

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: SAWGRASS ELEMENTARY SCHOOL**

**District Name: Broward**

**Principal: Charles Radkowski**

**SAC Chair: Marlen Veliz**

**Superintendent: Mr. James Notter**

**Date of School Board Approval: 12/01/09**

**Last Modified on: 08-31-2009**

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

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## VISION and MISSION STATEMENTS

Vision: By 2014, all students will be at grade level.

Mission: Make a significant difference in the lives of our students by instilling a lifelong love of learning and creating a challenging and stimulating environment, sensitive to the needs of students as demonstrated by all students achieving learning gains.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

"A" school for eight years.  
Golden School Award Winner  
5 Star Award Recipient

#### Unique School Strengths for Next Year

Made significant learning gains in both reading and math.  
Sub-groups not previously making AYP now made Safe Harbor.  
Reading: White, Black, Hispanic, Free/Reduced made AYP.  
Math: White, Black (Safe Harbor), Hispanic, Free/Reduced, SWD (Safe Harbor), made AYP.

#### Unique School Weaknesses for Next Year

SWD did not make AYP for reading.

#### Student Demographics

Female 46%, Male 54%, White 39%, Black 21%, Hispanic 30%, Asian 4%, Multi 5%, Free/Reduced 36%, ELL 14%, ESE 17%

#### Student Attendance Rates

94%

#### Student Mobility

18%

#### Student Suspension Rates

Internal 0.5%  
External 0.1%

#### Student Retention Rates

4%

#### Class Size

PK-3 16.30  
4-5 20.06

#### Academic Performance of Feeder Pattern

N/A

#### Partnerships and Grants

These partnerships have been established to assist with student incentives and academic celebrations.  
JCC, Quarterdeck, E-Shirts Direct, Papa Johns Pizza, McDonalds, Great Florida Bank, IKEA

### 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	Charles Radkowski	BS, MS, Specialist/ Elementary Education, ESOL, School Principal, Gifted Endorsement	4.5	10	"A" School for 4.5 years
Assis Principal	Janice Girling	BS, MS/ Elementary Education, ESOL	1	1	"A" School for 1 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	Marlen Veliz	BS/Elementary Education, ESE, ESOL, Reading Endorsement	13	4	"A" School for 8 years
Autism	Carrietta Gaudio	BS, MS/	2	2	"A" School for 2 years

\* *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)
First year teachers assigned a NESS coach	N/A	N/A	There are not any first year teachers.
All new teachers to Sawgrass Elementary receive orientation prior to the start of the school year.	Marlen Veliz	8/21/2009	
Teachers new to a grade level are assigned a mentor to help them transition.	Marlen Veliz	Ongoing	
Comprehensive professional development opportunities provided throughout the school year.	Marlen Veliz	Ongoing	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Matthew Halse	Elem. Ed K-6, Ed Leadership (all levels)	5th grade	Staff Development is offered on campus and through the district.
Lisa Smolich	Elem. Ed 1-6, Primary Ed K-3	Kindergarten	Staff Development is offered on campus and through the district.

Christopher Jarvis	Elem. Ed. K-6	5th grade	Staff Development is offered on campus and through the district.
Diane Amoroso	Elem. Ed K-6	4th grade	Staff Development is offered on campus and through the district.
Jessica Moraes	Primary Ed Age 3- grade 3	2nd grade	Staff Development is offered on campus and through the district.
Marie Pelkofsky	Reading K-12, Elem. Ed K-6, ESE K-12	Varying Exceptionalities	Staff Development is offered on campus and through the district.
Monique Kassner	ESE K-12	Autistic Cluster	Staff Development is offered on campus and through the district.

### 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
63	0	59	36	15	35	92	14	3	79

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Donna Witt	Regina Castellanos	SWD did not meet AYP. Experienced Teacher-worked with ESE Students in the past	Weekly team meetings, Shadowing, Modeling, Coaching, Common Planning, Sharing Best Practices
Dawn Andersen	Marie Pelkofsky	SWD did not meet AYP. New grade level assignment, Experienced Teacher-worked with ESE students in the past	Weekly team meetings, Shadowing, Modeling, Coaching, Common Planning, Sharing Best Practices
Darlene DeRusha	Kristen Dorman	New grade level assignment, Experienced Teacher, Grade Chair	Weekly team meetings, Shadowing, Modeling, Coaching, Common Planning, Sharing Best Practices
Darlene DeRusha	Diane Amoroso	New grade level & Supported classroom teacher, Experienced Teacher-worked with ESE students in the past, Grade Chair	Weekly team meetings, Shadowing, Modeling, Coaching, Common Planning, Sharing Best Practices
Darlene DeRusha	Gia Dreiss	New grade level assignment, Experienced Teacher, Grade Chair	Weekly team meetings, Shadowing, Modeling, Coaching, Common Planning, Sharing Best Practices
Sabrina Urso	Michelle Amento	New grade level assignment, Experienced Teacher-worked with ESE students in the past, Grade Chair	Weekly team meetings, Shadowing, Modeling, Coaching, Common Planning, Sharing Best Practices
Sabrina Urso	Nan Franzese	New grade level assignment, Experienced Teacher-worked with Gifted in the past, Grade Chair	Weekly team meetings, Shadowing, Modeling, Coaching, Common Planning, Sharing Best Practices
Doreen Mucci	Patricia Romano	New grade level assignment, Experienced Teacher, Grade Chair	Weekly team meetings, Shadowing, Modeling, Coaching, Common Planning, Sharing Best Practices
		New grade	Weekly team meetings,

Doreen Mucci	Kimberly Lorenzo	level assignment, Experienced Teacher, Grade Chair	Shadowing, Modeling, Coaching, Common Planning, Sharing Best Practices
Doreen Mucci	Michelle Brown	New grade level assignment, Experienced Teacher, Grade Chair	Weekly team meetings, Shadowing, Modeling, Coaching, Common Planning, Sharing Best Practices
Carrietta Gaudio	Monique Kassner	Autism Coach	Weekly team meetings, Shadowing, Modeling, Coaching, Common Planning, Sharing Best Practices
Janice Girling	David Manset	District Math Trainer	Weekly meetings, shadowing, modeling, coaching, sharing best practices
Marlen Veliz	Matthew Halse	Reading Coach	Weekly meetings, shadowing, modeling, coaching, sharing best practices
Monique Lynch	Lucilla Farinelli	New to Sawgrass, Experienced Teacher	Weekly meetings, shadowing, modeling, coaching, sharing best practices, Common Planning
Desiree Williams	Ashley Kager	New to Sawgrass, Experienced Teacher	Weekly meetings, shadowing, modeling, coaching, sharing best practices, Common Planning
Doreen Mucci	Carolyn Bosworth	New to Sawgrass, Experienced Teacher	Weekly meetings, shadowing, modeling, coaching, sharing best practices, Common Planning

## 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)

N/A

Violence Prevention Programs

Gang Resistance And Drug Education (GRADE) & Stranger Danger

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.

Janice Girling, AP  
Marlen Veliz, Reading Resource Specialist  
Leslie Atelus, Guidance Counselor  
Lisa Cunningham, ESE Specialist  
Michael Demestichas, School Psychologist  
Shawn Howell, Social Worker

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

Meet weekly to provide/modify interventions and guidance on assessment results and student achievement progress.

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

Interventions for struggling students are written into the SIP.

**RtI Implementation**

Describe the data management system used to summarize tiered data.

Pre/Post Assessment, periodic assessments with Mini BATs, informal and formal observations.

Describe the plan to train staff on RtI.

Staff Development will take place during preplanning week.

**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 in grades 3-5 include a growth from 80% to 83% high standards in reading and 76% to 84% in math, learning gains from 67% to 76% in reading and 62% to 80% in math. Weaknesses include AYP Subgroups, SWD and Black students in both reading and math.

**Instructional Calendar Development**

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

Leadership team meets over the summer to determine strengths and weaknesses by benchmark for each of the subject

areas. IFC is then developed ensuring remediation for weak benchmarks and review or enrichment of strong benchmarks.

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

Reading: Main Idea & Author's Purpose  
Math: Algebraic Thinking & Number Sense  
Science: Processes that Shape the Earth & Scientific Process  
Writing: Narrative

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

Uninterrupted 90 minute reading block & triple dose pull-out remediation

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

Staff development will be provided on integrated curriculum. Cross curriculum centers will be provided to students using differentiated Instruction.

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?

Team meetings are devoted to instructional planning and sharing of best practices.

How are instructional focus lessons developed and delivered?

Teachers use BEEP lessons provided by the district and supplement with double dose as needed with identified students.

How will instructional focus lessons be revised and monitored?

IFCs are revised in September and December based on BAT results.

## 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.

- Benchmark Assessment Tests
- Mini-BATS
- Inventory tests
- End of chapter tests
- End of selection tests
- Teacher-made tests

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

Results will be used to modify differentiated instruction for those students that do not show mastery in a given area.

### Maintenance

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

Data chats will be held with administration and support staff to review recent data and modify instruction to address needs.

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.

Data Chats are conducted three times a year to review data and provide support. Monthly faculty meetings are devoted to instructional focus. Grade level meetings are devoted to Mini BAT data review and sharing of best practices. Staff Development is provided based on the needs of students as demonstrated by BAT data.

### 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.

Leadership Team and Principal will meet monthly to assess current processes and suggest modifications.  
Leadership Team members will meet with the Principal for grade-level data chats to review current trends and needs, and develop an instructional focus for all students.  
Classroom Walkthroughs will be conducted daily and results will be shared with teams.  
Team Leaders will meet regularly with their teams to share best practices with regards to instructional focus.

## ACT

### Supplemental and Intensive Instruction/Interventions

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

Core: BEEP lessons provided by the district.  
Supplemental: Research based intervention programs- double dose  
Intensive: Triple dose, FCAT Camp, Suspended curriculum  
Interventions: Technology, Skill Based

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

Double dose in classroom  
Triple dose pull-out  
Skill Based flexible grouping  
Enrichment & Remediation

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

FCAT data  
BAT data  
Teacher Survey  
Needs Assessment  
Professional Learning Communities

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

Lowest 30th percentile students  
ELL  
SWD  
Students on a PMP

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

BAT, Mini BAT assessments, formal and informal assessments, periodic data chats, child study

### Enrichment

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

MATS program  
Gifted/High Achieving classes  
Project-based learning  
Supplemental instructional materials

Describe how students are identified for enrichment strategies.

Gifted testing  
 FCAT/SAT scores  
 STAR/IRL data

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Grade Level	Grade Chair	Bimonthly	Thursdays 2:15-3:00	Data Analysis, Lessons Learned, Share Best Practices to meet AYP
Focus Groups reading, writing, math, science	Focus Group Chair	Monthly	Thursdays 2:15-3:00	Interventions, Data Analysis, Vertical Teaming to meet AYP
Technology	Karen Kalarchian	Monthly	Tuesdays 2:15-3:00	Various programs and databases to meet AYP
Reading Tools of the Trade	Marlen Veliz	Monthly	Tuesdays 2:15-3:00	Reading Strategies to meet AYP
ESE Strategies	Carrietta Gaudio & Lisa Cunningham	Monthly	Tuesdays 2:15-3:00	ESE Strategies to meet AYP

### 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

Kindergarten Round-Up for families at the end of the previous school year to acquaint them to the physical layout of campus and discuss expectations.  
 Kindergarten Orientation offered prior to the start of school to familiarize families with the school and expectations for the coming year.

### Postsecondary Transition

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	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?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 83% of students scored level 3 or above on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 86% of students will score level 3 or above on the 2010 administration of the FCAT Reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	K will implement the new FAIR assessments to monitor student progress.	Charles Radkowski, Janice Girling, Marlen Veliz	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	FAIR Assessments
2	Include higher-order questions in lesson plans for explicit and systematic instruction.	Charles Radkowski, Janice Girling, Marlen Veliz	IFC's, monitor implementation through classroom walkthrough.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
3	Students classified as SWD & ELL will receive additional support including, but not limited to, the use of Compass Learning and high yield strategies.	Charles Radkowski, Janice Girling, Marlen Veliz, Carrietta Gaudio, Lisa Cunningham	Monitor implementation through Classroom Walkthrough, Formal and Informal Assessments	Classroom Walkthrough Data, Formal and Informal assessment

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 65% of students in the lowest 25% made learning gains in reading.		In grades 3-5, 68% of students in the lowest 25% will make learning gains in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the lowest 25% will be taught using interventions from the Struggling Readers Chart.	Charles Radkowski, Janice Girling, Marlen Veliz	Learning gains will be monitored by CWT and various assessment data.	BAT, Mini BAT, weekly tests
2	Double and Triple dose including, but not limited to, the use of Compass Learning Odyssey and high yield strategies.	Charles Radkowski, Janice Girling, Marlen Veliz	Learning gains will be monitored through data chats and child study.	Compass usage reports
3	Differentiated instruction for main idea and author's purpose, including small groups, to promote and enrich reading development.	Charles Radkowski, Janice Girling, Marlen Veliz	Learning gains will be monitored through lesson plans and CWT.	CWT data, Formal and Informal assessments
4	FCAT Camps will be offered to the lowest 30 or 40%	Charles Radkowski, Janice Girling, Marlen Veliz	Learning gains will be monitored through assessments.	DAR
5	AYP subgroups including but not limited to black, SWD and F/R will receive double and triple dose remediation	Charles Radkowski, Janice Girling, Marlen Veliz, & Grade Chairs	Double dose in classroom. Triple dose in classroom or pull-out	BAT & Mini BATs

**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, 86% of students will score level 3 or above on the 2010 administration of the FCAT Reading Test	Reading Strategies & Content Limits	Marlen Veliz	8/20/2009	Teachers will implement strategies learned. Observed during CWT.	Charles Radkowski, Janice Girling, Marlen Veliz
In grades 3-5, 68% of students in the lowest 25% will make learning gains in reading.	Remediation tools and assessments	Marlen Veliz	9/8, 10/27, 11/24, 12/15, 1/26, 2/23, 3/23, 5/4	Teachers will implement strategies learned. Observed during CWT. Informal and formal assessments will determine effectiveness.	Charles Radkowski, Janice Girling, Marlen Veliz

**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
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp	Accountability	\$1,200.00
<b>Total: \$1,200.00</b>		
<b>Final Total: \$1,200.00</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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In grades 3-5, 84% of students scored level 3 or above on the 2009 administration of the FCAT Mathematics Test.		In grades 3-5, 87% of students will score level 3 or above on the 2010 administration of the FCAT Mathematics Test.	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	Students will receive integrated math instruction to increase problem-solving skills in all strands to assist in short and extended response questions.	Charles Radkowski, Janice Girling	Classroom Walkthroughs will be conducted, Data Chats, various assessments.	CWT data, BAT, Mini BATs
2	Differentiated Instruction for AYP Sub-Groups, through math ability groups.	Charles Radkowski, Janice Girling & Grade Chairs	Classroom Walkthroughs will be conducted, Data Chats, various assessments.	CWT data, BAT, Mini BATs
3	Increased use of manipulatives, moving students from concrete to abstract using real-world problem solving strategies.	Charles Radkowski, Janice Girling & Grade Chairs	Classroom Walkthroughs will be conducted, Data Chats, various assessments.	CWT data, BAT, Mini BATs
4	Students will use Math Blitz for spiraling curriculum to remediate and reinforce learned skills.	Charles Radkowski, Janice Girling	Data Chats, various assessments.	BAT, Mini BATs
5	Flexible Skill based groups for remediation and enrichment.	Charles Radkowski, Janice Girling	Classroom Walkthroughs will be conducted, Data Chats, various assessments.	CWT data, BAT, Mini BATs

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 77% of students demonstrated learning gains in the lowest quartile.		In grades 3-5, 80% of students will demonstrate learning gains in the lowest quartile.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will utilize Compass Odyssey	Charles Radkowski, Janice Girling and Grade Chairs	Usage reports will be discussed during data chats.	Compass reports
2	FCAT Camps	Charles Radkowski, Janice Girling,	Students will increase understanding of weak benchmarks .	Weekly assessments
3	AYP subgroups including but not limited to black, SWD , ELL and F/R will receive double and triple dose remediation	Charles Radkowski, Janice Girling, and Grade Chairs	Identified students of need will receive second dose in the classroom and triple dose in pull-out.	BAT & Mini BAT data
4	Data Chats will include all stakeholders and address all sub-groups.	Charles Radkowski, Janice Girling	Collection of on-going data.	Formal & Informal assessment

**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, 87% of students will score level 3 or above on the 2010 administration of the FCAT Mathematics Test.	New standards & Content Limits	Janice Girling & Math Focus Group Chairperson	10/23/2009	CWT, Data Chats, BAT, Mini BATs, Document in daily lesson plans.	Charles Radkowski, Janice Girling
In grades 3-5, 87% of students will score level 3 or above on the 2010 administration of the FCAT Mathematics Test.	Differentiated Instruction for AYP sub-groups	Janice Girling & Math Focus Group Chairperson	10/23/2009	CWT, Data Chats, BAT, Mini BATs, Document in daily lesson plans.	Charles Radkowski, Janice Girling
In grades 3-5, 83% of students will demonstrate learning gains.	Hands on lessons, use of manipulatives	Janice Girling & Math Focus Group Chairperson	10/23/2009	CWT, Data Chats, BAT, Mini BATs, Document in daily lesson plans.	Charles Radkowski, Janice Girling

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
First In Math	Business Partners	\$3,200.00

<b>Total: \$3,200.00</b>		
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
FCAT Camp	Accountability	\$1,200.00
<b>Total: \$1,200.00</b>		
<b>Final Total: \$4,400.00</b>		

*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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grade 5, 53% of students scored level 3 or above on the 2009 administration of the FCAT Science Test.		In grade 5, 56% of students will score level 3 or above on the 2010 administration of the FCAT Science Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Reinforce the scientific process through hands-on experimentation	Charles Radkowski & Janice Girling, Grade Chairs	Share best practices, use science lab, data chats and CWT	CWT data
2	Increased use of word walls, journals, & charts.	Administration & Grade Chairs	Share best practices, data chats and CWT	CWT data
3	Science Blitz to remediate and reinforce benchmarks in a spiraling curriculum.	Charles Radkowski & Janice Girling, & Grade Chairs	Data chats and CWT	CWT Data, Mini BATs
4	Increased use of FCAT Explorer and Compass Odyssey	Charles Radkowski & Janice Girling, & Grade Chairs	Usage reports discussed during data chats.	Compass & FCAT Explorer reports
5	FCAT Camp	Charles Radkowski & Janice Girling	Remediate weak benchmarks	Various Assessments
6	Utilize BEEP, Science textbook, and kits	Charles Radkowski & Janice Girling	Formal and informal assessments, data chats and CWT, lab activities	Various assessments
7	Tuna Skills (secondary IFC) spiraled throughout the school year to remediate as needed.	Charles Radkowski & Janice Girling	Formal and informal assessment	Various assessments

**Professional Development Aligned with Objective:**

<b>Objective Addressed</b>	<b>Content/Topic</b>	<b>Facilitator</b>	<b>Target Date</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person Responsible for Monitoring</b>
In grade 5, 56% of students will score level 3 or above on the 2010 administration of the FCAT Science Test.	Science Standards/Content Limits	Science Teachers	3/2010	Classroom Walkthroughs, Lesson Plans and Mini BATs	Charles Radkowski & Janice Girling
In grade 5, 56% of students will score level 3 or above on the 2010 administration of the FCAT Science Test.	Vocabulary, Journals & Hands on Lessons/Science Kits	Science Teachers	3/2010	Classroom Walkthroughs, Lesson Plans and Mini BATs	Charles Radkowski & Janice Girling

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp	Accountability	\$1,200.00
<b>Total: \$1,200.00</b>		
<b>Final Total: \$1,200.00</b>		

*End of Science Goal*

## Writing Goal

**Needs Assessment:** Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 4, 88% of students scored level 4.0 or above on the 2009 administration of the FCAT Writing Test.		In grade 4, 90% of students will score level 4.0 or above on the 2009 administration of the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase Vocabulary Development	Charles Radkowski & Janice Girling, & Grade Chairs	Monthly Writing Prompts & Data Chats	Monthly Writing Prompts
2	Vertical Teaming to discuss and implement best practices and evaluation of prompts using rubric.	Charles Radkowski & Janice Girling, & Grade Chairs	Share best practices at monthly vertical team meetings.	Weekly Writing Prompts
3	FCAT Camps	Charles Radkowski & Janice Girling	Remediate weak traits	Writing Prompts
4	Buddy Writing	Grade Chairs	Pair students based on strengths and weaknesses	Writing Prompts
5	Using the 6 Traits to enhance/structure writing paper with teacher/student conferences	Grade Chairs	Monthly Writing Prompts & Data Chats	Writing Prompts
6	All sub-groups will receive small group instruction to meet individual needs.	Charles Radkowski & Janice Girling	Monthly Writing Prompts & Data Chats	Writing Prompts

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 4, 96% of students will score level 3.5 or above on the 2009 administration of the FCAT Writing Test.	6 Traits	Writing Teacher	12/4/2009	Teachers will implement strategies learned. CWT and writing prompts.	Administration & Grade Chairs
In grade 4, 96% of students will score level 3.5 or above on the 2009 administration of the FCAT	Rubric Scoring	Writing Teacher	12/4/2009	During Vertical team meetings teachers will score writing prompts	Administration & Grade Chairs

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp	Accountability	\$1,200.00
		<b>Total: \$1,200.00</b>
		<b>Final Total: \$1,200.00</b>

End of *Science* Goal

## Parent Involvement Goal

**Needs Assessment:** Based on information from School Grade and Adequate Yearly Progress Data:  
 Were parent involvement activities and strategies targeted to areas of academic need?  
 Based on information from surveys, evaluations, agendas, or sign-ins:  
 Was the percent of parent participation in school activities maintained or increased from the prior year?  
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
40% of parents attended one or more parent night.		45% of parents attend one or more parent night.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parent Link & advertisement	Charles Radkowski & Janice Girling	Administration will walkthrough meeting rooms to greet parents.	Sign-in Sheets
2	Provide food/dinner for families as an incentive.	Charles Radkowski & Janice Girling, & Marlen Veliz	Administration will assist in serving the food,	Workshop Evaluation
3	Provide incentives for students	Charles Radkowski & Janice Girling, & Marlen Veliz	Administration will assist in distributing incentives	Sign-in Sheets
4	New Idea Involving the Community: Family and community members will participate in a Go Green event to educate both community and students on the importance of helping the environment.	Charles Radkowski & Janice Girling, & Marlen Veliz	Information will be distributed through parent link, business partners, school marquis and website.	Sign-in Sheets

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
45% of parents attend one or more parent night.	Volunteers	Volunteer Coordinator	10/09	Volunteers will be assigned various tasks throughout the school year	Administration

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Food Donation	Business Partners	\$1,500.00
		<b>Total: \$1,500.00</b>
		<b>Final Total: \$1,500.00</b>

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
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	First In Math	Business Partners	\$3,200.00
			<b>Total: \$3,200.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camp	Accountability	\$1,200.00
Mathematics	FCAT Camp	Accountability	\$1,200.00
Writing	FCAT Camp	Accountability	\$1,200.00
Science	FCAT Camp	Accountability	\$1,200.00
Parental Involvement	Food Donation	Business Partners	\$1,500.00
			<b>Total: \$6,300.00</b>
			<b>Final Total: \$9,500.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

[Show 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
FCAT Camp	4750

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

SAC meets monthly to review school data, make revisions to the SIP, make team decisions & participate in school activities.

## SAC Members

### Members

1) Charles Radkowski, Principal

- 2) Marlen Veliz, SAC Chair
- 3) Matthew Halse, Teacher
- 4) Nan Franzese, Teacher
- 5) Elena Montoya, Business Member
- 6) Johanna Perez, Business Member
- 7) Jatniel Fernandez, Business Member
- 8) Sharon Schwartz, Business Member
- 9) Ann Richman, Business Member
- 10) Arnie Axelrod, Parent
- 11) Nadia Mustafa, Parent
- 12) Shirley Ryan, Parent
- 13) Charles Bryan, Parent
- 14) Jeff Davis, Parent
- 15) Natalie Alaburda, Parent
- 16) Yvette Alzamora, Parent
- 17) Susan Messing, Community Member
- 18) Shari Capraro, School Support Personnel
- 19) Karen Kalarchian, School Support Personnel
- 20) Wanda Mack, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward SAWGRASS ELEMENTARY SCHOOL 3401											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 458 Math: 458		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <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	2009	Y/N	2009	Y/N	2009
TOTAL <sup>4</sup>	100	Y	100	Y	78	Y	79	Y	91	Y				NA	27	22	NA	29	21	NA	81	NA	83	NA	
WHITE	100	Y	100	Y	85	Y	89	Y	88	Y				NA	14	15	NA	19	11	NA	86	NA	91	NA	
BLACK	100	Y	100	Y	67	Y	63	N	92	Y				NA	42	33	NA	47	37	Y	72	NA	74	NA	
HISPANIC	100	Y	100	Y	71	Y	74	Y	91	Y				NA	36	29	NA	32	26	NA	76	NA	76	NA	
ASIAN			NA				NA							NA											
AMERICAN INDIAN			NA				NA							NA											
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	65	Y	68	Y	91	Y				NA	47	35	NA	50	32	NA	72	NA	74	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA							NA						NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	50	N	58	N						NA	51	50	N	50	42	Y	62	N	72	NA	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward SAWGRASS ELEMENTARY SCHOOL 3401											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 442 Math: 442		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <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	2008	Y/N	2008	Y/N	2008
TOTAL <sup>4</sup>	100	Y	100	Y	73	Y	71	Y						NA	27	27	NA	24	29	NA	70	NA	71	NA	
WHITE	100	Y	100	Y	86	Y	81	Y						NA	16	14	NA	12	19	NA	82	NA	79	NA	
BLACK	100	Y	100	Y	58	Y	53	N						NA	44	42	NA	45	47	N	60	NA	52	N	
HISPANIC	100	Y	100	Y	64	Y	68	Y						NA	33	36	NA	30	32	NA	59	NA	71	NA	
ASIAN			NA				NA							NA											
AMERICAN INDIAN			NA				NA							NA											
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	53	N	50	N						NA	44	47	N	42	50	N	54	N	57	N	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA							NA						NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	49	N	50	N						NA	51	51	N	37	50	N	53	N	54	N	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward SAWGRASS ELEMENTARY SCHOOL 3401											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 446 Math: 446		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <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	2007	Y/N	2007	Y/N	2007
TOTAL <sup>4</sup>	99	Y	100	Y	73	Y	76	Y						NA	29	26	NA	20	24	NA	70	NA	72	NA	
WHITE	100	Y	100	Y	84	Y	88	Y						NA	29	13	NA	11	12	NA	78	NA	80	NA	
BLACK	99	Y	99	Y	56	Y	55	N						NA	31	45	NA	34	45	N	60	NA	55	N	
HISPANIC	99	Y	100	Y	67	Y	70	Y						NA	33	32	NA	25	30	NA	66	NA	73	NA	
ASIAN			NA				NA							NA											
AMERICAN INDIAN			NA				NA							NA											
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	56	Y	58	Y						NA	41	45	NA	32	42	NA	61	NA	63	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA							NA						NA					
STUDENTS WITH DISABILITIES	97	Y	99	Y	49	N	63	Y						NA						NA					

## SCHOOL GRADE DATA

Broward School District SAWGRASS ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	83%	84%	94%	53%	314
<b>% of Students Making Learning Gains</b>	76%	80%			156
<b>Writing and Science:</b> 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.					
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
<b>Adequate Progress of Lowest 25% in the School?</b>	65% (YES)	77% (YES)			142	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					612	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District SAWGRASS ELEMENTARY SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	80%	76%	89%	53%	298	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	67%	62%			129	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	52% (YES)	55% (YES)			107	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					534	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District SAWGRASS ELEMENTARY SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	80%	80%	88%	54%	302	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	66%	69%			135	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	59% (YES)	71% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					567	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested