

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: COCONUT PALM ELEMENTARY SCHOOL

District Name: Broward

Principal: Teresa Thelmas

SAC Chair: Marsha Wagner

Superintendent: Mr. James Notter

Date of School Board Approval: Pending

Last Modified on: 09-18-2009

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

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VISION and MISSION STATEMENTS

The vision of Coconut Palm Elementary is to ensure that all students show at least one year's growth through the support of all stakeholders.

The mission of Coconut Palm Elementary School and its stakeholders is to provide the highest quality education for every child in a positive, safe, and nurturing environment where diversity is appreciated.

Our vision and mission will be carried out with our beliefs as our beacon.

-Students learning is the chief priority for the school.

-All students can learn.

-Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.

-Each student is a valued individual with unique physical, social, cultural, emotional and intellectual needs.

-Teachers, administrators, parents and the community share the responsibility for advancing the school's mission and vision.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Coconut Palm Elementary is located in Miramar, Florida. Our school's population is currently at 983 Kindergarten-Fifth grade students. Population by grade level: K-137; 1st-161; 2nd-159; 3rd-165; 4th-190; 5th-171. Our ESE program includes varying exceptionalities serviced through the inclusion model for grades K-2. This includes the general education teachers being dual certified in Exceptional Student Education providing the services to our ESE population in their classrooms. Our ESE students in grades 3-5 are receiving services through an ESE certified teacher through a pull-out program. Our feeder schools are New Renaissance Middle School and Glades Middle School and Everglades High School.

Unique School Strengths for Next Year

- Recipient of Kites R' Us, Make it Pop, Putting it all Together, Science Rocks, What's the Main Idea, and City of Miramar grants
- Recipient of Partner of the Year Award with Florida Atlantic University
- 7 National Board Certified Teachers
- 13 Exceptional Student Education Certified Teachers
- All subgroups made AYP

Unique School Weaknesses for Next Year

- Reduced budget
- Loss of highly qualified teachers due to enrollment
- Drop in FTE
- High ESOL population
- Transient population
- Outdated Technology
- Inability to order enhanced curriculum
- Loss of support program

Student Demographics

12.8% White; 37.0% Black; 39.3% Hispanic; 7.6% Asian; .2% Native; 3.1% Multi-Racial; 10% LEP; 8.5% ESE; 33.1% Free/Reduced Lunch.

Student Attendance Rates

2007- 94.9%
 2008- 95.8%
 2009 - 95.2%

Student Mobility

2007- 20.7%
 2008- 14.8
 2009- 17%

Student Suspension Rates

2007 - .7%
 2008- 1.9%
 2009- .9%

Student Retention Rates

2007- 2.29
 2008- 2.16

Class Size

2007- K - 3 Average 18.05, 4 - 5 Average 18.78
 2008- K - 3 Average 17.69, 4 - 5 Average 18.9
 2009- K - 3 Average 17.68, 4 - 5 Average 20.57

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Partnerships:

- Publix
- Quiznos
- Nato Martial Arts
- Benihana
- AD and Associates
- Papa Johns Pizza
- Florida Atlantic University
- Sunshine After Care

Grants:

- Kites R' Us
- Make it Pop
- Putting it all Together
- Science Rocks
- What's the Main Idea
- Multiple City of Miramar grants

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	Terri Thelmas	<ul style="list-style-type: none"> • Master's Degree in Education • Certification in Educational Leadership 	4	15	08/09 – A, AYP met 07/08 – B, AYP met 06/07 – A, AYP met
	Donald	<ul style="list-style-type: none"> • Master's Degree in Counselor 			08/09 – A, AYP met 07/08 – B, AYP met

Assis Principal	Gardner	Education K-12 • Certification in Educational Leadership	6	6	06/07 – A, AYP met 05/06 – A, AYP met 04/05 – A, AYP met
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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 *
Elementary Education 1-6, Early Childhood	Jennifer Kinggard	Bachelor's Degree, Reading Endorsement	9	7	08/09 – A, AYP met 07/08 – B, AYP met 06/07 – A, AYP met 05/06 – A, AYP met 04/05 – A, AYP met

* 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	Jennifer Kinggard	On-going	
2. Morale Boosting Activities Administration	Administration	On-going	
3. Peer Assistance	Administration	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
59	0	27	51	22	36	100	2	12	81

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kelli Iaria	Alana Rocha	grade level change	modeling of grade level activities and/or common planning as needed to acclimate to Kindergarten curriculum
Lisa Goldman	Yovania Aguirre	grade level change	modeling of grade level activities and/or common planning as needed to acclimate to second grade curriculum
Star Rosario	Amanda Claussen	grade level change	modeling of grade level activities and/or common planning as needed to acclimate to fourth grade curriculum
Jacqueline Hardy	Diana Rodriguez	grade level change	modeling of grade level activities and/or common planning as needed to acclimate to fourth grade curriculum
Jennifer Kinggard	Kenya Goree	new to our school	modeling of grade level activities and/or common planning as needed to acclimate to first grade curriculum and school procedures
			modeling of grade level

Angela Guertin	Carolyn Benavente	grade level change	activities and/or common planning as needed to acclimate to fifth grade curriculum
Angela Guertin	Maria Bertran	grade level change	modeling of grade level activities and/or common planning as needed to acclimate to fifth grade curriculum
Angela Guertin	Colleen Cottam	grade level change	modeling of grade level activities and/or common planning as needed to acclimate to fifth grade curriculum
Angela Guertin	Marsha Wagner	grade level change	modeling of grade level activities and/or common planning as needed to acclimate to fifth grade curriculum

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)

Portion of salary for an Instructional Position

Violence Prevention Programs

SOAR program, Full-time SRO

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

Nurse for diabetic student

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Nicole Molnar – guidance counselor, Ilia Mateu – ESE Specialist, Linda Friedman – School Social Worker, Christine Collado-Acebal – School Psychologist, Jodi Hoover – Reading Support
They have been selected due to experience in curriculum and interventions.

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

The team follows the four-step problem solving process with scheduled monthly meetings or as needed meetings with the teachers.

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

The team makes recommendations for strategies and staff development that pertains to the Response to Intervention model.

RtI Implementation

Describe the data management system used to summarize tiered data.

When teachers present a concern about a student the RtI team ensures that teachers have verbalized concerns to parents via a conference before beginning the Collaborative Problem Solving process. Teachers then fill out an Academic or Behavioral Concerns Data sheet. Once a month the RtI team collects and review the forms. The team then meets with the teachers, who bring all applicable data, to discuss the concerns and provide strategies and interventions to address the concerns. The team will re-convene a month afterwards and review additional data. At that point, the team decides if the student will be monitored or evaluated. Students are placed on monitor for 2-3 months.

Describe the plan to train staff on RtI.

The RtI leadership team will introduce themselves at the beginning of the year and familiarize the staff on the new RtI methodology through inservice. We will also add RtI literature in our professional library to assist teachers with the understanding and implementation of RtI.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Some of the strengths identified in the 2009 data include: 4th grade writing – 95% proficiency, 3rd grade Math - 90% proficiency, 4th grade Math – 89% proficiency. The weak strands identified include: Reference and Research for the lowest 25%ile in 5th Grade Reading, Scientific Method, and Physical and Chemical for 5th Grade Science.

Instructional Calendar Development

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

The county has provided the instructional focus calendars, which is a countywide mandate.

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

All tested benchmarks will be covered before FCAT. Benchmarks will be targeted for reinforcement based upon BAT and Mini-BAT results.

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

Analysis of data will determine which students require tutorials vs. enrichment. Ongoing monitoring of student progress data with frequent classroom walk-throughs will be one of the most essential elements of this improvement model. After scheduled assessments, teachers will re-evaluate teaching strategies and resources needed at regularly scheduled data chats.

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 focus calendars will be followed with fidelity.

How are instructional focus lessons developed and delivered?

Lessons are developed by the School District through BEEP delivered by the established timeline.

How will instructional focus lessons be revised and monitored?

Administrators and the leadership team will conduct Classroom Walk-Throughs in order to monitor the implementation of instructional focus calendars, which include re-teaching for remediation areas, as well as through curriculum discussions during grade level meetings.

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.

- Monthly mini-benchmarks
- BAT
- IRI
- STAR
- FAIR
- End of unit assessments
- FCAT Explorer
- Riverdeep
- QBAT

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

Students who scored below the 50th percentile or a level 1 or 2 on the FCAT will be targeted for remediation through the differentiated instruction. Students who fail to show adequate improvement will be referred to the RtI Team for additional strategies. Students at scoring a level 3 or above on the FCAT will be identified as reaching mastery.

Maintenance

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

Regular assessment and maintenance of benchmark mastery has been built into the instructional focus calendars.

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.

When the September BAT results are received, they are analyzed by the teachers in order to create differentiated groups of instruction by strands to enhance strengths and develop areas of weaknesses for individual students. In addition, December BATs are administered and results are used to measure progress, compare with September's results, and evaluate academic growth of students.

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.

Data is shared through SAC when the results are received. Additionally, results are share with the leadership team to identify trends in achievement and ensure academic gains are being made. Individual classroom teachers met with administration to discuss results and make any needed adjustments to the instructional focus calendars. These teachers share the data with the parents during individual conferences.

ACT

Supplemental and Intensive Instruction/Interventions

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

Teachers are co-teaching in 3-4 while 5th grade is departmentalized. The leadership team analyzes data regularly and targets students to ensure they are making appropriate learning gains. All students are placed with highly qualified teachers that are trained in various research-based programs such as Differentiated Instruction, Wilson, Quick Reads, QAR, and Marzano's High Yield Strategies. Additionally, technology is utilized in every classroom using the wireless laptop carts assigned to each grade level. Students scoring level 1 on FCAT assessments are invited to attend FCAT tutorial camps held after school.

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

All teachers have been intensively trained on differentiated instruction.

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

FCAT Scores
Teacher feedback
Review of professional development records
Administration observation

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

Students scoring at a Level 1 or 2 on the FCAT and students who score below the 50th percentile on the SAT or NRT, and ESE and ELL students.

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

The classroom teacher will assess frequently and bring collected data to grade level data chat meetings held every six weeks with administration.

Enrichment

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

Project based instruction, student choice menus using various learning styles, technology programs such as Riverdeep and FCAT Explorer, cooperative learning projects, and creat educational plans

Describe how students are identified for enrichment strategies.

Assess students using Benchmarks, STAR, Treasures beginning of the year assessment, Nagliarie (NNAT), teacher recommendations, portfolios, and IQ tests.

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)
Reading Committee	Ruth DeMelo	Once a Month	First Wednesday of every month	Teaching to student's individual needs
Math Committee	Marsha Wagner	Once a Month	First Wednesday of every month	Differentiated Instruction
Science Committee	Madelyn Doval	Once a Month	First Wednesday of every month	Facilitate effective Science Instruction K-5
Writing Committee	Jodi Hoover	Once a Month	First Wednesday of every month	Formal Writing Program for K-5
Technology Committee	Leticia Llorens	Once a Month	First Wednesday of every month	Integrating Technology into the classroom
Gifted/High Achieving Teachers	Angela Guertin	Once a Month	Second Wednesday of every month	Challenging gifted/high achieving students

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

Coconut Palm Elementary School holds a Kindergarten Round-up once per year. Students and their parents are able to meet personnel, tour the school, register and learn about the Kindergarten curricular expectations. Using this method of introduction, allows us to facilitate a smooth transition from outside as well as in house early childhood programs to our Kindergarten program.

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?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All of the subgroups met AYP status. 58% of the lowest 25% made learning gains. 73% of the students made learning gains in Reading. 82% of students met high standards.		87% of students in grades 3-5 will score at level 3 or above on the FCAT reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grades 3 through 5 will use Riverdeep, BrainPop and Bookflix to increase their reading achievement, at least three times per week	1. Classroom Teacher 1. Administration	1. Weekly teacher monitoring and quarterly data chats	1. Automated end of unit assessment
2	Students in grades 3 through 5 will use Accelerated Reader in the classroom to increase students' comprehension skills.	2. Classroom Teacher 2. Administration	2. Weekly teacher monitoring and monthly school usage reports	2. Comprehension assessments for each book
3	Teachers will utilize instructional frameworks, such as Read Alouds, Shared Reading, Independent Reading, and Small group instruction to develop a comprehensive reading program.	3. Classroom Teacher 3. Administration	3. Daily interaction 3. Monthly Classroom walkthroughs	3. Teacher observation, lesson plans
4	Reading Resource materials will be available for teachers use in order to remediate or enrich students reading comprehension skills in grades third through fifth grade	4. Reading Coach	4. As needed by instruction staff based on student need	4. Teacher feedback
5	Weekly "Vocabulary Challenge" will be implemented on Morning Announcements to improve vocabulary for the entire school.	5. Media Specialist	5. Weekly drawings of sentences turned in by students	5. Writing Standards appropriate for each grade level
6	Students in grades 3-5 will complete at least one book report/project quarterly to promote reading in all areas.	6. Classroom Teacher	6. Weekly collection	6. Completion according to rubric
7	Teachers will implement a 10 minute daily instructional focus.	7. Classroom Teacher	7. Quarterly assessment	7. Grade-level designated assessments
8	Students in grades 3-5 will use the District Approved Open Court/Trophies Reading series to increase	8. Classroom Teacher	8. Daily 90 minute Reading block	8. Unit and Chapter tests

critical thinking skills in reading thematic units.			
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All of the subgroups met AYP status. 58% of the lowest 25% made learning gains. 73% of the students made learning gains in Reading. 82% of students met high standards.		At least 63% of the lowest 25th percentile of Fourth, Fifth, and retained third graders will demonstrate annual learning gains on FCAT Reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grades 3-5 who scored level 1 or 2 on the FCAT will receive 30 minutes of additional differentiated reading instruction	1. Classroom Teacher, Available Support Staff, Reading Coach	1. Quarterly assessments	1. DAR, STAR, IRI, reading series' unit and chapter assessments, mini-BATS, BATS
2	Students in grades 3 through 5 will use Riverdeep, BrainPop and Bookflix to increase their reading achievement, at least three times per week	2. Classroom Teacher 2. Administration	2. Weekly teacher monitoring and quarterly data chats	2. Automated end of unit assessment
3	Teachers will utilize instructional frameworks, such as Read Alouds, Shared Reading, Independent Reading, and Small group instruction to develop a comprehensive reading program.	3. Classroom Teacher 3. Administration	3. Daily interaction 3. Monthly classroom walkthroughs	3. Teacher observation, lesson plans
4	Reading Resource materials will be available for teachers use in order to remediate or enrich students reading comprehension skills in grades third through fifth grade	4. Reading Coach	4. As needed by instruction staff based on student need	4. Teacher feedback
5	Weekly "Vocabulary Challenge" will be implemented on Morning Announcements to improve vocabulary for the entire school.	5. Media Specialist	5. Weekly drawings of sentences turned in by students	5. Writing Standards appropriate for each grade level
6	Students in grades 3-5 will complete at least one book report/project quarterly to promote reading in all areas.	6. Classroom Teacher	6. Weekly collection	6. Completion according to rubric
7	Teachers will implement a 10 minute daily instructional focus.	7. Classroom Teacher	7. Quarterly assessment	7. Grade-level designated assessments
8	Students in grades 3-5 will use the District Approved Open Court/Trophies Reading series to increase critical thinking skills in reading thematic units.	8. Classroom Teacher	8. Daily 90 minute Reading block	8. Unit and Chapter tests
9	Students in grades 3 through 5 will use Accelerated Reader in the classroom to increase students' comprehension skills.	9. Classroom Teacher 9. Administration	9. Weekly teacher monitoring and monthly school usage reports	9. Comprehension assessments for each book
10	Students with PMP's (ESE, LEP. Below 25%) and/or struggling readers will be encouraged to attend reading for 1 hour for 9 weeks in small tutorial groups covering FCAT reading strands	10. Reading Coach	10. Conclusion of camp	10. End of program evaluation
11	Students in grades 3-5 will use FCAT Test Maker to practice FCAT reading	11. Classroom Teacher 11. Administration	11. Weekly teacher monitoring and quarterly data chats	11. Automated individualized assessment

strands through individualized programs

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All of the subgroups met AYP status. 58% of the lowest 25% made learning gains. 73% of the students made learning gains in Reading. 82% of students met high standards.		At least 74% of Economically Disadvantaged Students will score Level 3 or above on the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize instructional frameworks, such as Read Alouds, Shared Reading, Independent Reading, and Small group instruction to develop a comprehensive reading program.	1. Classroom Teacher 1. Administration	1. Daily interaction 1. Monthly classroom walkthroughs	1. Teacher observation, lesson plans
2	Reading Resource materials will be available for teachers use in order to remediate or enrich students reading comprehension skills in grades third through fifth grade	2. Reading Coach	2. As needed by instruction staff based on student need	2. Teacher feedback
3	Weekly "Vocabulary Challenge" will be implemented on Morning Announcements to improve vocabulary for the entire school.	3. Media Specialist	3. Weekly drawings of sentences turned in by students	3. Writing Standards appropriate for each grade level
4	Students in grades 3-5 will complete at least one book report/project quarterly to promote reading in all areas.	4. Classroom Teacher	4. Weekly collection	4. Completion according to rubric
5	Teachers will implement a 10 minute daily instructional focus.	5. Classroom Teacher	5. Quarterly assessment	5. Grade-level designated assessments
6	Students in grades 3-5 will use the District Approved Open Court/Trophies Reading series to increase critical thinking skills in reading thematic units.	6. Classroom Teacher	6. Daily 90 minute Reading block	6. Unit and Chapter tests
7	Students in grades 3-5 who scored level 1 or 2 on the FCAT, will receive 30 minutes of additional differentiated reading instruction	7. Classroom Teacher, Available Support Staff, Reading Coach	7. Quarterly assessments	7. DAR, STAR, IRI, reading series' unit and chapter assessments, mini-BATS, BATS
8	ESE students will utilize Road to the Code materials to increase phonemic awareness	8. Classroom Teacher	8. Daily 90 minute Reading block	8. Teacher Observations
9	Students in grades 3 through 5 will use Accelerated Reader in the classroom to increase students' comprehension skills.	9. Classroom Teacher 2. Administration	9. Weekly teacher monitoring and monthly school usage reports	Comprehension assessments for each book
10	Students in grades 3 through 5 will use Riverdeep, BrainPop and Bookflix to increase their reading achievement, at least three times per week	10. Classroom Teacher 10. Administration	10. Weekly teacher monitoring and quarterly data chats	10. Automated end of unit assessment
11	Students with PMP's (ESE, LEP. Below 25%) and/or struggling readers will be encouraged to attend reading for 1 hour for 9 weeks in small tutorial	11. Reading Coach	11. Conclusion of camp	11. End of program evaluation

	groups covering FCAT reading strands			
12	Students in grades 3-5 will use FCAT Test Maker to practice FCAT reading strands through individualized programs	12. Classroom Teacher 12. Administration	12. Weekly teacher monitoring and quarterly data chats	12. Automated individualized assessment

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In First Grade, 73% of females and 94% of males met proficiency. In Second Grade, 87% of females met proficiency and 82% of males scored in the 58%ile.		85% of Students in grades 1-2 will score in the 30th percentile or above on the SAT 10 Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grades 1 through 2 will use . Riverdeep, BrainPop Jr. and Bookflix to increase their reading achievement, at least three times per week	1. Classroom Teacher	1. Weekly teacher monitoring	1. Automated end of unit assessment
2	Students in grades 1 through 2 will use Accelerated Reader in the classroom to increase students' comprehension skills.	2. Classroom Teacher 2. Administration	2. Weekly teacher monitoring and monthly school usage reports	2. Comprehension assessments for each book
3	Students in grades 1-2 who scored below the 50th percentile on the SAT Assessment will receive 45 minutes of additional instruction in reading three times weekly through support.	3. Reading Coach	3. Quarterly assessments	3. DAR
4	Teachers will utilize instructional frameworks, such as Read Alouds, Shared Reading, Independent Reading, and Small group instruction to develop a comprehensive reading program.	4. Classroom Teacher	4. Daily interaction	4. Teacher observation
5	Reading Resource materials will be available for teachers use in order to remediate or enrich students' reading comprehension skills in grades Kindergarten through second grade	5. Reading Coach	5. As needed by instruction staff based on student need	5. Teacher feedback
6	Weekly "Vocabulary Challenge" will be implemented on Morning Announcements to improve vocabulary for the entire school.	6. Media Specialist	6. Weekly drawings of sentences turned in by students	6. Writing Standards appropriate for each grade level
7	Students in grades 1-2 will complete at least one book report/project quarterly to promote reading in all areas.	7. Classroom Teacher	7. Weekly collection	7. Completion according to rubric
8	Teachers will implement a 10 minute daily instructional focus.	8. Classroom Teacher	8. Quarterly assessment	8. Grade-level designated assessments
9	Students will in grades K-2 will use the District Approved Treasures Reading series to increase critical thinking skills in differentiated reading thematic units.	9. Classroom Teacher	9. Daily 90 minute Reading block	9. Unit and Chapter tests
10	Students in Kindergarten and First grade will utilize Road to the Code materials to increase phonemic awareness	10. Classroom Teacher	10. Daily 90 minute Reading block	10. Teacher Observations

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
87% of students in grades 3-5 will score at level 3 or above on the FCAT reading Test, At least 63% of the lowest 25th percentile of Fourth, Fifth, and retained third graders will demonstrate annual learning gains on FCAT Reading Test , At least 74% of Economically Disadvantaged Students will score Level 3 or above on the FCAT Reading Test, 85% of Students in grades 1-2 will score in the 30th percentile or above on the SAT 10 Reading Test.	Teaching to student's individual needs in Reading through Learning Communitis	Ruth DeMelo	ongoing	monthly learning community meetings	Administration

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
Small tutorial groups covering FCAT reading strands	Accountability	\$2,500.00
		Total: \$2,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader/STAR	Accountability	\$6,000.00
BrainPop and BrainPop Jr.	Accountability	\$1,000.00
Book Flix	Accountability	\$1,000.00
FCAT Test Maker	Accountability	\$2,500.00
		Total: \$10,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
		Final Total: \$13,000.00

End of Reading Goal

Mathematics Goal

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All subgroups met AYP status. 56% of the lowest 25% made adequate progress. 62% of the students made learning gains. 79% of students met high standards		84% of students in grades 3-5 will score at level 3 or above on 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 be exposed and become proficient in a print rich environment which includes FCAT math vocabulary and key words during daily instruction	1. Classroom Teacher	1. Weekly review	1. Teacher observation
2	Students will receive instruction in Calendar Math on a daily basis.	2. Classroom Teacher	2. Daily review	2. Teacher observation
3	Students will receive instruction including, but not limited to using base ten materials, geometric solids, versatiles, and other math manipulatives	3. Classroom Teacher	3. Weekly review	3. Teacher observation, Harcourt Math Series chapter assessments
4	Students will receive instruction on FCAT mathematics practice strands on the computer with Riverdeep, STAR Math and FCAT Explorer Program.	4. Classroom Teacher	4. Weekly teacher monitoring	4. Automated end of unit assessment
5	Students will complete a minimum of one math application word problem as part of the daily opener activity and use the FCAT overheads daily.	5. Classroom Teacher	5. Daily review	5. Teacher observation
6	Students in grades 3-5 will be instructed in "Hands on Algebra".	6. Classroom Teacher	6. Per instructional focus calendar	6. Algebraic thinking benchmarks
7	Teacher will implement a 10 minute daily instructional focus lesson	7. Classroom Teacher	7. Quarterly assessment	7. Grade-level designated assessments
8	Students in grades 3-5 will use FCAT Test Maker to practice FCAT reading strands through individualized programs	8. Classroom Teacher 8. Administration	8. Weekly teacher monitoring and quarterly data chats	8. Automated individualized assessment

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All subgroups met AYP status. 56% of the lowest 25% made adequate progress. 62% of the students made learning gains. 79% of students met high standards		75% of the lowest 25th percentile of Fourth, Fifth, and retained third graders will demonstrate annual learning gains on the 2009 FCAT Math Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be exposed and become proficient in a print rich environment which includes FCAT math vocabulary and key words during daily instruction	1. Classroom Teacher	1. Weekly review	1. Teacher observation
2	Students will receive instruction in Calendar Math on a daily basis.	2. Classroom Teacher	2. Daily review	2. Teacher observation
3	Students will receive instruction including, but not limited to using base ten materials, geometric solids, versatiles, and other math manipulatives	3. Classroom Teacher	3. Weekly review	3. Teacher observation, Harcourt Math Series chapter assessments

4	Students will receive instruction on FCAT mathematics practice strands on the computer with Riverdeep, STAR Math and FCAT Explorer Program.	4. Classroom Teacher	4. Weekly teacher monitoring	4. Automated end of unit assessment
5	Students will complete a minimum of one math application word problem as part of the daily opener activity and use the FCAT overheads daily.	5. Classroom Teacher	5. Daily review	5. Teacher observation
6	Students in grades 3-5 will be instructed in "Hands on Algebra".	6. Classroom Teacher	6. Per instructional focus calendar	6. Algebraic thinking benchmarks

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All subgroups met AYP status. 56% of the lowest 25% made adequate progress. 62% of the students made learning gains. 79% of students met high standards		75% of Economically Disadvantaged Students will score Level 3 or above on the 2009 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be exposed and become proficient in a print rich environment which includes FCAT math vocabulary and key words during daily instruction.	1. Classroom Teacher	1. Weekly review	1. Teacher observation
2	Students will receive instruction in Calendar Math on a daily basis.	2. Classroom Teacher	2. Daily review	2. Teacher observation
3	Students will receive instruction including, but not limited to using base ten materials, geometric solids, versatiles, and other math manipulatives.	3. Classroom Teacher	3. Weekly review	3. Teacher observation, Harcourt Math Series chapter assessments
4	Students will receive instruction on FCAT mathematics practice strands on the computer with Riverdeep, STAR Math and FCAT Explorer Program.	4. Classroom Teacher	4. Weekly teacher monitoring	4. Automated end of unit assessment
5	Students will complete a minimum of one math application word problem as part of the daily opener activity and use the FCAT overheads daily.	5. Classroom Teacher	5. Daily review	5. Teacher observation
6	Students in grades 3-5 will be instructed in "Hands on Algebra".	6. Classroom Teacher	6. Per instructional focus calendar	6. Algebraic thinking benchmarks
7	Teacher will implement a 10 minute daily instructional focus lesson.	7. Classroom Teacher	7. Quarterly assessment	7. Grade-level designated assessments
8	Students in grades 3-5 will use FCAT Test Maker to practice FCAT reading strands through individualized programs.	8. Classroom Teacher 8. Administration	8. Weekly teacher monitoring and quarterly data chats	8. Automated individualized assessment

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students in grades 1-2 scored a 73% average on the QBAT.		Students in grades 1-2 will score a 74% average on the QBAT.		
	Person Responsible	Process Used to		

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive instruction on mathematics practice strands on the computer with Riverdeep and STAR Math.	1. Classroom Teacher	1. Weekly review	1. Teacher observation, Harcourt Math Series chapter assessments
2	Students will complete a minimum of one math application word problem as part of the daily opener activity and use the FCAT overheads daily.	2. Classroom Teacher	2. Daily review	2. Teacher observation
3	Teacher will implement a 10 minute daily instructional focus lesson.	3. Classroom Teacher	3. Quarterly assessment	3. Grade-level designated assessments
4	Students will receive instruction in Calendar Math on a daily basis.	4. Classroom Teacher	4. Daily review	4. Teacher observation

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
84% of students in grades 3-5 will score at level 3 or above on the FCAT mathematics test; 75% of the lowest 25th percentile of Fourth, Fifth, and retained third graders will demonstrate annual learning gains on the 2009 FCAT Math Test; 75% of Economically Disadvantaged Students will score Level 3 or above on the 2009 FCAT Math Test; 85% of Students in grades 1-2 will score in the 30th percentile or above on the SAT 10 Reading Test.	Differentiated Instruction in Mathematics through learning communities	Marsha Wagner	on going	monthly learning community meetings	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
STAR Math	Accountability	\$1,000.00
FCAT Test Maker	Accountability	\$2,500.00
		Total: \$3,500.00
Technology		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
		Final Total: \$3,500.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In 2007, 40% of our fifth grade students scored at or above level 3 on the FCAT Science test. In 2008, 45% of our fifth grade students scored at or above level 3 on the FCAT Science test. In 2009, 56% of our fifth grade students scored at or above level 3 on the FCAT Science test.</p>		<p>57% of 5th grade students will score a level 3 or above on FCAT Science.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	FCAT science overheads will be given to teachers in grade 5 for mini focus lessons. Each grade level team will follow the instructional focus calendar developed by the School District	1. Classroom Teacher	1. Daily review	1. Teacher observation
2	Science lab will be included in the classroom, during instructional time, to provide hands on science experiments for grades 1-5.	2. Classroom Teacher	2. In accordance with the lesson plan	2. Teacher observation and rubric
3	Hands-on activities will be utilized to assist all students to understand science concepts.	3. Classroom Teacher	3. Daily review	3. Teacher observation
4	In order to improve science vocabulary for the entire school, science words will be included in the weekly "Vocab. Challenge" which will be implemented on the Morning Announcements.	4. Media Specialist	4. Weekly drawings of sentences turned in by students	4. Writing Standards appropriate for each grade level using science word appropriately
5	Teachers in grades K-5 will use the multimedia carts to integrate technology into the Science curriculum.	5. Classroom Teacher	5. Weekly assessments	5. Mini-BATs, FCAT Focus, FCAT Explorer
6	Teachers in 5th grades will meet regularly to analyze science data to modify instruction.	6. Classroom Teacher	6. Weekly assessments	6. Mini-BATs, FCAT Focus, FCAT Explorer
7	A science committee will implement and monitor strategies to improve science instruction in grades K-5.	7. Committee Chair 7. Administration	7. Monthly meetings	7. Mini-BATs, FCAT Focus, FCAT Explorer, Meeting Notes
8	The school Science Fair will be held in December to give students real life experience with the scientific method. An individual science fair for grades 4-5 will take place in April and enter first place winners into Broward Academic Fair.	8. Classroom Teacher 8. Science Committee	8. Once a school year	8. Science Fair project rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

57% of 5th grade students will score a level 3 or above on FCAT Science	Facilitate effective Science Instruction K-5 through learning communities	Madelyn Doval	on going	monthly learning community meetings	Administration
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2007, 91% scored at or above 3.5 and 83% scored at or above level 4.0. In 2008, 85% scored at or above 3.5 and 77% scored at or above level 4.0. In 2009, 95% scored at or above 3.5.		96% of all Fourth grade curriculum students, including all subgroups for AYP, will score at or above 3.5 on FCAT Writes.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will continue to develop writing across the curriculum using prompts and rubrics for expository, narrative and/or persuasive writing using the six traits of effective writing.	1. Classroom Teacher	1. Daily review	1. Teacher observation, peer editing using rubric
2	Teachers in second-fourth grade will create classroom binders of student samples exemplary narrative stories and exemplary expository essays on transparencies to be used for instruction.	2. Classroom Teacher	2. Weekly review	2. Rubrics
3	Fourth grade teachers will disaggregate student test scores and evaluate ability groups for writing to meet specific needs.	3. Classroom Teachers, Administration, Fourth Grade Team Leader	3. Monthly meetings	3. Writing Rubrics, Florida Writes

4	Fourth Grade students will participate in a monthly writing seminar conducted by the school's support staff. These seminars will target a variety of writing strategies.	4. Team Leader, Administration	4. Monthly meetings	4. Florida Writes
5	Fourth grade teachers will conduct and model writing lessons for 3rd grade students at the end of the year.	5. Team Leaders, Administration	5. Daily review	5. Teacher observation, peer editing using rubric
6	Students will write research reports, book reports and/or mini projects on multicultural education topics such as The Holocaust, and contribution of African Americans, Hispanic Americans, Native Americans, and Women of the United States.	6. Classroom Teacher	6. Monthly review	6. Writing Rubrics

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
96% of all Fourth grade curriculum students, including all subgroups for AYP, will score at or above 3.5 on FCAT Writes.	Formal Writing Program for K-5 through a learning community	Jodi Hoover	on going	monthly learning community meetings	administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Writing camp	Accountability	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
		Final Total: \$1,500.00

End of Science Goal

Parent Involvement Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
80% of parents participated in 2 or more after school activities conducted by instructional staff.		85% of parents will participate in 2 or more after school activities conducted by instructional staff.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	An FCAT night will be incorporated for parents of students in grades 3-5 to promote test awareness and test taking strategies to be used at home.	1. Administration	1. Team meetings	1. Sign-in Sheets and surveys
2	An SAT night will be incorporated for parents of students in grades 1-2 to promote test awareness and test taking strategies to be used at home.	2. Administration	2. Team meetings	2. Sign-in Sheets and surveys
3	Students and parents will be able to participate in a family math night at Publix, where students will use real life math skills to enhance their FCAT and SAT scores.	3. Math Committee Chair 3. Administration	3. Math Committee meetings	3. Sign-in Sheets and surveys
4	A parent writing packet containing sample writing, descriptions, and rubrics to assist with Writing on Wednesday, will be distributed to parents on Open House by grade level.	4. Team Leaders 4. Administration	4. Team meetings	4. Sign-in Sheets and surveys
5	Students and parents in grade 4 will participate in an FCAT writing night.	5. Fourth Grade Team Leader	5. Team meetings	5. Sign-in Sheets and surveys

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Other		

Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parent Involvement Goal

Other Goals

N/A Goal:

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

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 N/A Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Small tutorial groups covering FCAT reading strands	Accountability	\$2,500.00
Mathematics	STAR Math	Accountability	\$1,000.00
Mathematics	FCAT Test Maker	Accountability	\$2,500.00
Writing	Writing camp	Accountability	\$1,500.00
Science	N/A		\$0.00
Parental Involvement	N/A		\$0.00
			Total: \$7,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader/STAR	Accountability	\$6,000.00
Reading	BrainPop and BrainPop Jr.	Accountability	\$1,000.00
Reading	Book Flix	Accountability	\$1,000.00
Reading	FCAT Test Maker	Accountability	\$2,500.00
Mathematics	N/A		\$0.00
Writing	N/A		\$0.00
Science	N/A		\$0.00
Parental Involvement	N/A		\$0.00
			Total: \$10,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	N/A		\$0.00
Mathematics	N/A		\$0.00
Writing	N/A		\$0.00
Science	N/A		\$0.00
Parental Involvement	N/A		\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	N/A		\$0.00
Mathematics	N/A		\$0.00
Writing	N/A		\$0.00
Science	N/A		\$0.00
Parental Involvement	N/A		\$0.00
			Total: \$0.00
			Final Total: \$18,000.00

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
Small tutorial groups covering FCAT reading strands	3500
Writing camp	1500
Accelerated Reader/STAR	6000
BrainPop and BrainPop Jr.	1000
Book Flix	1000
FCAT Test Maker	2500
Coco Dollar Store Behavior Incentives	1000

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

- Monitor the SIP through monthly SAC meetings with representation from all stakeholders
- Oversee the implementation of the action steps and monitor data in order to make changes as needed.
- Vote on recommendations for action steps, staff development and budget formulated through the subcommittees for each area/objective and presented to the School Advisory Council following the Sunshine Law and the Broward Teacher’s Union contract
- Develop the school’s year School Improvement Plan with the assistance of school subcommittees/learning communities

SAC Members

Members

- 1) Terri Thelmas, Principal
- 2) Marsha Wagner, SAC Chair
- 3) Raquel Ferran, Teacher
- 4) Cristina Deatherage, Teacher
- 5) Colleen Gulla, Business Member
- 6) Nato Gomez, Business Member
- 7) Marcus Jeantel, Parent
- 8) Olga Thompson, Parent
- 9) Ivan Serrano, Parent
- 10) Peter Khan, Parent
- 11) Gil Bueno, Community Member
- 12) Kathy Woods, School Support Personnel
- 13) James Palelis, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward COCONUT PALM ELEMENTARY SCHOOL 3741											
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 580 Math: 580		2008-2009 School Grade ¹ : 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 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
TOTAL ⁴	100	Y	100	Y	79	Y	80	Y			Y			NA	31	21	NA	24	20	NA	79	NA	79	NA
WHITE	100	Y	100	Y		NA	NA				NA			NA			NA			NA				
BLACK	100	Y	99	Y	72	Y	72	Y			Y			NA	41	28	NA	34	28	NA	72	NA	71	NA
HISPANIC	100	Y	100	Y	83	Y	85	Y			Y			NA	26	17	NA	21	15	NA	83	NA	82	NA
ASIAN	100	Y	100	Y		NA	NA				NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA	NA				NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	73	Y	74	Y			Y			NA	42	27	NA	36	26	NA	73	NA	72	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA	NA				NA			NA			NA			NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA	NA				NA			NA			NA			NA				

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward COCONUT PALM ELEMENTARY SCHOOL 3741											
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 566 Math: 566		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	69	Y	76	Y			Y			NA	28	31	NA	22	24	NA	68	NA	73	NA
WHITE	100	Y	100	Y		NA	NA				NA			NA			NA			NA				
BLACK	100	Y	100	Y	59	Y	66	Y			Y			NA	35	41	NA	30	34	NA	61	NA	62	NA
HISPANIC	100	Y	100	Y	74	Y	79	Y			Y			NA	26	26	NA	20	21	NA	72	NA	79	NA
ASIAN	100	Y	100	Y		NA	NA				NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA	NA				NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	58	Y	64	Y			Y			NA	39	42	NA	34	36	NA	56	NA	63	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	55	N	71	Y			NA			NA	39	45	N	29	29	NA	64	Y	78	NA
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA	NA				NA			NA			NA			NA				

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward COCONUT PALM ELEMENTARY SCHOOL 3741											
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 492 Math: 492		2006-2007 School Grade ¹ : 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 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
TOTAL ⁴	100	Y	100	Y	72	Y	78	Y			Y			NA	28	28	NA	25	22	NA	67	NA	71	NA
WHITE	100	Y	100	Y		NA	NA				NA			NA			NA			NA				
BLACK	100	Y	100	Y	65	Y	70	Y			Y			NA	34	39	NA	36	30	NA	63	NA	66	NA
HISPANIC	100	Y	100	Y	74	Y	80	Y			Y			NA	26	25	NA	23	20	NA	70	NA	72	NA
ASIAN	100	Y	100	Y		NA	NA				NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA	NA				NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	Y	66	Y			Y			NA	35	42	NA	37	34	NA	60	NA	68	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	61	Y	71	Y	94	Y				NA	35	40	NA	26	29	NA	58	NA	66	NA
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA	NA				NA			NA			NA			NA				

SCHOOL GRADE DATA

Broward School District COCONUT PALM ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	82%	83%	95%	56%	316
% of Students Making Learning Gains	73%	73%			146
	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. 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?	58% (YES)	74% (YES)				132	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						594	
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 COCONUT PALM ELEMENTARY SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	73%	79%	89%	45%	286	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	63%	62%			125	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?	56% (YES)	56% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.	
Points Earned					523		
Percent Tested = 100%						Percent of eligible students tested	
School Grade						B	Grade based on total points, adequate progress, and % of students tested

Broward School District COCONUT PALM ELEMENTARY SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	78%	82%	92%	45%	297	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	63%	58%			121	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?	53% (YES)	66% (YES)			119	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					537		
Percent Tested = 100%						Percent of eligible students tested	
School Grade						A	Grade based on total points, adequate progress, and % of students tested