

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: EVERGLADES ELEMENTARY SCHOOL

District Name: Broward

Principal: Eliot Tillinger

SAC Chair: Lori Stolzenberg

Superintendent: Mr. James F. Notter

Date of School Board Approval: 12/1/09

Last Modified on: 10-07-2009

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

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

VISION and MISSION STATEMENTS

Vision: Everglades Elementary will continue to strive for 100% of students in grades 1-5 will read on or above grade level.

Mission: At Everglades Elementary, 80% of all students in grades 1-5 will show at least one year's growth in reading.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Everglades Elementary is a neighborhood school in its 12th year. There's a main building with an auxiliary building as well as 8 portables. The founding principal is still the leader.

Unique School Strengths for Next Year

Everglades Elementary is a neighborhood school in its 12th year. There's a main building with an auxiliary building as well as 8 portables. The founding principal is still the leader.

Unique School Weaknesses for Next Year

Budget cuts will affect support staff, supplies, and enhancement to the curriculum.

Student Demographics

Female Percentage 49.8 48.6 47.6
Male Percentage 50.1 51.3 52.3
White Percentage 52.5 52.0 49.7
Black Percentage 3.29 4.11 4.18
Hispanic Percentage 36.9 35.7 36.7
Asian Percentage 4.98 5.19 5.80
Native Percentage 0 9.79 0
Multi Percentage 2.16 2.84 3.52
Free Reduced Percent 7.24 5.97 7.61
ELL Percentage 8.84 6.66 12.3
ESE Percentage 11.4 13.2 14.2

Student Attendance Rates

Attendance Rates 94.50 94.50 94.50
Avg Attendance for Elementary 95.10 95.30 95.40
Avg Attendance for Middle Schools 93.50 93.40 93.40
Avg Attendance for Centers 84.40 83.50 84.20
Avg Attendance for High Schools 90.50 90.10 90.20

Student Mobility

Mobility Rates 10.00 10.40 12.00

Student Suspension Rates

In-School Suspension 0.20
Out-of-School Suspension 0.10 0.20

Student Retention Rates

Promotion Rates 98.25 99.28 98.90
Retention Rates 1.75 0.72 1.10

Class Size

PK - 3 Average 18.21 16.73 16.00
4 - 8 Average 19.47 18.31 18.65

Academic Performance of Feeder Pattern

ALCON COVE MIDDLE SCHOOL (3622)
6 86 88 NA NA
7 89 90 NA NA
8 83 92 99 71

CYPRESS BAY HIGH SCHOOL (3623)
9 74 93 NA NA
10 64 92 93 NA
11 NA NA NA 51

Partnerships and 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	Elliott Tillinger	School Principal all levels, SLD K-12	11	13	With exception of two years, Everglades Elementary has always had a school grade of A and has attained AYP every year. During the 2008-2009 school year, Everglades did receive an "A"; however, did not make AYP in the ESE subgroup. The school has also been a recipient of Five Star for the past 5 years. During the 2005-2006 school year, Everglades was in the top 100 high performing schools in Florida. Reading Mastery=94%; Math Mastery=97%; Writing=100%
Assis Principal	Rita Sauve	Elementary Education 1-6; Speech & Drama 6-12; Educational Leadership K-12; ESOL Endorsed	10	13	With exception of two years, Everglades Elementary has always had a school grade of A and has attained AYP every year. During the 2008-2009 school year, Everglades did receive an "A"; however, did not make AYP in the ESE subgroup. The school has also been a recipient of Five Star for the past 5 years. During the 2005-2006 school year, Everglades was in the top 100 high performing schools in Florida. Reading Mastery=94%; Math Mastery=97%; Writing=100%

* 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 *
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Reading	Lori Stolzenberg	Elementary Education 1-6; ESE K-12; Educational Leadership K-12; Gifted Endorsed K-12; Math 5-9	6	6	With exception of two years, Everglades Elementary has always had a school grade of A and has attained AYP every year. During the 2008-2009 school year, Everglades did receive an "A"; however, did not make AYP in the ESE subgroup.
Autism	Jaime Morales	VE K-12	4	4	Everglades Has received the letter grade of A and has met AYP every year except 2009-2010 which it received a letter grade of A but did not make AYP in the ESE subgroup.

* 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. Partnering teachers new to Everglades with veteran staff on the same grade level.	NESS Liaison	Ongoing	Due to the budget cuts, there are no new teachers to the county; however, we do have teachers who are new to the school.

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Josh Levy	Temporary Educator's	Physical Education	Mr. Levy is currently enrolled in the ACE program.

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
64	5	25	34	38	33	0	16	8	86

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Vinnie Goode	Stacey Jonas	Miss Jonas is new to our school; therefore, she may benefit from a pairing with a teacher from our school.	The mentee and mentor meet weekly to plan their lessons for the week.
Myra Lieberman	Sandra Algaze	Mrs. Algaze is new to our school and to kindergarten. She has been paired with the K team leader in order to ensure she feels comfortable with the curriculum.	The mentee and mentor meet monthly to plan their lessons and discuss procedures for kindergarten.
Martha Machado	Donna Lichi	Ms. Lichi is coming from a middle school; therefore, she will be mentored by the grade level team leader.	The mentee and mentor will meet weekly to plan discuss their lessons.

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.

Guidance Counselor; ESE Specialist; Team Leaders; Reading Coach, School Psychologist, Principal, Assistant Principal, Resource Teacher

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

The RtI team meets monthly to discuss curriculum: strengths and weaknesses and to discuss struggling students. Team Leaders share their weekly meeting with the RtI Leadership Team.

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

The RtI Leadership Team was involved in subject area meetings to analyze data and write action steps in order to meet the SIP goals. The RtI Team will continue to evaluate the progress of the students who are at risk.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline: FCAT data in Reading, Math, Science and BAT 2
Progress Monitoring: Mini Assessments, FCAT Simulations
Midyear: FAIR, DAR
End of Year: FAIR, FCAT

Describe the plan to train staff on RtI.

Professional Development will be provided during a teachers' planning day and will be ongoing as needed.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths: In grades 3-5 94% scored a level 3 or higher in reading and 97% scored a level 3 or higher in math. 100% of the fourth grade students scored a 3 or higher on the Florida Writes!
Weaknesses: Only 65% of the students in grade 5 scored a level 3 or higher. 69% of the students in the lowest 25% of the school scored a level 3 or higher in reading and 73% of the same students scored a level 3 or higher in math.

Instructional Calendar Development

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

The school follows the district's pacing chart for each subject. Each grade level will also look at their data from the 2008-2009 assessments to make sure they emphasize the skills the students were weakest in.

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

Reading: Main Idea, Reference and Research
Math: Measurement
Science: Physical and Chemical; Earth and Space

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

In addition to the district focus calendar, the school also creates a focus calendar based on students' needs using the FCAT and BAT scores. For the students who are flagged for FCAT/BAT, the teacher creates a data folder for those students. The folder will house the remediation work for that student.

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

NA

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?

NA

DO

Direct the Instructional Focus

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

Teachers plan as a team per grade level and they use the county's IFC as well as their own which they did in conjunction with the county's IFC.

How are instructional focus lessons developed and delivered?

Each grade level meets weekly to write lesson plans. They use the IFC and take into account, the needs of their students.

How will instructional focus lessons be revised and monitored?

Teacher will make adjustments based on student needs as determined by various assessments during the year.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Formative assessments such as but not limited to FAIR, DAR, IRI, chapter tests, Rigby, and BAT are used to monitor student progress.

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

Assessments and class work are used to identify students who have or have not reached mastery by the score. Those who reach mastery will continue and/or receive enrichment while those who don't reach mastery will be remediated.

Maintenance

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

Students are assessed after each focus skill to see if students have mastered the skill.

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.

Grade levels meet weekly to discuss progress and additional interventions needed. Team leaders meet monthly with administration to discuss progress.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The administration meets monthly with instructional leaders to discuss data and instruction.

ACT

Supplemental and Intensive Instruction/Interventions

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

The administration meets monthly with instructional leaders to discuss data and instruction.

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

Classroom and resource teachers reteach target areas as necessary.

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

Conduct a needs assessment

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

The students who are on a PMP and those who are in the subgroups who don't make AYP.

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

Continuous ongoing assessments will be conducted and analyzed.

Enrichment

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

Students have the opportunity to utilize Odyssey, Accelerated Reader, MAT, and First in Math for enrichment

Describe how students are identified for enrichment strategies.

At the beginning of the year, students take a placement assessment and are placed in groups depending on their need. The students who need enrichment activities are serviced within their class. All students are reassessed each quarter and regrouped based on their needs.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Grade Level Teams	Team Leader	Weekly	Wednesdays	Analyze the effectiveness of the IFC calendars, assessments, and lessons to determine if any revisions are necessary.
Subject Area Committees	Chairperson	Monthly	First Thursday of each month.	Review SIP goals to determine if any revision is necessary.
RtI Leadership Team	Assistant Principal	Monthly	TBA	Review IFC and mini assessment data and discuss the students who are struggling and make revisions if necessary.

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

Orientation meeting was held at the end of the 2008-2009 year and will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

Screening data will be collected and aggregated prior to September 10, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond the core instruction.

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

Postsecondary Transition

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 69% of the struggling students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 75% of the struggling students will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.The school will administer the DAR/FAIR to diagnos and monitor student progress. 2.Develop an Instructional Focus Calendar for Reading. 3.Targeted students will receive a double dose of reading focusing on their individual needs.	Reading Coach	1.Review the FAIR/DAR data to ensure teachers are assessing the students according to the created schedule. 2. Adminstration will be aware of the IFC and monitor implementation during CWT. 3.A schedule and lesson plans will be reviewed to ensure the students are receiving additional instruction.	1.Printout of FAIR assessment or copy of DAR results. 2. Effectiveness will be determined through FAIR/DAR assessments. 3.Effectiveness will be determined through FAIR/DAR assessments.
2	2.Develop an Instructional Focus Calendar for Reading. 3.Targeted students will receive a double dose of reading focusing on their individual needs.	Reading Coach	2. Adminstration will be aware of the IFC and monitor implementation during CWT. 3.A schedule and lesson plans will be reviewed to ensure the students are receiving additional instruction.	2. Effectiveness will be determined through FAIR/DAR assessments. 3.Effectiveness will be determined through FAIR/DAR assessments.
3	3.Targeted students will receive a double dose of reading focusing on their individual needs.	Reading Coach	3.A schedule and lesson plans will be reviewed to ensure the students are receiving additional instruction.	3. Effectiveness will be determined through FAIR/DAR assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 75% of the struggling students will achieve mastery on the 2009 administration of the FCAT Reading Test.	FAIR/DAR	FAIR/DAR	October, 2009	Review data teachers have from the FAIR/DAR	Reading Coach and Adminstration
Increase the percent of SWD scoring at or above Level 3 from % to % on the 2010 FCAT Reading.	CRISS Strategies	District Trainers	October, 2009	Classroom visits and CWT	Administration and Reading Coach

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

NA

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
CRISS Training	Inservice Funds	\$1,700.00
		Total: \$1,700.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,700.00

End of Reading Goal

Mathematics Goal

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

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 73% of the lowest 25% of students scored at or above Level 3 on the 2009 FCAT Mathematics Test.		In grades 3-5, 75% of the lowest 25% of the school will score at or above Level 3 on the 2010 FCAT Mathematics.		
In grades 3-5, % of the Students with Disabilities scored at or above Level 3 on the 2009 FCAT Mathematics Test		Increase the percent of SWD scoring at or above Level 3 from % to % on the 2010 FCAT Mathematics.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the use of technology such as Odyssey and First in Math to reinforce mathematics concepts.	1. Curriculum Specialist	1. Curriculum Specialist will assist teachers in enrolling students in the correct programs, and ensure activities are implemented.	1. Progress of students on assessments and weekly/monthly printouts.
2	1. Identify and closely monitor the progress of the SWD and revise instruction and groups as indicated by student progress	1. Curriculum Specialist; Resource Teacher	1. Review assessments and group placement quarterly.	1. Progress of students on assessments.
3	2. Students will receive a double dose of math.	.Curriculum Specialist; Resource Teacher	.Maintain a schedule and record of the students	.Increased achievement between assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 75% of the lowest 25% of the school will score at or above Level 3 on the 2010 FCAT Mathematics.	Effective use of technology programs.	Curriculum Specialist, technology liaison	October, 2009	Monitor use of technology through reports generated	Curriculum Specialist, technology liaison
Increase the percent of SWD scoring at or above Level 3 from % to % on the 2010 FCAT Mathematics.	Effective use of IFC an grouping students accordingly.	Curriculum Specialist	October, 2009	Review of groups each quarter and lesson plans	Administration

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
County Workshops	Inservice Funds	\$1,700.00
Total: \$1,700.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,700.00		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 5, 65% of the students scored at or above Level 3 on the 2009 FCAT Science Assessment.		In grade 5, 68% of the students will score at or above Level 3 on the FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Utilize hands-on science kits at least once a week.	1. Curriculum Specialist	. The lesson plans will be reviewed to ensure the implementation of experiments weekly.	.Improvement on science assessments
2	.Provide real world science experiences and engaging activities.	Curriculum Specialist	Students will be administered various assessments throughout the year to determine mastery of skills.	.Improvement on science assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 5, 68% of the students will score at or above Level 3 on the FCAT Science Assessment.	Instructional Focus Calendar	Team Leader; Curriculum Specialist	October, 2009	Review lesson plans to ensure the IFC was implemented and followed.	Curriculum Specialist; Administrators

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
County Workshops on Science Kits in 5th	In-service Funds	\$1,700.00
		Total: \$1,700.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,700.00

End of Science Goal

Writing Goal

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the data from the 2009 FCAT Writes!, 100% of the students in grade 4 scored at or above 3.5 in writing.		On the 2010 FCAT Writes!, 100% the students in grade 4 will score at or above 3.5 in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will use the writing process daily.	Team Leaders	A school wide method will be used to collect writing samples. Administration will review writing during CWT.	Progress shown between prompt and midyear prompt.
2	Students will participate in a writing camp during the school day.	4th Grade Team Leader	Effectiveness will be determined by comparing a prompt given at the beginning to one at the end of the camp.	administration will review them.

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
County Workshops	Inservice Funds	\$1,700.00
		Total: \$1,700.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,700.00

End of Science Goal

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		
School staff survey indicated 10% of parents of students in the subgroups SWD, ELL, and African American attended academic school events.		Increase parent participation at academic school events by 40%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Highly publicize the event using multiple methods such as fliers and phone calls.	Assistant Principal	Sign in sheets	Maintain attendance logs.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent participation in academic school events by 40%.	Getting parents involved	PTA? Administration	October	PTA will maintain sign in sheets and continue to provide assistance such as "baby sitter" during the events.	Parent Liaison

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
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CRISS Training	Inservice Funds	\$1,700.00
Mathematics	County Workshops	Inservice Funds	\$1,700.00
Writing	County Workshops	Inservice Funds	\$1,700.00
Science	County Workshops on Science Kits in 5th	In-service Funds	\$1,700.00
			Total: \$6,800.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$6,800.00

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
TBA	5000

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

The SAC will meet monthly to review, discuss, and revise the SIP if needed. They will oversee the implementation of the SIP and discuss the expenditures of the accountability funds.

SAC Members

Members

1) Eliot Tillinger, Principal

- 2) Lori Stolzenberg, SAC Chair
- 3) Joyce Brewton, Teacher
- 4) Cathy Victor, Teacher
- 5) Luis Figueroa, Business Member
- 6) Heriberto Aponte, Parent
- 7) Rachel Sosa, Parent
- 8) M. Bustamante, Parent
- 9) Dania Lucrezi, Parent
- 10) Sivory Gray, Parent
- 11) Rafael Buitrago, Parent
- 12) Maria Uribe, School Support Personnel
- 13) Marcia Martin, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward EVERGLADES ELEMENTARY SCHOOL 2942																
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 558 Math: 558		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c 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	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N	2007	Y/N	2008
TOTAL ⁴	100	Y	100	Y	87	Y	90	Y			Y				NA	16	13	NA	10	10	NA	NA	87	NA	85	NA	NA	85	NA	
WHITE	99	Y	99	Y	92	Y	91	Y			Y				NA	12	8	NA	8	9	NA	NA	90	NA	86	NA	NA	86	NA	
BLACK		NA		NA		NA		NA			NA				NA			NA			NA	NA								
HISPANIC	100	Y	100	Y	80	Y	87	Y			Y				NA	19	20	NA	13	13	NA	NA	82	NA	82	NA	NA	82	NA	
ASIAN	97	Y	97	Y		NA		NA			NA				NA			NA			NA	NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA	NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA				NA			NA			NA	NA								
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA				NA			NA			NA	NA								
STUDENTS WITH DISABILITIES	100	Y	100	Y	50	N	55	N			NA				NA	50	NA			45	NA	NA	64	N	60	N	60	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward EVERGLADES ELEMENTARY SCHOOL 2942																
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 569 Math: 569		2007-2008 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?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N	2007	Y/N	2008
TOTAL ⁴	100	Y	100	Y	84	Y	90	Y			Y				NA	13	16	NA	8	10	NA	NA	76	NA	86	NA	NA	86	NA	
WHITE	100	Y	100	Y	88	Y	92	Y			Y				NA	12	12	NA	6	8	NA	NA	79	NA	86	NA	NA	86	NA	
BLACK		NA		NA		NA		NA			NA				NA			NA			NA	NA								
HISPANIC	100	Y	100	Y	81	Y	87	Y			Y				NA	15	19	NA	9	13	NA	NA	73	NA	87	NA	NA	87	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA	NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA	NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA				NA			NA			NA	NA								
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA	NA								
STUDENTS WITH DISABILITIES	99	Y	100	Y		NA		NA			NA				NA			NA			NA	NA								

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward EVERGLADES ELEMENTARY SCHOOL 2942																
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 577 Math: 577		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	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	99	Y	87	Y	92	Y			Y				NA	13	8	NA	9	8	NA	NA	81	NA	87	NA	NA	87	NA	
WHITE	100	Y	99	Y	88	Y	94	Y			Y				NA	9	7	NA	6	6	NA	NA	83	NA	86	NA	NA	86	NA	
BLACK		NA		NA		NA		NA			NA				NA			NA			NA	NA								
HISPANIC	99	Y	99	Y	85	Y	91	Y			Y				NA	20	11	NA	13	9	NA	NA	77	NA	87	NA	NA	87	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA	NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA	NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA				NA			NA			NA	NA								
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	70	Y	82	Y			Y				NA	25	NA	20	18	NA	NA	64	NA	85	NA	NA	85	NA		
STUDENTS WITH DISABILITIES	97	Y	96	Y		NA		NA			NA				NA			NA			NA	NA								

SCHOOL GRADE DATA

Broward School District EVERGLADES ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	97%	100%	65%	356	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	77%	80%			157	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?	69% (YES)	73% (YES)			142	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					655	
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 EVERGLADES ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	96%	97%	68%	351	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	68%	80%			148	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	80% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					642	
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 EVERGLADES ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	96%	99%	69%	356	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	77%	80%			157	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?	80% (YES)	84% (YES)			164	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					677	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested