

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM

2009 - 2010 SCHOOL IMPROVEMENT PLAN



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K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
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School Name: EAGLE RIDGE ELEMENTARY SCHOOL

District Name: Broward

Principal: Marina Rashid

SAC Chair: Cindy Burfield

Superintendent: James Notter

Date of School Board Approval: 12/1/09

Last Modified on: 10-07-2009

VISION and MISSION STATEMENTS

The mission of Eagle Ridge Elementary, a family of learners, is to ensure a positive and safe environment that encourages independent and creative thinking through an integrated curriculum, rich in science and technology.

Utilizing the combined efforts of home, school, and community, students will recognize the connection between what they learn and life experiences.

We believe that all children can learn at different rates and with different styles.

We believe in individualized instruction.

We believe that ESE children should learn in the least restrictive environment.

We believe risks must be taken in order to meet the challenges of change.

We believe all individuals should treat each other with respect.

We believe cooperation and responsibility are essential life skills.

We believe the combined efforts of home, school, and community maximize students' strengths and abilities.

We believe that all students are the responsibility of all our staff members.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

The school was built in 1996 as an intermediate school (grade 4-6) It served as an intermediate school until its transition to K-5 in 2006.

Unique School Strengths for Next Year

We have had strong reading and math gains for all levels and subgroups.

Unique School Weaknesses for Next Year

We have a large ESE population and this subgroup met AYP this year in reading through the growth model. As the AYP goal increases, it is more of a challenge to reach it. We really need to concentrate our Professional Development and focus our resources on this population or we will not meet AYP in 09-10.

Student Demographics

Eagle Ridge has approximately 900 students enrolled PreK-5 and we are a science and technology magnet school. We are a cluster school for ESE. We currently have PLACE, Complex PLACE and 2 VE classes. We support the inclusion model for the ESE clusters integrating the students into the least restrictive environment.

Student Attendance Rates

Our Attendance rates have been above 95% for the last 3 years.

Student Mobility

We have an average mobility rate of 10% per year.

Student Suspension Rates

We have a suspension rate of less than 1% in the last three years.

Student Retention Rates

Our retention rates have been less than 2% in the last 3 years.

Class Size

K-3 average is 18 and 4-5 average is 22.

Academic Performance of Feeder Pattern

ERE feeds into Coral Springs Middle School.

Partnerships and Grants

Buffalo's Southwest Café, Vocelli's Pizza and Publix partnered with Eagle Ridge to provide student incentives and donations to support reading and math academic achievement.

Eagle Ridge was awarded a \$2,500 City of Coral Springs Grant to implement Broward County's Anti-Bullying Policy through school assemblies and purchasing resource materials for teachers.

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	Marina Rashid	Specialist in Educational Leadership, Master of Science in Education, Certification in Educational Leadership, Primary Education, Spanish, Elementary Education, ESOL endorsement	9	9	2001-2009 School Grade A 2007-2009 Met AYP in all areas
Assis Principal	Christine Ringler	Specialist in Educational Leadership, Master of Science in Education, Certification in Educational Leadership, Elementary Education (1-6), ESOL endorsement		5	08/09 - School Grade A, met AYP 07/08 - School Grade A, met AYP

* 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	Lindsey Rardin	Elem Ed 1-6, Gifted and ESOL Endorsements, B.A. Elementary Ed, M.A. in Instructional Technology	8	3	02-09 Met AYP in all areas 02-09 Earned A as school grade

* 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. Challenge motivated teachers with opportunities to take on leadership positions	Marina Rashid, Christine	Ongoing during 09-10 school year	

	Ringler		
2. Opportunities for veteran teachers to become facilitators within the Professional Learning Communities	Lindsey Rardin, Cindy Burfield	Ongoing during 09-10 school year	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Jeanette Gandolfo	EI Ed, ESE	4th Grade	Taking ESOL endorsement classes
Susan Melamed	EI Ed,	1st Grade	Taking ESOL endorsement classes
Seema Naik	EI Ed	4th Grade	Taking ESOL endorsement classes
Melissa Stone	EI Ed	Kindergarten	Taking ESOL endorsement classes
Lindsey Rardin	EI Ed, ESOL, Gifted	Reading Coach	Pursuing reading endorsement classes through BVU

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
50	0	26	58	16	46	100	8	22	90

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

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.

Marina Rashid, Principal; Molly Scaccia, Guidance Counselor; Luann Licari, ESE Specialist; Christine Ringler, Assistant Principal; Lindsey Rardin, Reading Coach.

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

The RTI team meets once a week on Wednesdays to review cases of individual children who are not functioning at grade level.

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

The SAC members and the RTI team met in May 2009 to help develop the SIP plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

The baseline data comes from BAT 1 and 2, FCAT, which is pulled from Virtual Counselor and from our in-house records database that contain anecdotal information from previous years. We monitor through mini-BATs, FCAT practice assessments, DAR/Rigby assessments, mini-child studies, Integrated Learning System reports. End of year is assessed using the FCAT.

Describe the plan to train staff on RtI.

During the pre-planning week in August, training will be provided to the faculty on the RTI procedures, problem-solving model, and database decision-making.

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?

Additional strategies are needed to build vocabulary in Reading.
 Increase average score of the ESE and Low SES subgroups in Math.
 We need to increase the average score in the Earth and Space Sciences.
 Additional strategies are needed to build vocabulary/word choice for all students in writing.

Instructional Calendar Development

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

The IFC's were created in July 2009. The IFC will be updated in October 2009 as determined by data disaggregating results from the Sept pre-test, and again in Jan 2010 as determined by the disaggregated data results from the December mid-term test. IFC's will be discussed at weekly team meeting to ensure uniform implementation among grade level teams. Teams will collaborate to provide support and offer assistance to teachers who are struggling to implement the new IFC's

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

Reading: Words/Phrases
 Math: Improvement on Data Analysis and Geometry in 5th grade
 Science: We need to increase the average score in the Earth and Space Sciences.
 Writing: Additional strategies are needed to build vocabulary/word choice for all students.

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

After analyzing data, students were strategically placed with a highly qualified teacher.

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

Our 5th grade students will attend the JA Finance district program and all 5th grade teachers will attend training in August. We have a school wide subscription to current event periodicals such as Scholastic news and weekly reader. Science and Social Studies topics are used to teacher reading skills in the content area.

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?

With in the class the teachers provide opportunity for student choice through project-based learning. This includes topics of interest for annual science fair.
 Students are introduced to a variety of career opportunities through our annual Career Day activities.

DO**Direct the Instructional Focus**

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

Teachers meet in grade level team to plan lessons and activities to support the IFC's
Teachers share best practices through weekly team meetings and PLC's

How are instructional focus lessons developed and delivered?

Teachers incorporate lessons from the IFC's and collaborate to enhance customize lessons for individual students
Teachers utilize district created lessons from Broward Enterprise Education Portal (B.E.E.P)
Teachers use flexible grouping to target students needs

How will instructional focus lessons be revised and monitored?

Through formative assessments, teachers will determine when a focus lesson is effective and revise teaching methodology to meet individual learning styles.
Teachers will differentiate instruction and reteach skills when necessary to teach for mastery.

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.

Teachers use a variety of formative assessment tools to measure progress:

Mini's Benchmark Assessments
 DAR, Rigby, and FAIR
 Broward Assessment Tests (BAT 1 and 2)
 Chapter Tests
 Teacher Observation and Anecdotal
 Writing Samples

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

Mastery will be set at 80% of 80% of the class. If the class does not reach mastery for the skill then the teacher will reteach the skill and re-assess.

Maintenance

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

Teachers will challenge students who meet mastery and enrich the curriculum using supplemental activities.

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.

Teachers and RTI team will meet quarterly to review formative and summative assessment data by content area
 The RTI team will also meet as needed for special cases.

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.

Principal and Support team members attend weekly team meetings to discuss student data, instructional strategies and lessons.
 The Team Leader of the grade level will review the IFC's and lead the discussion on data analysis
 Teachers will be given prompts via online learning portal to reflect on student data and develop plans of action

ACT**Supplemental and Intensive Instruction/Interventions**

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

Trophies Reading for 4-5, Treasures for K-3, Super QAR for grades 1-5, Quick Reads for lowest 25%ile, Let's Go and English in my Pocket for ELL, Reading Counts for all, SME for all, Wilson Foundations for grades K-2, Triumphs and Trophies Interventions for ESE and lowest 25%, SMILE, Edmark, Meville and Weville will be used for self contained ESE in grades K-5.

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

Targeted interventions identified from the District Struggling Readers and Math Chart is utilized to reteach non-mastered target areas.

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

Professional development needs are determined by data analysis and annual needs assessment survey results.

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

As a result of Progress Monitoring and observations, students who consistently demonstrate academic difficulty will receive supplement and intensive/intervention
3-5 grade students scoring level 1 or 2 on FCAT will be offered after-school tutoring and receive interventions
Students scoring proficient (level 4 and 5) will receive enrichment

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

Teachers will meet with the Reading Leadership Team once per quarter to discuss each child's individual progress
The Reading Leadership Team will review results of mini-bat data, DAR's, Rigby, BAT 1 and 2 (as applicable) to monitor the progress of the interventions

Enrichment

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

To support acceleration and enrichment activities, one teacher from each grade level is gifted endorsed. This teacher provides services to the gifted/high-achievers as well as sharing best practice with the grade level during team meetings.
Delivery methods for acceleration are choices, test out of a topic of study, learning centers, compacting curriculum, individual learning contracts, etc

Describe how students are identified for enrichment strategies.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Reading K-5	Lindsey Rardin & Cindy Burfield	Once a month	Face-to-Face During Planning Days & Online	Vocabulary development "Bringing Words to Life"
Math K-5	Lindsey Rardin & Cindy Burfield	Once a month	Face-to-Face During Planning Days & Online	Struggling Math Strategies and Best Practices
Science K-5	Lindsey Rardin & Cindy Burfield	Once a Month	Face-to-Face During Planning Days & Online	Utilizing Delta Science Kits, Following IFC's, and strategies for improving strands of weakness
Writing K-5	Lindsey Rardin & Cindy Burfield	Once a Month	Face-to-Face During Planning Days and Online	Vocabulary development "Bringing Words to Life" and developing elaboration within writing

NCLB Public School Choice

Note: For Title I schools only

Notification of (School in Need of Improvement) SINI Status

No Attached Notification of (School in Need of Improvement) SINI Status

Public School Choice with Transportation (CWT) Notification

No Attached Public School Choice with Transportation (CWT) Notification

Notification of (School in Need of Improvement) SINI Status

No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

We offer PLACE and Complex PLACE for three and four year old children with special needs. We administer FLKRS the first month of school.

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students in grades 3-5 earned a mean percentage correct of 72% in the area of Words and Phrases representing a range of 19%.		By June 2010, 3-5 grade students will score an average of 80% or above within the Words and Phrases strand of the Reading SSS test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will participate in a Professional Learning Community (PLC) designed to focus on vocabulary instruction utilizing "Bringing Words to Life" by Isabella Beck.	Lindsey Rardin, Reading Coach and Cindy Burfield 5th grade teacher	Qualitative Data collected from surveys, reflections, and interviews with teachers, and follow-up embedded in online PLC.	BAT Data will be disaggregated by the RTI Team.
2	K-5 students will participate in word wall activities and maintain a vocabulary notebook with Tier 2 words as exemplified in "Bringing Words to Life."	Principal and Assistant Principal	Classroom walkthroughs	Review of Vocabulary Mini Bat data.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Based on the 2009 SSS data 62% of the SWD scored at or above level 3 on the reading SSS. This subgroup did not meet the minimum standard for AYP.

By June 2010, 72% of SWD in grades 3-5 will score at or above Level 3 on the Reading SSS.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ESE students in grade K-5 will be provided with a minimum of 90 minutes of reading instruction daily by an ESE certified teacher	ESE Specialist	Administration will develop and review schedules and monitor through classroom walkthroughs.	2010 Reading SSS
2	ESE students in grades 3-5, not meeting proficiency, will be identified as Tier 2 or Tier 3 and will receive Immediate Intensive reading Instruction as outlined in the struggling readers chart that will include explicit instruction, modeled instruction, guided practice, and independent practice daily.	RTI Team/ Case Manager	Student progress is assessed using the Rigby PM benchmark and the ORF for all students receiving supplemental instruction.	Bat 1 and 2 data is analyzed to determine progress.
3	ESE students in grades 3-5 will be invited to participate in an after school tutoring program.	Reading Coach	Student attendance is monitored.	Pre and post test
4	ESE students will utilize an Integrated Learning System (SME) to remediate, reinforce, maintain, and enhance reading skills.	Reading Coach and Classroom teachers	Automated Reports will be printed and reviewed weekly by the RTI Team.	Adequate progress will be determined through percent correct, level achieved, and skills mastered.
5	Teachers will identify the ESE students in their homeroom and collaborate through PLCs to develop a plan of action utilizing best practices and materials from the Struggling Readers Chart to meet the needs of that subgroup and individual students.	Group Facilitator	Qualitative data will be pulled from the online knowledge repository stored on the online learning community.	Classroom walkthroughs will determine frequency of implementation of action plans and struggling reader materials.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students in grades 3-5 earned a mean percentage correct of 72% in the area of Main Idea & Purpose. This cluster represents is weighted very heavily and accounts for skill development across the curriculum.		By June 2010, 3-5 grade students will score an average of 80% or above within the Main Idea & Purpose strand of the Reading SSS test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will participate in a Professional Learning Community (PLC) designed to focus on best practices for teaching Main Idea across the curriculum.	Lindsey Rardin, Reading Coach; Cindy Burfield, 5th Grade Teacher	Qualitative Data collected from surveys, reflections, and interviews with teachers, and follow-up embedded in online PLC.	Mini Benchmark Assessments; BAT data; FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 3-5 grade students will score an average of 80% or above within the Words and Phrases strand of the Reading SSS test.	Effective Implementation of Vocabulary strategies as outlined in "Bringing Words to Life."	Reading Coach and Reading Resource Teacher	August 2009 through June 2010	Qualitative Data collected from surveys, reflections, interviews with teachers, and follow-up embedded in online PLC.	Principal and Reading Coach
By June 2010, 72% of SWD in grades 3-5 will score at or above Level 3 on the Reading SSS.	Effective data analysis and alignment with Instructional Focus Calendars	Reading Coach and Reading Resource Teacher	August 2009 through December 2009	Teachers will complete an FCAT checklist for classroom instruction to be reviewed by administration.	Principal and Assistant Principal

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Book Study	Accountability	\$200.00
Intermediate Rewards	Accountability	\$1,000.00
		Total: \$1,200.00
Technology		
Description of Resources	Funding Source	Available Amount
SME	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Moodle Online Learning Communities	N/A	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,200.00

End of Reading Goal

Mathematics Goal

Needs

Based on School Grade and Adequate Yearly Progress Data:

Assessment:

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
Based on the 2009 FCAT Math data, fourth grade students had an average score of 71% reflecting a decrease in Data Analysis, Measurement, and Algebraic Thinking.	By June 2010, 4th grade students will score a combined average of 80% or above on all strands of the Math SSS.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math Strategies including effective use of math manipulatives and Mountain Math Kits will be shared among members of the combined PLC and teachers will follow-up through an online knowledge building website.	Principal and Assistant Principal	Classroom walkthroughs and online anecdotal data including collaborative ideas for utilizing manipulatives and Mountain Math.	Common assessments and Mini Math Bats
2	Students will utilize manipulatives and hands-on activities in the classroom.	Principal and Assistant Principal	Classroom walkthroughs	Common assessments and Mini Math Bats.
3	ALL students, including AYP subgroups, will be placed in appropriate math classes based on data from the FCAT or SAT data as well as the Harcourt Inventory Test, which accompanies the textbook	Grade Chairs	Principal will review master schedule.	Analyze BAT 1 and BAT 2 data.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT data, 5th grade students were below standard in Geometry and Data Analysis scoring an average of 69% and 67%, respectively.		By June 2010, 5th grade students will score a combined average of 75% or above on Geometry and Data Analysis on the Math SSS.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math Strategies including effective use of math materials from the struggling math chart will be explored and evaluated among members of the combined PLC and teachers will determine the appropriate program to implement	Principal and Assistant Principal	Classroom walkthroughs and online anecdotal data including collaborative ideas for utilizing manipulatives and Mountain Math.	Qualitative data collected from online learning community

	in their grade level.			
2	Students will utilize manipulatives and hands-on activities in the classroom.	Principal and Assistant Principal	Classroom walkthroughs and online anecdotal data including collaborative ideas for utilizing manipulatives and Mountain Math.	Math Mini Bats
3	Students will participate in differentiated instruction and hands-on math activities	Principal and Assistant Principal	Classroom walkthroughs	Math Mini Bats

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT data 30% of the Low SES students scored level 1 or 2 and 30% of ESE students scored Level 1 or 2 in grade 3-5.		By June 2010, 25% or less of the Low SES and 25% of the ESE students will score at Level 1 or 2 on the Math SSS for grades 3-5.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will identify the ESE and Low SES students in their homeroom and collaborate with their peers to develop a plan of action utilizing best practices and materials from the Struggling Math Chart to meet the needs of that subgroup.	Math PLC Facilitator	Reflections collected online through PLC	Math Mini Bats
2	Level one and two students will utilize computer assisted instructional software to remediate, reinforce, maintain and enhance math instruction	Grade Level Team Leader and administration	Administration will review SME data monthly	SME data showing adequate progress

Professional Development Aligned with Objective:

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

By June 2010, 5th grade students will score a combined average of 75% or above on Geometry and Data Analysis on the Math SSS.	Effective data analysis, Sharing Best Practices, and alignment with Instructional Focus Calendars	Curriculum Specialist	August through November 2009	Qualitative data monitoring through knowledge repository on Online PLCs	Math PLC Facilitator
By June 2010, Low SES and ESE students scoring Level 1 or 2 on the Math SSS will be reduced by 5% to an average of 25% for grades 3-5.	Struggling Math Chart, Sharing Best Practices, and Intervention Strategies	Curriculum Specialist	August through November 2009	Classroom Walkthroughs to monitor implementation of strategies	Math PLC Facilitator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Moving with Math by Topic Level C	Accountabilty	\$530.00
		Total: \$530.00
Technology		
Description of Resources	Funding Source	Available Amount
SME	N/A	\$0.00
FCAT Explorer	N/A	\$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: \$530.00

End of Mathematics Goal

Science Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the 2009 FCAT Science results, only 40% of the Low SES students scored at a level 3 or higher.			By June 2010, 51% or more of the 5th grade Low SES subgroup will score at a level 3 or higher on the Science SSS.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will identify Low SES students in their homeroom and collaborate with their peers to develop a plan of action utilizing best practices and materials from the science BEEP lesson plans to meet the needs of that subgroup.	Science PLC facilitator	Reflections collected from online PLC	Proficient levels on Science Mini Bats
2	Students will participate in daily hands-on science lessons as outlined in the Science IFC and DELTA Science Kits	Curriculum Specialist and Science PLC Facilitator	Classroom Walkthroughs	Proficient levels on Science Mini Bats
3	Students will participate in science lessons utilizing reading strategies to aide in comprehension of informational text.	Classroom Teacher	Classroom Walkthrough	Proficient levels on the Science Mini BATs

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the 2009 FCAT Science test, only 31% of the ESE students scored at a level 3 or higher.			By June 2010, 41% or more of the 5th grade ESE subgroup will score at a level 3 or higher on the Science SSS.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will identify the ESE students in their homeroom and collaborate with their peers to develop a plan of action utilizing best practices and materials from the science BEEP lesson plans to meet	Curriculum Specialist and ESE Specialist	Review reflections and data collected from online PLC	Proficient Levels on Science Mini Bats in the ESE subgroup

	the needs of that subgroup.			
2	Students will participate in daily hands-on science lessons as outlined in the Science IFC	Curriculum Specialist and ESE Specialist	Classroom Walkthroughs	Data Chats with teachers
3	Students will participate in science lessons utilizing reading strategies to aide in comprehension of informational text	Classroom teacher	Classroom walkthrough	Proficient levels on Science Mini Bats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 41% or more of the 5th grade ESE subgroup will score at a level 3 or higher on the Science SSS.	Earth and Space Science and/or Life Environmental Science Strands	District level training	October 2009	Discussion postings and reflections on PLC learning site or lesson study	Science PLC Facilitator

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
5 teachers will attend district level training on Earth and Space or Life and Environmental Sciences at the district level	Inservice money or Accountability funds	\$500.00
Total: \$500.00		
Other		
Description of Resources	Funding Source	Available Amount

Science Consumables/Replenishment of DELTA Kits	Accountability Funds	\$500.00
		Total: \$500.00
		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?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Writing Data, the ESE subgroup scored a combined average of 3.5.		By June 2010, the ESE subgroup will score a combined average of 3.7 or above on the FL Writes.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ESE Students will be provided with additional Best Practice strategies gained through teacher participation in PLCs.	Reading Coach and Principal	Qualitative data to be pulled from Online PLCs.	Writing Samples collected, scored, and reviewed quarterly by Administration
2	Students will use the writing process daily; all writing will be dated and recorded in a notebook, journal, or work folder.	Reading Coach and Principal	Periodic examination of student notebooks, journals, or work folders by administration	Data chats with 4th grade team
3	Students will have weekly opportunities for conferencing with their teachers and receive constructive feedback in order to develop as writers.	Classroom Teachers	Classroom teachers will maintain a conferencing chart or similar record keeping to be reviewed.	Administration will review conference notes quarterly
4	K-5 teachers will utilize the BEEP lesson plans as outlined by the District K-5 Writing Plan	Reading Coach and Principal	Classroom walkthroughs	Writing Samples collected, scored, and reviewed quarterly by Administration

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Based on the 2009 FCAT Writing assessment, the ESE subgroup scored an average of 3.5.	How to target writing instruction for ESE students	ESE Specialist	November 2009	Periodic writing prompts and writing samples	Principal and Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Bare Books for K-5	Accountability/PTA	\$1,200.00
A selection of books will be purchased to accompany the BEEP lesson plans for K-5	Accountability/PTA	\$400.00
		Total: \$1,600.00
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
PK-5 teachers will be given the opportunity to attend District Training on BEEP lesson plans	Inservice money	\$400.00
		Total: \$400.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,000.00

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Only 25% of ERE parents are registered to receive our weekly newsletter via email through our website.		Increase distribution of our weekly newsletter via email, by registering 50% or more of the ERE parents to subscribe to our newsletter by December 2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Eagle Ridge Staff will provide multiple opportunities for parent involvement including but not limited to Grandparents Day, Coffees, Poetry Readings, Mother's Day Tea, Donuts and Dad's and encourage parents to register on our website	Principal	Mid-year survey to parents via ERE website	End of year survey
2	A variety of avenues will be utilized to disseminate information to the schools stake holders	Principal	Mid-year survey via website	End of year survey

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
Web Solutions Website Hosting	PTA and/or Accountability Funds	\$800.00
		Total: \$800.00
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: \$800.00

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
Reading	Book Study	Accountability	\$200.00
Reading	Intermediate Rewards	Accountability	\$1,000.00
Mathematics	Moving with Math by Topic Level C	Accountability	\$530.00
Writing	Bare Books for K-5	Accountability/PTA	\$1,200.00
Writing	A selection of books will be purchased to accompany the BEEP lesson plans for K-5	Accountability/PTA	\$400.00
			Total: \$3,330.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	SME	N/A	\$0.00
Mathematics	SME	N/A	\$0.00
Mathematics	FCAT Explorer	N/A	\$0.00
Parental Involvement	Web Solutions Website Hosting	PTA and/or Accountability Funds	\$800.00
			Total: \$800.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Moodle Online Learning Communities	N/A	\$0.00
Writing	PK-5 teachers will be given the opportunity to attend District Training on BEEP lesson plans	Inservice money	\$400.00
Science	5 teachers will attend district level training on Earth and Space or Life and Environmental Sciences at the district level	Inservice money or Accountability funds	\$500.00
			Total: \$900.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science	Science Consumables/Replenishment of DELTA Kits	Accountability Funds	\$500.00
			Total: \$500.00
			Final Total: \$5,530.00

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
No data submitted	

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

Continuous Monitoring of Data
 Monitor Implementation of Action Steps in all Academic Areas

SAC Members

Members

- 1) Marina Rashid, Principal
- 2) Cindy Burfield, SAC Chair
- 3) Karyn Komroff, Business Member
- 4) Madeline Scaduto, Parent
- 5) Stephanie Cutler, Parent
- 6) Kristen Buhler, Parent
- 7) Denise Straus, Parent
- 8) Desiree Makovsky, Parent
- 9) Lindsey Rardin, School Support Personnel

10) Anne Miller, Union Steward

11) Christine Ringler, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward EAGLE RIDGE ELEMENTARY SCHOOL 34												
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 443		Math: 443		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		YES				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section s of students "c proficient use AYP via the g		
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		Grow mode readi
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	
TOTAL ⁴	100	Y	100	Y	86	Y	87	Y			Y			NA	15	14	NA	14	13	NA	86	NA			
WHITE	100	Y	100	Y	87	Y	89	Y			Y			NA	14	13	NA	10	11	NA	86	NA			
BLACK	100	Y	100	Y			NA	NA			NA			NA			NA			NA					
HISPANIC	100	Y	100	Y			NA	NA			NA			NA			NA			NA					
ASIAN	100	Y	100	Y			NA	NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA			NA	NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	70	Y	70	Y			NA			NA	22	30	NA	26	30	NA	77	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA			NA	NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	62	N	71	Y			NA			NA	28	38	N	34	29	NA	69	Y			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward EAGLE RIDGE ELEMENTARY SCHOOL 34												
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 504		Math: 504		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 s of students "c proficient use AYP via the g		
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		Grow mode readi
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	
TOTAL ⁴	100	Y	100	Y	85	Y	86	Y			Y			NA	13	15	NA	12	14	NA	77	NA			
WHITE	100	Y	100	Y	86	Y	90	Y			Y			NA	12	14	NA	11	10	NA	77	NA			
BLACK	99	Y	99	Y			NA	NA			NA			NA			NA			NA					
HISPANIC	100	Y	100	Y	80	Y	76	Y			NA			NA	16	20	NA	14	24	NA	73	NA			
ASIAN	100	Y	100	Y			NA	NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA			NA	NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	78	Y	74	Y			NA			NA	22	NA		26	NA	79	NA				
ENGLISH LANGUAGE LEARNERS		NA		NA			NA	NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	72	Y	66	Y			NA			NA	28	NA		34	NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward EAGLE RIDGE ELEMENTARY SCHOOL 34											
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 505 Math: 505		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 s of students "i proficient use AYP via the g	
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	Grow mode readi		
	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		
TOTAL ⁴	100	Y	100	Y	87	Y	88	Y	94		Y			NA	17	13	NA	11	12	NA	83	NA		
WHITE	100	Y	100	Y	88	Y	89	Y	94		Y			NA	15	13	NA	10	11	NA	84	NA		
BLACK	100	Y	100	Y			NA		NA					NA			NA			NA				
HISPANIC	99	Y	99	Y	84	Y	86	Y	94					NA	21	14	NA	10	14	NA	79	NA		
ASIAN	100	Y	100	Y			NA		NA					NA			NA			NA				
AMERICAN INDIAN		NA		NA			NA		NA					NA			NA			NA				
ECONOMICALLY DISADVANTAGED	98	Y	98	Y			NA		NA					NA			NA			NA				
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA		NA					NA			NA			NA				
STUDENTS WITH DISABILITIES	97	Y	97	Y			NA		NA					NA			NA			NA				

SCHOOL GRADE DATA

Broward School District EAGLE RIDGE ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	91%	92%	67%	341	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%	81%			158	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?	66% (YES)	76% (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					641	
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 EAGLE RIDGE ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	89%	86%	58%	321	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	69%			143	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)	70% (YES)			139	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					603	
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 EAGLE RIDGE ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	91%	85%	54%	320	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	81%	65%			146	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?	93% (YES)	68% (YES)			161	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					627	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested