair	Sept. 2009	Modeling of lessons, and classroom visits. New strategies documented in lesson plans and seen in classroom walkthroughs	Principal, Assistant Principal and Curriculum Specialist

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Scienceasaurus Textbooks	Accountability Funds	\$1,500.00
Consumable materials for Science Lab Kits	Distict	\$662.00
		Total: \$2,162.00
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
Cross grade level conversations	District Facilitators	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,162.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 90% of the students in 4th grades scored level 3.5 or above in writing		On the 2010 administration of the FCAT writing Test, 94% of students in all subgroups will score at or above a level 3.5		
	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 journal, notebook, or work folder for monitoring of growth across time.	1. Assistant Principal Curriculum Specialist	1. A school wide consistent method of saving student work will be established. During the class period, students will place their writing in notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	1. Progress between monthly prompts.
2	2. The revision and editing process will be explicitly taught and seen in student writing drafts.	2. Assistant Principal Curriculum Specialist	2. Administration will monitor revision and editing process by reviewing student drafts through student by student conferencing.	2. Progress between monthly prompts.
3	3. Tier 1: Students will use the writing process daily, all writing will be dated and recorded in journal, notebook, or work folder for monitoring of growth across time.	3. Assistant Principal Curriculum Specialist	3. Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined by monthly data meetings.	3. Progress between monthly prompts.

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, 94% of the students will score at or above a level 3.5	Teaching and use of revision and editing strategies.	Curriculum Specialist	November 2009	Monitor students writing portfolios, notebooks, or journals. The students will make revisions and edit so their self correcting behavior can be easily monitored.	Assistant Principal and Curriculum Specialist
On the 2010 administration of the FCAT writing Test, 94% of the students will score at or above a level 3.5	Expository and Narrative Writing	Writing Committee Chairperson	Dec. 2009	Monthly Learning Communities in Writing with a focus on strategies for writing Expository and Narrative papers	Principal, Assistant Principal and Curriculum 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
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on attendance of parents and sign-in sheets from parent nights, parent workshops, PTA sponsored events and PTA meetings, 65% of our parent population attended different events at Coral Park Elementary.		By June 2010, 68% of our parent population will attend parent nights, parent workshops, PTA sponsored events and PTA meetings		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Educate parents more on grading process and AYP.	1. Assistant Principal, Curriculum Specialist, and Guidance Counselor	1. Parental Feedback form to determine usefulness of workshop.	1. Customer Survey and School Advisory Council Survey
2	2. Conduct more parental workshops in Math Content Area.	2. Assistant Principal, Curriculum Specialist, and Guidance Counselor	2. Parental Feedback form to determine usefulness of workshop.	2. Customer Survey and School Advisory Council Survey

3	3. Conduct a parent workshop on Virtual Counselor	3. Assistant Principal, Curriculum Specialist, and Guidance Counselor	3. Parental Feedback form to determine usefulness of workshop.	3. Customer Survey and School Advisory Council Survey
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 74% of our economically disadvantaged population will score at or above grade level on the 2009 FCAT Math Test.	Differentiated Accountability, AYP, and School Grade, Virtual Counselor, BEEP, and online textbooks.	Assistant Principal and Guidance Counselor	Dec. 2009	Customer Survey	Principal

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
Hospitality	Partners in Excellence and/or PTA	\$100.00
Total: \$100.00		
Final Total: \$100.00		

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	STAR	District	\$800.00
Science	Scienceasaurus Textbooks	Accountability Funds	\$1,500.00
Science	Consumable materials for Science Lab Kits	Distict	\$662.00
			Total: \$2,962.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	PTA & Partnership Contribution-Community After School	\$2,469.00
			Total: \$2,469.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Staff Development-Substitutes for Teacher Training	Accountability	\$540.00
Reading	Creating Learning Centers	District	\$0.00
Reading	PLC-Facilitator Training Cross Grade level share best practices	District	\$0.00
Mathematics	Consultant Fee-Mike Rooney	Accountability	\$800.00
Mathematics	HRD-Understanding Poverty Module	District	\$0.00
Science	Cross grade level conversations	District Facilitators	\$0.00
			Total: \$1,340.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Hospitality	Partners in Excellence and/or PTA	\$100.00
			Total: \$100.00
			Final Total: \$6,871.00

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
Celebrate Diversity Theme	391
Parent Involvement-Virtual Counselor	200
Math Resources for Classrooms	1700
Materials for extended instruction	1550

- Representative faculty cross-grade curriculum committee will address SAC at monthly meetings to discuss SIP activities.
 - SAC members will participate in Virtual Counselor Workshop and assist in presenting Virtual Counselor to all parents in support of parent involvement goal
- Provide resource materials in classrooms and for special tutoring to reach goal of 74% of students at level 3 or above in math

SAC Members

Members

- 1) Amanda Miles, Principal
- 2) Michael Skolnick, SAC Chair
- 3) Rita Depasquale, SAC Chair
- 4) Hoanca Schneider, Teacher
- 5) Ruth Ocejo, Parent
- 6) Tom Christianson, Parent
- 7) Lori Cabrera, Parent
- 8) Ana Goridkov, Parent
- 9) Jamie D'Acunha, Parent
- 10) Robyne Freidland, Parent
- 11) Christopher Chong, Parent
- 12) Felicia Hurst, School Support Personnel
- 13) Christa Ryan, Union Steward
- 14) Kathy Good, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL PARK ELEMENTARY SCHOOL 3041													
Number of students enrolled in the grades tested:														Read: 366		2008-2009 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO					
Click here to see Number of students in each group														Math: 366													
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	82	Y	81	Y	92		Y			NA	22	18	NA	19	19	NA	83	NA	76	NA			
WHITE	100	Y	100	Y	86	Y	86	Y	94		Y			NA	16	14	NA	14	14	NA	86	NA	77	NA			
BLACK	100	Y	100	Y			NA	NA			NA			NA			NA			NA							
HISPANIC	100	Y	100	Y	82	Y	80	Y			NA			NA	29	18	NA	24	20	NA	88	NA	78	NA			
ASIAN			NA				NA				NA			NA			NA			NA							
AMERICAN INDIAN			NA				NA				NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	72	Y	65	N			NA			NA	41	28	NA	36	35	N	75	NA	65	N			
ENGLISH LANGUAGE LEARNERS			NA				NA				NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA				NA			NA			NA			NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL PARK ELEMENTARY SCHOOL 3041													
Number of students enrolled in the grades tested:														Read: 379		2007-2008 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		YES					
Click here to see Number of students in each group														Math: 379													
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	Y/N	
TOTAL ⁴	100	Y	100	Y	78	Y	81	Y		Y				NA	21	22	NA	18	19	NA	73	NA	75	NA			
WHITE	100	Y	100	Y	84	Y	86	Y		Y				NA	14	16	NA	10	14	NA	76	NA	78	NA			
BLACK	100	Y	100	Y	60	Y	64	Y			NA			NA		40	NA		36	NA	48	NA	62	NA			
HISPANIC	100	Y	100	Y	71	Y	76	Y			NA			NA	36	29	NA	26	24	NA	76	NA	74	NA			
ASIAN			NA				NA				NA			NA			NA			NA							
AMERICAN INDIAN			NA				NA				NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	59	Y	64	Y			NA			NA	37	41	NA	36	36	NA	59	NA	66	NA			
ENGLISH LANGUAGE LEARNERS			NA				NA				NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA				NA			NA			NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL PARK ELEMENTARY SCHOOL 3041													
Number of students enrolled in the grades tested:														Read: 370		2006-2007 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		YES					
Click here to see Number of students in each group														Math: 370													
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	79	Y	82	Y	93		Y			NA	18	18	NA	14	18	NA	73	NA	77	NA			
WHITE	99	Y	99	Y	86	Y	90	Y	93		Y			NA	13	12	NA	9	10	NA	78	NA	85	NA			
BLACK	100	Y	99	Y			NA				NA			NA			NA			NA							
HISPANIC	99	Y	99	Y	64	Y	74	Y			NA			NA	31	29	NA	22	26	NA	64	NA	65	NA			
ASIAN			NA				NA				NA			NA			NA			NA							
AMERICAN INDIAN			NA				NA				NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	63	Y	64	Y	87		NA			NA	27	36	NA	32	36	NA	60	NA	72	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA				NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	97	Y	97	Y			NA				NA			NA			NA			NA							

SCHOOL GRADE DATA

Broward School District CORAL PARK ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	86%	90%	64%	326	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	67%			143	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2	
Adequate Progress of Lowest 25% in the School?	79% (YES)	67% (YES)				146	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned						615	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District CORAL PARK ELEMENTARY SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	84%	85%	93%	60%	322	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.	
% of Students Making Learning Gains	72%	68%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	63% (YES)	66% (YES)				129	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						591	
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 CORAL PARK ELEMENTARY SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	84%	86%	90%	63%	323	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%	72%			141	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?	59% (YES)	67% (YES)				126	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						590	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested