

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: RIVERGLADES ELEMENTARY SCHOOL

District Name: Broward

Principal: Shelly Isenberg

SAC Chair: Bartow C. Duhart

Superintendent: Mr. James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-16-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
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## VISION and MISSION STATEMENTS

**Mission:** The Riverglades Elementary staff and community will work together to assist the children in developing the necessary skills and knowledge to control their own destiny and to create a better society.

**Vision:** The vision at Riverglades Elementary is to guarantee that the students become life long learners and are challenged and encouraged to reach their maximum potential.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Riverglades Elementary, a 16 years old school, is the eldest of three elementary schools located in the city of Parkland, an upper middle-class community in the northwest corner of Broward county. Riverglades is a two story, open courtyard styled group of 4 building structures with its media center located in the middle of the courtyard. Riverglades was built to accommodate 669 students.

#### Unique School Strengths for Next Year

For the 10th year, Riverglades has received a rating of "A" from the state and is currently the top rated elementary school in the north area of Broward county.

#### Unique School Weaknesses for Next Year

Riverglades has lost 13 teachers due to the rebandaring process and budget cuts. This reduction of staff does not completely correlate with the reduction in student populations by grade levels and will require the remaining staff to do an unusual amount of grade level changing.

#### Student Demographics

#### Student Attendance Rates

#### Student Mobility

#### Student Suspension Rates

#### Student Retention Rates

#### Class Size

Academic Performance of Feeder Pattern

Partnerships and Grants

Riverglades Elementary has many Partners in Education that devote money and time to the students and staff. A few of them are listed below:

After School Programs (ASP) is SAC accredited after school program and has been an active partner with Riverglades Elementary School for many years. ASP is an integral part of the school culture. They serve on the School Advisory Council and continue to participate in the development and implementation of the School Improvement Plan. Additionally, ASP provides free child-care for parents attending our SAC and SAF meetings.

Beginning in 2004, ASP began sponsoring Riverglades' premiere "Meet the Masters Event". During this one evening, Riverglades is transformed into a cultural arts center where the community enjoys a night of the arts while eating various refreshments. Employees from ASP volunteer their time before and during the cultural arts event to ensure that this exciting and educational program runs smoothly. ASP's generous \$2000.00 dollar contribution ensures this annual event's success.

Evolution Martial Arts provides free entertainment for students during night-time parent only events. They also donate their time and money to all family events during the school year. For example, Martial Arts donated \$1100.00 towards Riverglades first annual "Geography Night".

Whole Foods is another organization that has donated products, time and money to the students and staff at Riverglades Elementary. Whole Foods provided food for the staff and community during meetings. In addition, they sent personnel to help host school evening events and provided snacks for the students and the community.

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 | Shelly Isenberg | BA- University of Central Florida MA – Ed Leadership, Nova Southeastern | 6                            | 6                              | Principal of Riverglades Elem. in 2008-09.<br>Grade: A<br>Reading Mastery: 91%<br>Math Mastery: 93%<br>Science Mastery: 77%<br>Writing Mastery: 95%<br>AYP: Made AYP in all sub-groups<br>2007-08:<br>Grade: A<br>Reading Mastery: 91%<br>Math Mastery: 93%<br>Science Mastery: 66%<br>Writing Mastery: 96%<br>AYP: Made AYP in all sub-groups<br>2006-07.<br>Grade: A<br>Reading Mastery: 94%<br>Math Mastery: 94%<br>Science Mastery: 73%<br>Writing Mastery: 96%<br>AYP: Made AYP in all sub-groups |
|           |                 |   |                              |                                | Principal of Riverglades Elem. in 2008-09.<br>Grade: A<br>Reading Mastery: 91%<br>Math Mastery: 93%<br>Science Mastery: 77%<br>Writing Mastery: 95%<br>AYP: Made AYP in all sub-groups<br>2007-08:<br>Grade: A<br>Reading Mastery: 91%<br>Math Mastery: 93%<br>Science Mastery: 66%<br>Writing Mastery: 96%<br>AYP: Made AYP in all sub-groups<br>2006-07.<br>Grade: A<br>Reading Mastery: 94%<br>Math Mastery: 94%<br>Science Mastery: 73%<br>Writing Mastery: 96%                                    |

|                 |                   |  |   |   |  |
|-----------------|-------------------|--|---|---|--|
|                 |                   |  |   |   | AYP: Made AYP in all sub-groups  |
| Assis Principal | Joanne Schliessel | BA- Univerity of Florida<br>MA- Ed Leadership, Florida Atlantic university | 4 | 4 | Assistant Principal of Riverglades Elem. in 2008-09.<br>Grade: A<br>Reading Mastery: 91%<br>Math Mastery: 93%<br>Science Mastery: 77%<br>Writing Mastery: 95%<br>AYP: Made AYP in all sub-groups<br>2007-08:<br>Grade: A<br>Reading Mastery: 91%<br>Math Mastery: 93%<br>Science Mastery: 66%<br>Writing Mastery: 96%<br>AYP: Made AYP in all sub-groups<br>2006-07.<br>Grade: A<br>Reading Mastery: 94%<br>Math Mastery: 94%<br>Science Mastery: 73%<br>Writing Mastery: 96%<br>AYP: Made AYP in all sub-groups |

\* 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      | Diane Jordan | Masters Reading education, Elem 1-6, Emotionally HNDCP | 17                           | 17                    | Riverglades Elem. in 2008-09.<br>Grade: A<br>Reading Mastery: 91%<br>Math Mastery: 93%<br>Science Mastery: 77%<br>Writing Mastery: 95%<br>AYP: Made AYP in all sub-groups<br>2007-08:<br>Grade: A<br>Reading Mastery: 91%<br>Math Mastery: 93%<br>Science Mastery: 66%<br>Writing Mastery: 96%<br>AYP: Made AYP in all sub-groups<br>2006-07.<br>Grade: A<br>Reading Mastery: 94%<br>Math Mastery: 94%<br>Science Mastery: 73%<br>Writing Mastery: 96%<br>AYP: Made AYP in all sub-groups |

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED TEACHERS

| Description of Strategy   | Person Responsible  | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---------------------|---------------------------|---|
| 1. Regular meetings of new teachers with Assistant Principal                                  | Assistant Principal | Ongoing                   |   |
| 2. Partnering new teachers or teachers of less than 3 years of experience with veteran staff. | NESS liaison        | Ongoing                   |   |

#### Non-Highly Qualified Instructors

| Name               | Certification        | Teaching Assignment | Professional Development/Support to Become Highly Qualified             |
|--------------------|----------------------|---------------------|---|
| Elizabeth Barnard  | Elementary Education | Teacher             | Disseminate information and provide release time for Gifted Endorsement |
| Margarite Grossman | Paraprofessional     | Paraprofessional    | Disseminate information to become highly qualified                      |
| Laura Just         | Paraprofessional     | Paraprofessional    | Disseminate information to become highly qualified                      |
| Gloria Morone      | Paraprofessional     | Paraprofessional    | Disseminate information to become highly qualified                      |

| 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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--------------------|-----------------------------|-------------------------------------|-----------------|
| 41                                  | 0                        | 24   | 29  | 46   | 48                                  | 97.5               | 2                           | 7                                   | 70.7            |

### Teacher Mentoring Program

| Mentor Name       | Mentee Assigned | Rationale for Pairing   | Planned Mentoring Activities  |
|-------------------|-----------------|---|---|
| Elizabeth Barnard | Mariel Stark    | Ms. Stark is an experienced teacher yet new to teaching on the 5th grade level. Ms. Barnard is an experienced 5th grade instructor with a record of FCAT score success. | The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. |

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

**Principal:** Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

**Select General Education Teachers (Primary and Intermediate):** Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) Teacher:** Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers.

**Instructional Coach(es) Reading/Math/Science:** Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**Reading Instructional Specialist:** Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

**School Psychologist:** Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

**Speech Language Pathologist:** Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

**Student Services Personnel:** Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

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The Leadership Team will focus meetings around one question: What curricular adjustments need to be implemented to maximize the instructional potential of exceptional students at the school?

The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP.

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#### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT)  
Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation  
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)  
End of year: FAIR, FCAT  
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Improving the effectiveness of Differentiated Instruction and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in early September and in October.  
The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

#### 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:

- The number of 4th students scoring a 3 or above in reading on the FCAT increased from 91% to 92%
- The number of 5th students scoring a 3 or above in reading on the FCAT increased from 89% to 95%
- The number of 4th students scoring a 3 or above in math on the FCAT increased from 94% to 95%
- The number of 5th students scoring a 3 or above in math on the FCAT increased from 86% to 94%
- The number of 5th students scoring a 3 or above in science on the FCAT increased from 66% to 77%

##### Weaknesses:

In grades four and five, 75% of students demonstrated learning gains as documented by the 2009 FCAT Reading Test and as defined by the Florida School Grading System.

In grades four and five, 74% of students demonstrated learning gains as documented by the 2009 FCAT Math Test and as defined by the Florida School Grading System.

##### Instructional Calendar Development

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

- When were the Instructional Focus Calendars (IFCs) created?

The IFCs were created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test. • Was data used to develop the IFCs? The 2009 FCAT results were utilized to develop the IFCs. Data results from the September Pre-Test, and December Mid-Term Test will also be utilized.

- Were teachers included in the development of the IFCs?

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

- How were Benchmarks selected?

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results.

- How was the duration of instruction selected for each Benchmark?

The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

- How will the administration ensure the IFCs are used by all teachers?

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

- How will assistance be provided to teachers who struggle implementing the IFCs?

Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

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

Reading: Main idea and purpose was the least proficient strand and will be given priority focus.

Writing: Expository writing was the least proficient strand and will be given priority focus.

Mathematics: Number sense was the least proficient strand and will be given priority focus.

Science: Earth and space science was the least proficient strand and will be given priority focus.

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

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again. An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

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

A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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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?

Student instruction is taught using real world scenarios that often connect with current events. During career days and field trips, students are also exposed to professionals who work in various careers throughout the community.

DO

Direct the Instructional Focus

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

- Did grade level teachers work together to create the IFCs?

Grade level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.

- Will grade level teachers meet throughout the school year to share best practices and resources when implementing the IFCs?

Teachers will meet weekly for grade level meetings and will meet monthly during Professional Learning Communities to share best practices and resources.

How are instructional focus lessons developed and delivered?

- How were instructional focus lessons developed?

The instructional coaches for each subject area based on a review of previous assessments where students were struggling provided focus lessons.

- How was it determined which lessons will be used?

The focus lessons selected by the grade level teams are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

- When will the lessons be taught during the instructional period (beginning of the class, end of the class)?

The 5 to 10-minute focus lessons will be taught at the beginning of each lesson period.

• Who will teach the focus lesson (content area teachers only)?  
Classroom instructors. In the future, depending on need, specials teachers may also teach focus lessons.

How will instructional focus lessons be revised and monitored?

• What will determine if the focus lessons need to be revised?  
Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.

• How will teachers and administrators ensure that the focus lessons are effective?  
Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

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.

Rigby BAT/mini, DRAs dibbles

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

• What will mastery be set at for the assessments?  
Explain the rationale for this decision. Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.

• How will the assessment results be used to redirect the IFCs and focus lessons?  
The assessment results will be used to determine the instructional focus of whole group lessons. An Item Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

• How will teachers differentiate their instruction based on assessment results?  
Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

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

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

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 and how often will teachers meet to review assessment data (formative and summative) by content area and grade level?  
Teachers will meet weekly.

• How will these meetings be facilitated and documented?  
The team leader will facilitate the meeting. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.

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.

• How will the Principal and Leadership Team ensure that data analysis of assessment results is being used to differentiate instruction based on students' academic needs?  
The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.

• What role will instructional coaches play with the IFCs and focus lessons?  
The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group

instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

ACT

#### Supplemental and Intensive Instruction/Interventions

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

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

- What materials or instructional strategies will be used to re-teach non-mastered target areas?  
Computerized programs or instructional software in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized.

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

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, as well as administrative classroom walkthroughs will determine the need for professional development sessions.

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

The lowest 25% (students determined to be level 1 and level 2) as well as students who consistently demonstrate academic difficulty as determined by classroom teachers, instructional coaches, administrators, counselors, etc.

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

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

#### Enrichment

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

Students who typically exceed mastery levels participate in the school's gifted program.

Describe how students are identified for enrichment strategies.

- What assessments are used to determine which students are placed in higher level courses and academic programs?  
FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.
- Do students and parents have input in this process?  
Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

#### Professional Learning Communities

| PLC Organization (grade level, subject, etc.) | PLC Leader        | Frequency of PLC Meetings | Schedule (when)               | Primary Focus of PLC (include Lesson Study and Data Analysis) |
|---|-------------------|---------------------------|-------------------------------|---|
| K-5   | Joy Kertes        | Monthly                   | Third Wednesday of the month  | Differentiated Instruction                                    |
| K-5   | Kevra Finkelstein | Monthly                   | Second Wednesday of the month | Integrating Curriculum  |

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

At the end of every school year at Riverglades Elementary, all incoming kindergarten students are given access to Kindergarten Roundup, an orientation program that includes a review of pertinent school procedures, a tour of the school building, an introduction to the current kindergarten team, as well as the specials team. Parents and students are able to attend an open house at the beginning of the school year.

All incoming Kindergarten students are also assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Postsecondary Transition

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

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

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

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

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

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

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

| Based on the Needs Assessment, I identify Area(s) for Improvement   |  | Objective Linked to Area of Improvement  |  |  |
|---|--|--|--|--|
| In grades four and five, 75% of students demonstrated learning gains as documented by the 2009 FCAT Reading Test and as defined by the Florida School Grading System. |  | By June 2010 78% of the fourth and fifth grade students will demonstrate learning gains as documented by the FCAT and as defined by the Florida School Grading System. |  |  |
|   | Action Step  | Person Responsible for Monitoring the Action Step  | Process Used to Determine Effectiveness of Action Step   | Evaluation Tool  |
| 1   | 1. The school will implement the new FAIR assessment to monitor student progress | 1. Principal and the Reading Coach   | 1. Review FAIR data reports to ensure teachers are assign students according to created schedule.                      | 1. Effectiveness will be determined through district/teacher assessments results and FCAT results.                     |
| 2   | 2. Include Higher-order questions in lesson plans.                               | 2. Principal and the Reading Coach   | 2. Lesson plans will be reviewed during classroom walkthroughs.  | 2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.                |
| 3   | 3. Develop an Instructional Focus Calendar for Reading.                          | 3. Reading Coach   | 3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs. | 3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs. |

Professional Development Aligned with Objective:

| Objective Addressed   | Content/Topic          | Facilitator                       | Target Date | Strategy for Follow-up/Monitoring   | Person Responsible for Monitoring |
|---|------------------------|-----------------------------------|-------------|-------------------------------------|-----------------------------------|
| By 2010 78% of the fourth and fifth grade students will demonstrate learning gains as documented by the FCAT and as defined by the Florida School Grading System. | Riverdeep              | Riverdeep rep                     | Aug. 18     | Classroom Walkthroughs/lesson plans | Principal                         |
| By 2010 78% of the fourth and fifth grade students will demonstrate learning gains as documented by the FCAT and as defined by the Florida School Grading System  | New test specs Reading | Joanne Schlissel/<br>Diane Jordan | Oct. 23     | Classroom Walkthroughs/lesson plans | Assistant Principal               |

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

N/A

Budget:

| Evidence-based Program(s)/Material(s) |                |                  |
|---------------------------------------|----------------|------------------|
| Description of Resources              | Funding Source | Available Amount |
|                                       |                |                  |

|                                 |                         |                          |
|---------------------------------|-------------------------|--------------------------|
| No Data                         | No Data                 | \$0.00                   |
|                                 |                         | Total: \$0.00            |
| <b>Technology</b>               |                         |                          |
| Description of Resources        | Funding Source          | Available Amount         |
| Riverdeep                       | Instructional Materials | \$24,000.00              |
|                                 |                         | Total: \$24,000.00       |
| <b>Professional Development</b> |                         |                          |
| Description of Resources        | Funding Source          | Available Amount         |
| District Workshops              | Accountability          | \$1,000.00               |
|                                 |                         | Total: \$1,000.00        |
| <b>Other</b>                    |                         |                          |
| Description of Resources        | Funding Source          | Available Amount         |
| No Data                         | No Data                 | \$0.00                   |
|                                 |                         | Total: \$0.00            |
|                                 |                         | Final Total: \$25,000.00 |

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, I identify Area(s) for Improvement  |   | Objective Linked to Area of Improvement  |  |   |
|--|---|--|--|---|
| In grades four and five, 74% of students demonstrated learning gains as documented by the 2009 FCAT Math Test and as defined by the Florida School Grading System. |   | By June 2010 77% of the fourth and fifth grade students will demonstrate learning gains as documented by the FCAT and as defined by the Florida School Grading System. |  |   |
|  | Action Step   | Person Responsible for Monitoring the Action Step  | Process Used to Determine Effectiveness of Action Step   | Evaluation Tool   |
| 1  | 1. Identified students (lowest 35%, ESE and/or ELL) will receive extra assistance in math with small group instruction. | 1. Principal and ESE teacher.  | 1. Lesson plans will be reviewed during classroom walkthroughs.  | 1. Effectiveness will be determined through district and teacher assessments results and FCAT results.                          |
| 2  | 2. Students will participate in learning activities relating to critical content outcomes                               | 2. Principal and Grade level team leader.  | 2. Lesson plans will be reviewed during classroom walkthroughs.  | 2. Classroom walkthrough log and focused walkthroughs to determine the relationship of activities to critical content outcomes. |
| 3  | 3. Develop an Instructional Focus Calendar for Math.  | 3. Grade level team leader.  | 3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs. | 3. Effectiveness will be determined through BAT results and FCAT results.   |

Professional Development Aligned with Objective:

| Objective Addressed   | Content/Topic              | Facilitator                        | Target Date | Strategy for Follow-up/Monitoring   | Person Responsible for Monitoring |
|---|----------------------------|------------------------------------|-------------|-------------------------------------|-----------------------------------|
| By June 2010 77% of the fourth and fifth grade students will demonstrate learning gains as documented by the FCAT and as defined by the Florida School Grading System | New test specs Mathematics | Joanne Schliessel and Diane Jordan | Jan 19      | Lesson Plans Classroom Walkthroughs | Assistant Principal               |

Budget:

| Evidence-based Program(s)/Material(s) |                |                         |
|---------------------------------------|----------------|-------------------------|
| Description of Resources              | Funding Source | Available Amount        |
| No Data                               | No Data        | \$0.00                  |
|                                       |                | Total: \$0.00           |
| Technology                            |                |                         |
| Description of Resources              | Funding Source | Available Amount        |
| Math Facts Program                    | Accountability | \$600.00                |
|                                       |                | Total: \$600.00         |
| Professional Development              |                |                         |
| Description of Resources              | Funding Source | Available Amount        |
| District Workshops                    | Accountability | \$1,000.00              |
|                                       |                | Total: \$1,000.00       |
| Other                                 |                |                         |
| Description of Resources              | Funding Source | Available Amount        |
| No Data                               | No Data        | \$0.00                  |
|                                       |                | Total: \$0.00           |
|                                       |                | Final Total: \$1,600.00 |

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

| Based on the Needs Assessment, I identify Area(s) for Improvement  |   |   | Objective Linked to Area of Improvement  |  |
|--|---|---|--|--|
| By June of 2009, 77% of fifth grade students achieved a level 3 or higher on the FCAT assessment of Science. |   |   | By June 2010, 80% of the fifth grade students will achieve a level 3 or higher on the FCAT assessment of Science |  |
|  | Action Step   | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step   | Evaluation Tool                        |
| 1  | 1. All students will have the opportunity to participate in hands on science instruction  | 1. Grade level team leader                        | 1. Data Chats  | 1. Teacher and/or district assessments |
| 2  | 2.All student assessment data will be analyzed and monitored by classroom teachers to determine appropriate interventions/instructional strategies                  | 2. Grade level team leader                        | 2. Data Chats  | 2. Teacher and/or district assessments |
| 3  | All students will be given the opportunity to participate in science programs and science oriented field trips, related to the Sunshine State Standards for Science | 3. Grade level team leader                        | 3. Lesson Plans  | 3. Classroom Walkthrough Reports       |

Professional Development Aligned with Objective:

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

|  |                    |                                  |         |              |                     |
|--|--------------------|----------------------------------|---------|--------------|---------------------|
| By June 2010, 80% of the fifth grade students will achieve a level 3 or higher on the FCAT assessment of Science | Science Test Specs | Diane Jordan<br>Joanne Schlissel | 9/15/09 | Lesson Plans | Assistant Principal |
|--|--------------------|----------------------------------|---------|--------------|---------------------|

Budget:

| Evidence-based Program(s)/Material(s) |                |                         |
|---------------------------------------|----------------|-------------------------|
| Description of Resources              | Funding Source | Available Amount        |
| No Data                               | No Data        | \$0.00                  |
|                                       |                | Total: \$0.00           |
| Technology                            |                |                         |
| Description of Resources              | Funding Source | Available Amount        |
| No Data                               | No Data        | \$0.00                  |
|                                       |                | Total: \$0.00           |
| Professional Development              |                |                         |
| Description of Resources              | Funding Source | Available Amount        |
| District Workshops                    | Accountability | \$1,000.00              |
|                                       |                | Total: \$1,000.00       |
| Other                                 |                |                         |
| Description of Resources              | Funding Source | Available Amount        |
| No Data                               | No Data        | \$0.00                  |
|                                       |                | Total: \$0.00           |
|                                       |                | Final Total: \$1,000.00 |

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

| Based on the Needs Assessment, I identify Area(s) for Improvement   |  | Objective Linked to Area of Improvement   |  |                          |
|---|--|---|--|--------------------------|
| By June of 2009, 97% of fourth grade students achieved a level 3 or higher on the FCAT assessment for Writing |  | By June of 2010, 99% of fourth grade students achieved a level 3 or higher on the FCAT assessment for Writing |  |                          |
|   | Action Step  | Person Responsible for Monitoring the Action Step   | Process Used to Determine Effectiveness of Action Step | Evaluation Tool          |
| 1   | 1. 6 Traits -Students will be instructed in the individual 6 Traits for writing (including but not limited to: sentence fluency, word choice, ideas, organization, conventions, elaboration, voice, and focus) and identify traits within content area instruction (i.e., identify trait of voice in a piece of literature). | 1. Grade Level Chair  | 1. Teachers will review/edit student work              | 1. Six Trait Rubric      |
| 2   | 2. Teachers in grades K-5 will maintain student writing portfolios and establish a block of time for writing instruction, including time for instruction of the writing process, guided practice, independent practice and student conferences for editing, revision and remediation.  | 2. Grade Level Chair  | 2. Teachers will review/edit student work              | 2. Portfolio             |
| 3   | 3. All Language Arts   | 3. Grade Level Chair  | 3. Lesson Plans  | 3. Classroom Walkthrough |

|  |  |  |         |
|--|--|--|---------|
| teachers will teach writing as a process, incorporating the steps of writing (prewriting, drafting, revising, editing, publishing) |  |  | Reports |
|--|--|--|---------|

Professional Development Aligned with Objective:

| Objective Addressed   | Content/Topic                         | Facilitator      | Target Date | Strategy for Follow-up/Monitoring   | Person Responsible for Monitoring |
|---|---------------------------------------|------------------|-------------|-------------------------------------|-----------------------------------|
| By June of 2010, 99% of fourth grade students achieved a level 3 or higher on the FCAT assessment for Writing | Integrating writing across curriculum | Joanne Schlissel | 10/22/09    | Lesson Plans/Classroom Walkthroughs | Assistant Principal               |

Budget:

| Evidence-based Program(s)/Material(s) |                |                  |
|---------------------------------------|----------------|------------------|
| Description of Resources              | Funding Source | Available Amount |
| No Data                               | No Data        | \$0.00           |
| Total: \$0.00                         |                |                  |
| Technology                            |                |                  |
| Description of Resources              | Funding Source | Available Amount |
| No Data                               | No Data        | \$0.00           |
| Total: \$0.00                         |                |                  |
| Professional Development              |                |                  |
| Description of Resources              | Funding Source | Available Amount |
| District Workshops                    | Accountability | \$500.00         |
| Total: \$500.00                       |                |                  |
| Other                                 |                |                  |
| Description of Resources              | Funding Source | Available Amount |
| No Data                               | No Data        | \$0.00           |
| Total: \$0.00                         |                |                  |
| Final Total: \$500.00                 |                |                  |

*End of Science Goal*

## Parent Involvement Goal

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

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

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

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

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

|   |  |   |  |                 |
|---|--|---|--|-----------------|
| Based on the Needs Assessment, I identify Area(s) for Improvement |  | Objective Linked to Area of Improvement           |  |                 |
| In the school year 2008-2009 volunteers logged in 4298 hours.     |  | By May 2010 volunteer hours will increase by 3%.  |  |                 |
|   | Action Step                                    | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1   | Utilize STAR system to monitor volunteer hours | Volunteer Coordinator                             | Review hours on monthly basis                          | STAR System     |

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 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                   |
|                                       |                          |                         | Total: \$0.00            |
| Technology                            |                          |                         |                          |
| Goal                                  | Description of Resources | Funding Source          | Available Amount         |
| Reading                               | Riverdeep                | Instructional Materials | \$24,000.00              |
| Mathematics                           | Math Facts Program       | Accountability          | \$600.00                 |
|                                       |                          |                         | Total: \$24,600.00       |
| Professional Development              |                          |                         |                          |
| Goal                                  | Description of Resources | Funding Source          | Available Amount         |
| Reading                               | District Workshops       | Accountability          | \$1,000.00               |
| Mathematics                           | District Workshops       | Accountability          | \$1,000.00               |
| Writing                               | District Workshops       | Accountability          | \$500.00                 |
| Science                               | District Workshops       | Accountability          | \$1,000.00               |
|                                       |                          |                         | Total: \$3,500.00        |
| Other                                 |                          |                         |                          |
| Goal                                  | Description of Resources | Funding Source          | Available Amount         |
| No Data                               | No Data                  | No Data                 | \$0.00                   |
|                                       |                          |                         | Total: \$0.00            |
|                                       |                          |                         | Final Total: \$28,100.00 |

## 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 |
|--|--------|
| Testing protocols and bookroom materials | 5000   |
| Teacher Workshops and training           | 5000   |
| student enrichment programs              | 1000   |

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

The primary objectives of the School Advisory Council (SAC) shall be to help identify needs and recommend programs of action. Through a community-wide commitment, the team will foster a positive learning environment, which sets high expectations and meets the diverse needs of the student body.

The School Advisory Council shall be a link between the school and the local community and will serve as a means for participatory management through which the various stakeholders in the school community may assist the school and the

school may assist the community. The stakeholders are parents, business people, students, other community representatives, professional educators, and other school staff. The School Advisory Council shall be a resource to the school and school principal. School Advisory Council functions shall include:

- A. To facilitate the development of the School Improvement Plan (SIP)
- B. To monitor implementation of the SIP
- C. To evaluate the effectiveness of the SIP
- D. To provide assistance in the preparation of the school's annual budget
- E. To make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP

The responsibilities and duties of the School Advisory Council will be in accordance with Florida State Statutes 1001.452 and Broward County School Board Policy 1403.

## SAC Members

### Members

- 1) Shelly Isenberg, Principal
- 2) Bartow C. Duhart, SAC Chair
- 3) Diane Jordan, Teacher
- 4) Mariel Williams, Teacher
- 5) Joy Kertes, Teacher
- 6) Cheryl Rosenberg, Parent
- 7) Lori Wolk, Parent
- 8) Norelette Thompson Paterson, Parent
- 9) Ana De La Rosa, Parent
- 10) Hana Pollock, Parent
- 11) Amy Conza, Parent
- 12) Karen Epstein, Parent
- 13) Mary Ellen Hamilton, Parent
- 14) Laura Just, Community Member
- 15) Oliver Bythewood, Union Steward

# AYP DATA

| 2008-2009 Adequate Yearly Progress (AYP) Report - Page 2  |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Broward RIVERGLADES ELEMENTARY SCHOOL 2891  |  |           |                     |   |      |  |  |   |                      |   |      |                   |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|--|-----------|---------------------|---|------|--|--|---|----------------------|---|------|-------------------|
| Number of students enrolled in the grades tested:   |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Read: 489   |  | Math: 489 |                     | 2008-2009 School Grade <sup>1</sup> :         |      | A  |  | Did the School make Adequate Yearly Progress? |                      | YES   |      |                   |
| <a href="#">Click here to see Number of students in each group</a>  |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      |   |  |           |                     |   |      |  |  |   |                      |   |      |                   |
| 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 | Y/N               |
| TOTAL <sup>4</sup>  | 100                                 | Y   | 100                              | Y   | 91  | Y   | 93   | Y   |  |      | Y   |   |      | NA  | 9  | 9         | NA                  | 7   | 7    | NA   | 88   | NA  | 83                   | NA  | NA   |                   |
| WHITE   | 100                                 | Y   | 100                              | Y   | 92  | Y   | 94   | Y   |  |      | Y   |   |      | NA  | 9  | 8         | NA                  | 6   | 6    | NA   | 89   | NA  | 85                   | NA  | NA   |                   |
| BLACK   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| HISPANIC  | 100                                 | Y   | 100                              | Y   |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| ASIAN   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| AMERICAN INDIAN   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| ECONOMICALLY DISADVANTAGED  | 100                                 | Y   | 100                              | Y   |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| ENGLISH LANGUAGE LEARNERS   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| STUDENTS WITH DISABILITIES  | 100                                 | Y   | 100                              | Y   | 79  | Y   | 82   | Y   |  |      | Y   |   |      | NA  | 21   | 21        | NA                  | 11  | 18   | NA   | 80   | NA  | 74                   | NA  | NA   |                   |

| 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2  |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Broward RIVERGLADES ELEMENTARY SCHOOL 2891  |  |           |                     |   |      |  |  |   |                      |   |      |                   |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|--|-----------|---------------------|---|------|--|--|---|----------------------|---|------|-------------------|
| Number of students enrolled in the grades tested:   |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Read: 494   |  | Math: 494 |                     | 2007-2008 School Grade <sup>1</sup> :         |      | A  |  | Did the School make Adequate Yearly Progress? |                      | YES   |      |                   |
| <a href="#">Click here to see Number of students in each group</a>  |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      |   |  |           |                     |   |      |  |  |   |                      |   |      |                   |
| 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 | Y/N               |
| TOTAL <sup>4</sup>  | 100                                 | Y   | 100                              | Y   | 91  | Y   | 93   | Y   |  |      | Y   |   |      | NA  | 6  | 9         | NA                  | 6   | 7    | NA   | 79   | NA  | 85                   | NA  | NA   |                   |
| WHITE   | 100                                 | Y   | 100                              | Y   | 91  | Y   | 94   | Y   |  |      | Y   |   |      | NA  | 9  | NA        | 7                   | 6   | NA   | 77   | NA   | 87  | NA                   | NA  |      |                   |
| BLACK   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| HISPANIC  | 100                                 | Y   | 100                              | Y   |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| ASIAN   | 100                                 | Y   | 100                              | Y   |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| AMERICAN INDIAN   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| ECONOMICALLY DISADVANTAGED  | 100                                 | Y   | 100                              | Y   |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| ENGLISH LANGUAGE LEARNERS   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| STUDENTS WITH DISABILITIES  | 100                                 | Y   | 100                              | Y   | 79  | Y   | 89   | Y   |  |      | NA  |   |      | NA  | 21   | NA        |                     | 11  | NA   | 75   | NA   | 82  | NA                   | NA  |      |                   |

| 2006-2007 Adequate Yearly Progress (AYP) Report - Page 2  |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Broward RIVERGLADES ELEMENTARY SCHOOL 2891  |  |           |                     |   |      |  |  |   |                      |   |      |                   |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|--|-----------|---------------------|---|------|--|--|---|----------------------|---|------|-------------------|
| Number of students enrolled in the grades tested:   |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Read: 464   |  | Math: 464 |                     | 2006-2007 School Grade <sup>1</sup> :         |      | A  |  | Did the School make Adequate Yearly Progress? |                      | YES   |      |                   |
| <a href="#">Click here to see Number of students in each group</a>  |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      |   |  |           |                     |   |      |  |  |   |                      |   |      |                   |
| 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 | Y/N               |
| TOTAL <sup>4</sup>  | 100                                 | Y   | 100                              | Y   | 94  | Y   | 94   | Y   |  |      | Y   |   |      | NA  | 9  | 6         | NA                  | 9   | 6    | NA   | 89   | NA  | 83                   | NA  | NA   |                   |
| WHITE   | 99                                  | Y   | 100                              | Y   |   | Y   | 93   | Y   |  |      | Y   |   |      | NA  | 9  |           | NA                  | 9   | 7    | NA   | 91   | NA  | 82                   | NA  | NA   |                   |
| BLACK   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| HISPANIC  | 100                                 | Y   | 100                              | Y   |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| ASIAN   | 100                                 | Y   | 100                              | Y   |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| AMERICAN INDIAN   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| ECONOMICALLY DISADVANTAGED  |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| ENGLISH LANGUAGE LEARNERS   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |
| STUDENTS WITH DISABILITIES  | 100                                 | Y   | 100                              | Y   |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           |                     |   |      | NA   |  |   |                      |   |      |                   |

## SCHOOL GRADE DATA

| Broward School District<br>RIVERGLADES ELEMENTARY SCHOOL<br>2008-2009   |         |      |         |         |                     |
|---|---------|------|---------|---------|---------------------|
|   | Reading | Math | Writing | Science | Grade Points Earned |
| % Meeting High Standards (FCAT Level 3 and Above)   | 95%     | 96%  | 97%     | 79%     | 367                 |
| 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   | 75%     | 74%  |         |         | 149                 |
| 3 ways to make gains:<br><ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>  |         |      |         |         |                     |

|  |           |           |  |  |     |  |
|--|-----------|-----------|--|--|-----|--|
|  |           |           |  |  |     | 1 or 2   |
| Adequate Progress of Lowest 25% in the School? | 89% (YES) | 86% (YES) |  |  | 175 | 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                                  |           |           |  |  | 691 |  |
| 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<br>RIVERGLADES ELEMENTARY SCHOOL<br>2007-2008 |           |           |         |         |                     |   |
|   | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                     | 94%       | 94%       | 97%     | 68%     | 353                 | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains                                   | 72%       | 76%       |         |         | 148                 | 3 ways to make gains:<br><ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>   |
| Adequate Progress of Lowest 25% in the School?                        | 83% (YES) | 83% (YES) |         |         | 166                 | 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   |           |           |         |         | 667                 |   |
| 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<br>RIVERGLADES ELEMENTARY SCHOOL<br>2006-2007 |           |           |         |         |                     |   |
|   | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                     | 95%       | 95%       | 96%     | 76%     | 362                 | 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                                   | 82%       | 79%       |         |         | 161                 | 3 ways to make gains:<br><ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>   |
| Adequate Progress of Lowest 25% in the School?                        | 87% (YES) | 85% (YES) |         |         | 172                 | 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   |           |           |         |         | 695                 |   |
| Percent Tested = 100%   |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade  |           |           |         |         | A                   | Grade based on total points, adequate progress, and % of students tested  |