

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: EMBASSY CREEK ELEMENTARY SCHOOL

District Name: Broward

Principal: Robert Becker

SAC Chair: Michelle Dolin & Nordia Sappleton

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 08-17-2009

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

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

## VISION and MISSION STATEMENTS

Vision: To produce responsible, self-motivated student achievers who are life-long learners and display good character traits.

Mission: To ensure a safe, positive teaching and learning environment, which sets high expectations and enables our children to reach their maximum potential in all areas of development.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

##### History:

- \*Seven years of receiving the state grade of an "A" and continuing to meet AYP goals.
- \*Fifteen consecutive years of receiving the 5-Star School Award.

##### Challenges:

- \*To continue to meet the needs of our students given the current state and district funding constraints.
- \*To maintain our level of academic excellence and strive to continually provide digital technology resources as a means of supporting the curriculum.
- \*Given our current school demographics (see next page), to continue to expose our students to a variety of opportunities, which will broaden their ability to inter-relate to members of a diverse community.
- \*To assist in the integration of new families affected by boundary changes to our school.
- \*To actively attract more parental and community involvement to support student achievement.

#### Unique School Strengths for Next Year

- \*13 National Board certified staff members
- \*21 Digital Education Teacher Academy (DETA) trained staff members, of which 15 are Global Learning Initiative through Digital Education for Students (G.L.I.D.E.S.) participants
- \*Second year G.L.I.D.E.S. school.
- \*Special programs including Exceptional Student Education (ESE), Gifted and Talented Programs & Accelerated Literacy Learning (ALL).
- \*Five active community partnerships.
- \*5 ESE certified teachers.
- \*Over 60% of the students participate in before or afterschool extra curricular activities.

#### Unique School Weaknesses for Next Year

- \*As the state criteria for the AYP increases, meeting the requirements will become more of a challenge.
- \*Maintaining state of the art software and hardware with limited to no resources.

#### Student Demographics

As of 6/17/09  
Total enrollment: 831 students  
Ethnic Breakdown: White non Hispanics- 64.5%, Hispanic- 19.6%, Black non Hispanic- 6.17%, Asian or Pacific Islander- 6.79%, Multiracial- 2.83%

#### Student Attendance Rates

96% Student daily attendance rate

#### Student Mobility

Less than 8.10%

#### Student Suspension Rates

Less than 1%

#### Student Retention Rates

1%

#### Class Size

18-22 students

#### Academic Performance of Feeder Pattern

N/A

#### Partnerships and Grants

##### \*Barnes & Noble:

B&N features our student authors through monthly author nights whereby the students read aloud their original writings, which have been developed in the classroom and published by our parent operated Publishing Center. Additionally, students in the Florida Future Educators of America (FFEA) club are able to gift wrap customer store purchases in order to raise money for the club's annual book drive for our sister school.

##### \*Winn Dixie:

Sponsors interactive walking tours for students to use everyday math skills to complete a variety of problem-solving scenarios.

##### \*Sunshine Childcare:

Offers students affordable, afterschool educational and recreational opportunities that support the daily curriculum. Furthermore, Sunshine Childcare provides a full-time staff member to work with our below-level readers in first grade.

##### \*Destination Travel:

Guest speaker shares information regarding career opportunities & effective uses of persuasive writing. Students create their own brochures to be selected for display at the agency.

##### \*Memorial Hospital:

Educate students and school community on health and wellness issues as well as provide guest speakers for Career Day; provide opportunities for chorus students to showcase their talents at hospital sponsored events.

## 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	Robert Becker	M.S. in Educational Leadership B.S. Elementary Education English for Speakers of other Languages endorsed	6	11	The school has received an "A" grade and has met AYP criteria each year. Received the 5 Star School Award each year.
Assis Principal	Cynthia K. Johnson	M.S. in Educational Leadership B.S. in Early Childhood Education English for Speakers of other Languages endorsed	15	14	The school has received an "A" grade, except for 1 year of earning a grade of a "B" The school has met AYP criteria each year. The school received the 5 Star School Award each year.

\* 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	Cheryl Retchin	B.S. in Elementary Education English for Speakers of other Languages endorsed	14	9	The school has received an "A" grade, except for 1 year of earning a grade of a "B"  The school has met AYP criteria each year.  Received the 5 Star School Award each year.

\* 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. New Educator Support System (NESS)	Cheryl Retchin	On-going	N/A (no new educators for the 2009-2010 school year)
2. Staff Mentoring for teachers new to our school	Assigned team member	On-going	
3. New Staff Orientation	Cheryl Retchin	Aug. 2009	
4. Safe School Environment	Robert Becker & Cynthia Johnson	On-going	
5. Leadership/Instructional Development	In-service Committee	On-going	
6. Supportive Faculty & Staff	Faculty & Staff	On-going	

### Non-Highly Qualified Instructors

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

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
54	0	20	28	52	41	100	4	24	81

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Arnita Kethireddy	Brittany Skiff	Grade Chair	Modeling, PLC, Differentiated instructions lessons/center
Nordia Sappleton	Laura Spivack	Team Member	Modeling, PLC, Differentiated instructions lessons/center
Karen Valachovic	Melissa Quintana	Grade Chair	Modeling, PLC, Differentiated instructions lessons/center
Sherri Shomers	Maria Guzman	Grade Chair	Modeling, PLC, Differentiated instructions lessons/center

### ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

\$32,000

To increase instructional staff in order to help meet class size requirements and provide educational opportunities in a lower teacher student ratio class.

Afterschool opportunities for students in Grades 3-5, based on previous school year's academic performance including all level 1 & 2 students.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Robert Becker, Cynthia Johnson, Cheryl Retchin, Leslie Alfonso, Robin Traslavina, School Psychologist, Classroom teacher(s)

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

Monthly meetings to monitor the educational program of the child; data chats take place regularly to ensure monitoring of academic success. Changes to child's educational program on an as needed basis.

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

Leadership team members provide input & recommendations for school's goals.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Quarterly data chats with administration & school leadership team (Success Maker monitoring & interpretation of data, Mini-Benchmark Assessments, Pre & Post Assessments and diagnostic tools.)

Describe the plan to train staff on RtI.

Collaboration between school leadership team, team leaders & instructional staff, beginning August 2009.

### 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?

Strength-Percentage of lowest quartile in Reading showing learning gains increased 17% from the previous year. Learning gains for all students in grades 4-5 in Reading rose 9%. Finally, students meeting high standards in Science rose 6 percent.  
Weakness- 2008-2009 data showed that 5th grade reading & math percentage of students showing learning gains were substantially lower than those in 4th grade. Therefore, departmentalization & grade level teacher assignments will take place during the 2009-2010 school year.

#### Instructional Calendar Development

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

By using the District's Instructional Focus Calendar (IFC), we will be meeting the expectations of the DOE regarding state standards. Vertical teams will monitor the implementation of the IFC on each grade level.

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

The Main Idea/Purpose strand will be given priority in Reading. The Measurement strand will be given priority in Mathematics. Narrative will be given priority for Writing. Scientific Thinking will be addressed in Science.

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

All grade levels are provided a 90-minute uninterrupted Reading Block. Flexible scheduling is based upon student's individual needs to ensure rigor & relevance in their academics. Students will be grouped according to their academic needs in the areas of reading, writing, math & science.

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

#### DO

Direct the Instructional Focus

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

Instructional staff utilizes the District Approved Instructional Focus Calendar & Pacing charts.

How are instructional focus lessons developed and delivered?

District staff provides IFC & classroom teachers incorporate supplemental activities to support educational programs.

How will instructional focus lessons be revised and monitored?

Based upon mini-BATS, classroom assessments, RTI conversations & quarterly data chats, student's educational programs will be revised & monitored.

## 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.

The results of Benchmark Assessment 1 & 2 will be used to individualize programs based upon student needs. Additionally, teacher assessments & diagnostic tools will be utilized.

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

Based upon District criteria of proficiency, the BAT 1&2 identifies student mastery. Also grade level assessments provide the classroom teacher with information that predicts whether or not students are proficient.

### Maintenance

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

The IFC provides both enrichment & remediation strategies/lessons based upon the outcome of District & classroom assessments.

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.

RTI meetings, quarterly data chats & monthly vertical teaming by subject areas.

### 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 Leadership team meets weekly to discuss IFC, individual student needs & programmatic changes. Collaboration is conducted with SAC, team leaders & instructional staff to solicit input regarding implementation.

## ACT

### Supplemental and Intensive Instruction/Interventions

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

We follow the struggling reading and math chart provided by the District as well as the IFC, which include both core and intervention programs that are utilized with our students.

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

Teachers use small group and re-teach groups to meet the educational needs of students.

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

District and school needs assessments and outcomes of teachers' previous years performance in reading, math..etc. dictate in-service opportunities for the year.

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

Students not meeting proficiency levels will be targeted.

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

Based on pre and post assessments, interventions will be either modified or continued.

Enrichment

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

Gifted/high achievers programs are offered in grades K-5. Additionally, individual regular education classroom teachers use the enrichment components of the core curriculum to meet the additional needs of their students.

Describe how students are identified for enrichment strategies.

Based upon classroom performance, classroom teachers proved additional enrichment strategies.

### 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)
Science	JoAnne Neaves	monthly	Tuesdays	Test Specifications
Technology	Teresita Miranda	monthly	Tuesdays	Project Based Learning

### 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

We offer a "Hatchlings" program for incoming kindergarten students which meets February thru May. The program is designed to help Pre-K students and parents transition into their first year of elementary school. Participants tour the campus and meet Kindergarten and Specials staff. Parents are provided with an overview of the curriculum and are given printed materials that discuss expectations as well as school procedures.

The program is advertised in the school newsletter as well as community newsletters and posted on the school marquis and website.

Kindergarten hosts an additional orientation in May.

### Postsecondary Transition

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
FCAT results showed that 92% of the students in grades 3-5 met high standards in Reading.		93% of the students in grades 3-5 will meet high standards in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Main Idea strategies through the content area subjects	1. Classroom Teacher	1. Short & extended response exercises on chapter tests & quizzes.	1. Short & extended response exercises on chapter tests & quizzes.
2	Implementation of Effective Schools Main Idea training	Classroom Teacher	Chapter & unit tests	Mini-Benchmark Assessments for Main Idea & Purpose
3	Third grade Treasures Series	Classroom Teacher	Chapter & unit tests	Chapter & unit tests
4	Grades 4-5 Harcourt Series	Classroom Teacher	Chapter & unit tests	Chapter & unit tests

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
To increase student performance on main idea & purpose through teacher In-service.	Main Idea & Purpose	TBA	Oct. 2009	CWT	Leadership Team
To increase student performance in identifying main idea through their writing.	Six Traits Writing Program	Jessica Curto	Aug.-Dec. 2009	CWT, lesson modeling for facilitator to observe, & student prompts	Leadership Team
To increase student performance in identifying the main idea within a story passage.	BrainPop	TBA	Aug. 2009	Computer generated progress reports	Classroom Teacher

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

N/A

Budget:

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

School site license for BrainPop Students in Grade K-5 will utilize an interactive website to practice identified strands.	SAC Funds	\$1,500.00
		Total: \$1,500.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Active Expression Teachers in grades K-5 will utilize Active Expression to deliver & enhance instruction.	Capital Funding	\$2,400.00
		Total: \$2,400.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Weekly Reader To support the development of academic vocabulary, reading comprehension & fluency.	SAC Funding	\$1,500.00
		Total: \$1,500.00
		<b>Final Total: \$5,400.00</b>

End of Reading Goal

## Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
FCAT results showed that 79% of students in grades 3-5 made learning gains in Math.		80% of the students in grades 3-5 will make learning gains in Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. BEEP lessons for Geometry & Measurement based on the Harcourt Math Series	1. Classroom Teacher	1. Chapter & unit tests	1. Mini-Benchmark Assessments
2	Calendar Math	Classroom Teacher	Teacher Observation	Chapter tests
3	Touch Math for ESE students	ESE Teacher	Chapter tests & quizzes	Chapter tests & quizzes

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
To increase student performance on identified Math strands.	Measurement (BrainPop)	TBA	Aug. 2009	Computer generated student progress report.	Classroom Teacher

Budget:

<b>Evidence-based Program(s)/Material(s)</b>		
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
Calendar Math -To increase student proficiency of measurement.	Instructional Materials	\$1,605.00
Calendar Math -To increase student proficiency of measurement.	SAC Funds	\$1,605.00
Total: \$3,210.00		
Final Total: \$3,210.00		

*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		
FCAT results showed that 72% of 5th grade students met high standards in Science.		5th grade students will increase their percentage score by 1%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Weekly Science Special	JoAnne Neaves	Weekly hands-on activities from the DELTA kits provided by the District.	Strand-based Mini-BATS
2	Classroom instruction	Classroom Teachers	District Approved Harcourt Series & Delta Science Kits	Harcourt Chapter Tests
3	Science Fair Project (Required)	Classroom Teachers	Science Fair Guidelines Checkpoints	Science Fair Rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
To increase student proficiency of the Scientific Process.	Next Generation Science	JoAnne Neaves	monthly	Instructing/In-Servicing other team members	Grade Level PLC Representative

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Promethean Board-To infuse technology into the science standards	Capital Funds	\$1,700.00
Total: \$1,700.00		
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: \$1,700.00

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		
FCAT results showed that 92% of the 4th grade students scored 4.0 or higher (combined) on the Writing SSS		The total number of 4th grade students scoring 4.0 or higher (combined) will increase by 1% on the Writing SSS.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement Six Traits Beep Lessons	Classroom teacher	Weekly Demand Writing Prompts	Writing SSS Grading Rubric
2	Writing Club	Beth Remaly	Portfolio	Rubric for Portfolio
3	Lucy Caulkins	Classroom Teacher	Portfolio	Rubric for Portfolio

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Inservice teachers new to grade 3-4	Six Traits Writing	Jessica Curto	Aug. -Dec. 2009	CWT, lesson modeling for facilitator to observe, & student prompts	Leadership Team

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
Six Traits Training-I & II	SAC Funds	\$1,900.00
		Total: \$1,900.00
Other		
Description of Resources	Funding Source	Available Amount
Supplement Publishing Center & Flamingo Express.	SAC Funds	\$718.00

Supplement - Writing Academic Gains	SAC Funds	\$650.00
		Total: \$1,368.00
		Final Total: \$3,268.00

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		
An average of 12 parents attend monthly PTA meetings, (excluding inductions & budget meetings.)		To increase attendance at monthly PTA meetings by 10%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Advertise through ParentLink, website, newsletter & marquis	PTA President	Attendance sign-in sheets	Attendance sign-in sheets
2	Offer free childcare services during evening meetings	Robert Becker	Attendance sign-in sheets	Attendance sign-in sheets
3	Present student performances in conjunction with meetings.	PTA Teacher Liaison	Attendance sign-in sheets	Attendance sign-in sheets
4	On-going Drug Awareness & Internet Safety Trainings.	BTU School Resource Police Officer	Survey on topic presentation	Survey percentage outcomes

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase attendance at PTA mtgs. and provide parent information	Drug Awareness & Internet Safety	Deputy Greear	Quarterly	End of the Yr. Parent Survey	Robert Becker

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Supplement- Volunteer Coordinator	SAC Funding	\$605.00
		Total: \$605.00
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



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
Science	Promethean Board-To infuse technology into the science standards	Capital Funds	\$1,700.00
Parental Involvement	Supplement- Volunteer Coordinator	SAC Funding	\$605.00
			Total: \$2,305.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	School site license for BrainPop Students in Grade K-5 will utilize an interactive website to practice identified strands.	SAC Funds	\$1,500.00
			Total: \$1,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Active Expression Teachers in grades K-5 will utilize Active Expression to deliver & enhance instruction.	Capital Funding	\$2,400.00
Writing	Six Traits Training-I & II	SAC Funds	\$1,900.00
			Total: \$4,300.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Weekly Reader To support the development of academic vocabulary, reading comprehension & fluency.	SAC Funding	\$1,500.00
Mathematics	Calendar Math -To increase student proficiency of measurement.	Instructional Materials	\$1,605.00
Mathematics	Calendar Math -To increase student proficiency of measurement.	SAC Funds	\$1,605.00
Writing	Supplement Publishing Center & Flamingo Express.	SAC Funds	\$718.00
Writing	Supplement - Writing Academic Gains	SAC Funds	\$650.00
			Total: \$6,078.00
			Final Total: \$14,183.00

## 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
Supplements, instructional materials, training, and technologies	7873

On-going training on data disaggregation in order to analyze trends of the previous years' FCAT scores & the current year's Benchmark Assessment scores. This training is need so that weaknesses in student performance can be identified and addressed to the instructional staff.

On-going review of the School Improvement Plan by the SAC sub-groups (Reading, Math, Writing & Science)

Presentations of research-based strategies &/or programs that can improve student achievement will be shared by the sub-groups.

Leadership development training to members.

On-going Safety training presented by the school's Resource Police Officer.

## SAC Members

### Members

- 1) Robert Becker, Principal
- 2) Michelle Dolin, SAC Chair
- 3) Nordia Sappleton, SAC Chair
- 4) Beth Remaly, Teacher
- 5) Lauren Steinman, Teacher
- 6) Eddie Coronado, Business Member
- 7) Lori Counts, Business Member
- 8) Beverley Gahagan, Parent
- 9) Elizabeth Harrington, Parent
- 10) Laurie Krauss, Parent
- 11) Mercedes Lageyre, Parent
- 12) Janet Lewis, Parent
- 13) Randi Mandel, Parent
- 14) Katie Esham, Parent
- 15) Nicole Torres, Parent
- 16) Jodi Baumel, Parent
- 17) Terry Ficara, School Support Personnel
- 18) Michelle Dolin, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward EMBASSY CREEK ELEMENTARY SCHOOL 3191																	
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 461 Math: 461			2008-2009 School Grade <sup>1</sup> : A			Did the School make Adequate Yearly Progress? YES											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009
TOTAL <sup>4</sup>	100	Y	100	Y	90	Y	91	Y			Y				NA	12	10	NA	10	9	NA	20	15	NA	91	NA	87	NA		
WHITE	100	Y	100	Y	93	Y	93	Y			Y				NA	9	7	NA	6	7	NA	93	NA	88	NA					
BLACK		NA		NA		NA		NA			NA				NA			NA			NA									
HISPANIC	99	Y	99	Y	84	Y	85	Y			NA				NA	24	16	NA	20	15	NA	87	NA	81	NA					
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA									
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA				NA			NA			NA									
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA									
STUDENTS WITH DISABILITIES	98	Y	97	Y		NA		NA			NA				NA			NA			NA									

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward EMBASSY CREEK ELEMENTARY SCHOOL 3191																	
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 437 Math: 437			2007-2008 School Grade <sup>1</sup> : A			Did the School make Adequate Yearly Progress? YES											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008
TOTAL <sup>4</sup>	100	Y	100	Y	88	Y	90	Y			Y				NA	11	12	NA	9	10	NA	80	NA	85	NA					
WHITE	100	Y	99	Y	91	Y	94	Y			Y				NA	11	9	NA	7	6	NA	82	NA	88	NA					
BLACK		NA		NA		NA		NA			NA				NA			NA			NA									
HISPANIC	100	Y	100	Y	76	Y	80	Y			NA				NA	18	24	NA	13	20	NA	69	NA	77	NA					
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA									
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA				NA			NA			NA									
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA									
STUDENTS WITH DISABILITIES	100	Y	99	Y		NA		NA			NA				NA			NA			NA									

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward EMBASSY CREEK ELEMENTARY SCHOOL 3191																	
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 443 Math: 443			2006-2007 School Grade <sup>1</sup> : A			Did the School make Adequate Yearly Progress? YES											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL <sup>4</sup>	100	Y	100	Y	89	Y	91	Y			Y				NA	11	10	NA	7	9	NA	83	NA	78	NA					
WHITE	100	Y	100	Y	89	Y	93	Y			Y				NA	9	9	NA	6	7	NA	84	NA	80	NA					
BLACK		NA		NA		NA		NA			NA				NA			NA			NA									
HISPANIC	100	Y	100	Y	82	Y	87	Y			NA				NA	19	18	NA	8	13	NA	77	NA	73	NA					
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA									
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA				NA			NA			NA									
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA									
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA									

## SCHOOL GRADE DATA

Broward School District EMBASSY CREEK ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	98%	72%	356	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	83%	79%			162	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	83% (YES)	78% (YES)			161	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					679	
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 EMBASSY CREEK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	92%	96%	66%	345	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	77%			151	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	66% (YES)	77% (YES)			143	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					639	
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 EMBASSY CREEK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	93%	100%	68%	354	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%	70%			146	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	72% (YES)	80% (YES)			152	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					652	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested