

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: EAGLE POINT ELEMENTARY SCHOOL

District Name: Broward

Principal: Linda Chuckman

SAC Chair: Nancy Cedeno, Nicole Alexander

Superintendent: James Notter

Date of School Board Approval: 12/1/09

Last Modified on: 10-07-2009

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

Vision: To encourage our students to become life-long learners, while fostering partnerships with parents, students, staff and community.

Mission: We will provide a safe educational environment and challenging educational opportunities to develop responsible, confident and productive citizens.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Eagle Point Elementary, located in Weston, Florida, is designated an "A" school and in 2006 was named the #1 elementary school in the state of Florida, based on the high achieving test scores on the Florida Comprehensive Assessment Test. In 2007, Eagle Point was named a National Blue Ribbon School.

#### Unique School Strengths for Next Year

- \*Designated an "A" school from 2000-2009
- \*Named #1 elementary school in the state of Florida
- \*Named a Blue Ribbon School in 2007
- \*100% classrooms will be equipped with Promethean Boards to integrate technology into the curriculum
- \*18% of classroom teachers are National Board Certified
- \*Strong partnerships with community businesses
- \*IMPACT II disseminators
- \*Student placements in county wide competitions
- \*Certified as a National Wildlife Habitat
- \*Citi Grant recipient

#### Unique School Weaknesses for Next Year

- \*Loss of staff due to budget constraints
- \*Decrease in student enrollment

#### Student Demographics

The school serves 1103 students in grades Kindergarten through 5th grade. The demographics include: 48% Hispanic, 40.8% White non-Hispanic, 5.4% Asian or Pacific Islander, 3.89% Black non-Hispanic and 1.74% Multiracial. The school has 19.1% LEP students, 11.2% ESE students and 19.7% of students are eligible for the Free and Reduced Lunch Program. Population by grade level is: K-108; 1st-177; 2nd-183; 3rd-197; 4th-216; 5th-222.

#### Student Attendance Rates

Eagle Point Elementary School 2006-2007: 95.70%; 2007-2008: 95.90%; 2008-2009: 95.6%

#### Student Mobility

The mobility rate of Eagle Point Elementary School is 11.20%. This is due in part to newly arrived residents from other countries. Due to the economy, many families have left the community.

Student Suspension Rates

N/A

Student Retention Rates

2008: 1.97%  
2007: 2.44%

Class Size

The average class size in general education/inclusion classrooms is:  
PreK-3: 17.68 students  
4-5: 20.4 students  
Eagle Point Elementary has two teachers of varying exceptionalities (one primary, one intermediate) who support students within the general education classrooms.  
Newly arrived LEP students receive additional support from a full-time paraprofessional.

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Our partners in education will continue to provide instructional support/enrichment, incentives, motivational support, materials, financial support, school to career activities. Publix will continue its participation on the School Advisory Council. The following businesses are our educational partners:  
Barnes&Noble Booksellers  
Broward Sheriff's Office  
COSTCO  
Galaxy Skateway, L.C.  
Hyatt Regency Bonaventure  
Indian Trace Animal Hospital  
Kabooms Amusement and Party Center  
Kilwin's Chocolates and Ice Cream  
Lucille's American Cafe  
Papa John's Pizza  
Publix Super Markets, Inc.  
RBC Centura Bank

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 | Linda Chuckman | BA Sociology, Northern Illinois University; MS Education/Adult Education, Northern Illinois University; Certified in Sociology , 6-12; Social Science, 5-9; Gifted Endorsement, k-12; Administration/Supervision , K-12; School Principal/all Levels | 1                            | 11                             | Principal of Eagle Point Elementary in 2008-2009: Grade A. Reading Mastery:91%, Math Mastery: 94%, Science Mastery:72%. All subgroups made AYP in both reading and math.<br>Principal at Fox Trail Elementary: 2007-2008:Grade A. Reading Mastery:86%, Math Mastery: 92%, Science Mastery:61%. All subgroups made AYP in both reading and math.<br>2006-2007: Grade A. Reading Mastery:85%, Math Mastery: 89%, Science Mastery:61%. All subgroups made AYP in both reading and math.<br>2005-2006: Grade A. Reading Mastery:87%, Math Mastery:85%.All subgroups made AYP in both reading and math.<br>2004-2005:Grade A. Reading Mastery:83%, Math Mastery: 85%. All subgroups made AYP in both math and reading. |
|           |                | BS Elementary Education Nova Southeastern  |                              |                                | AP of Eagle Point Elementary: 2008-2009:Grade A. Reading Mastery:91%, Learning Gains:77%, Lowest 25% Gains:79%. All subgroups made AYP in reading. 2007-2008:Grade A. Reading   |

|                 |                    |  |   |   |  |
|-----------------|--------------------|--|---|---|--|
| Assis Principal | Willowphine Rosado | university MS Elementary Education Nova Southeastern Certification in Educational Leadership, State of Florida | 3 | 5 | Mastery: 93%, Learning Gains: 75%, Lowest 25% Gains: 75%. All subgroups made AYP in reading.<br>2006-2007: Grade A. Reading Mastery: 93%, Math Mastery: 95%, Science Mastery: 68%. All subgroups made AYP in both math and reading.<br>AP of Rock Island Elementary:<br>2005-2006: Grade B. Reading Mastery: 60%, Math Mastery: 62%. SWD did not make 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      | Nicole Alexander | BS psychology MS Elementary Education Certification elementary Education | 1.5                          | 1.5                   | 2008-2009: Grade A. Reading Mastery: 91%, Learning Gains: 77%, Lowest 25% Gains: 79%. All subgroups made AYP in reading.<br>2007-2008: Grade A. Reading Mastery: 93%, Learning Gains: 75%, Lowest 25% Gains: 75%. All subgroups made AYP in reading. |

\* 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) |
|--|--------------------|---------------------------|---|
| Partnering teachers new to Eagle Point with a veteran staff member | Principal          | on-going                  |   |
| Learning communities with new teachers/mentor teachers             | NESS coordinator   | on-going                  |   |
| District job fairs   | Administration     | June 2010                 |   |

### Non-Highly Qualified Instructors

| Name              | Certification | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
|-------------------|---------------|---------------------|---|
| No data submitted |               |                     |   |

### 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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--------------------|-----------------------------|-------------------------------------|-----------------|
| 77                                  | 0                        | 38.96                                      | 42.86                                       | 18.18                                      | 49.35                               | 100                | 2.59                        | 18.18                               | 86.01           |

### Teacher Mentoring Program

| Mentor Name      | Mentee Assigned  | Rationale for Pairing                   | Planned Mentoring Activities   |
|------------------|------------------|---|--|
| Shereen Reynolds | Peta-Gail Sicard | Second year teacher, new to Eagle Point | Monthly support meeting, sharing best practices, software introduction, peer observation |

### 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) Teachers:** Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

**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.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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).

The leadership team meets once a week to engage in the following activities:  
 Review 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. The team provided data on: academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction, facilitated the development of a systemic approach to teaching and aligned processes and procedures.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: SAT-10, Florida Comprehensive Assessment Test (FCAT)  
 Progress Monitoring: Mini-BATS, FCAT Simulation, Rigby Testing, FAIR  
 Midyear: Florida Assessments for Instruction in Reading (FAIR), Rigby, Mini-BATS, Diagnostic Assessment for Reading (DAR), DRA  
 End of year: FAIR, FCAT, Stanford  
 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.  
 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: Across all grade levels, the majority of students are performing at or above district and state averages with 91% Of students meeting high standards in Reading, 94% of students meeting high standards in Math, 96% of students meeting high standards in Writing and 72% of students meeting high standards in Science.  
 Eagle Point met federal adequate yearly progress under No Child Left Behind with 100% of criteria satisfied.

Instructional Calendar Development

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

The IFCs were created in August 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.

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

Reading: Reference and Research was the least proficient strand and will be given priority focus.  
Mathematics: Algebraic Thinking was the least proficient strand and will be given priority focus.  
Science: Physical and Chemical Changes 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.

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

DO

Direct the Instructional Focus

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

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.

How are instructional focus lessons developed and delivered?

Focus lessons were provided by the instructional coach based on a review of previous assessments where students were struggling. The focus lessons selected are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

How will instructional focus lessons be revised and monitored?

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

Mini-BAT assessments based on the focus lessons will be administered.

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

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.

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.

Teachers will meet weekly. The meeting will be facilitated by the team leader. 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.

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.

ACT

Supplemental and Intensive Instruction/Interventions

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

State adopted textbooks (McMillan/McGraw-Hill Treasures Reading, Harcourt Math)  
Technology based instruction (Promethean Boards, SuccessMaker, Riverdeep and FCAT Explorer)

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

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. SuccessMaker), in addition to Internet instructional Websites 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. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

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, will determine the need for professional development sessions.

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

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

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. General classroom teachers provide enrichment activities to students who excel. Additionally, opportunities for acceleration exist in the Science and Math Clubs provided after school.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in the lassrom, 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.

### 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)   |
|---|---|---------------------------|---------------------------------|---|
| Promethean Learning Community                 | Rhonda Weimann, Technology Specialist   | Bi-Monthly                | Tuesday's, common planning time | Share best practices  |
| Technology Committee                          | Rhonda Weimann, Technology Specialist   | Monthly                   | Tuesday's, common planning time | Analyze the effectiveness classroom based technology/software to determine any necessary revisions.   |
| Reading Committee                             | Susan Neuberger, Reading Chairperson    | Monthly                   | Tuesday's, common planning time | Analyze the effectiveness of the Reading focus calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. |
| Math Committee                                | Ellie Kelleher, Math Chairperson        | Monthly                   | Tuesday's, common planning time | Analyze the effectiveness of the Math calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.          |
| Writing Committee                             | Melissa Wucher, Writing Chairperson     | Monthly                   | Tuesday's, common planning time | Analyze the effectiveness of the Writing mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.                  |
| Science Committee                             | Lisa Milenkovich, Science Chairperson   | Monthly                   | Tuesday's, common planning time | Analyze the effectiveness of the Science calendar, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.        |
| Safety/Wellness Learning Committee            | Fraink Ryan, Physical Education Teacher | Monthly                   | Tuesday's common planning       | Promote healthy living choices, develop school safety plans (dismissal, transportation)   |

### NCLB Public School Choice

**Note: For Title I schools only**

- Notification of (School in Need of Improvement) SINI Status  
[No Attached Notification of \(School in Need of I Improvement\) 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 Eagle Point Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of appropriate

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. Specifically, the Florida Kindergarten Readiness Screening (FLKRS) will be used to assess basic academic skill development and academic school readiness of incoming students. This includes both ECHOS and FAIR. Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. 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 to the instructional/intervention programs.

## Postsecondary Transition

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

|                   |   |
|-------------------|---|
| Needs Assessment: | Based on School Grade and Adequate Yearly Progress Data:  |
|                   | Did the total percent proficient increase or decrease? What is the percent change?  |
|                   | What clusters/strands, by grade level, showed decrease in proficiency?  |
|                   | Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?                                   |
|                   | Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? |
|                   | Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?          |

| Based on the Needs Assessment, I identify Area(s) for Improvement                                      |  | Objective Linked to Area of Improvement  |   |   |
|--|--|--|---|---|
| In grades 3-5, 91% of students met high standards on the administration of the 2009 FCAT reading test. |  | In grades 3-5, 94% of students will meet high standards on the 2010 FCAT reading test. |   |   |
|  | Action Step  | Person Responsible for Monitoring the Action Step                                      | Process Used to Determine Effectiveness of Action Step  | Evaluation Tool   |
| 1  | Students will have access to self-paced computer programs such as Successmaker Technology, Accelerated Reader and Riverdeep Software to implement and utilize in their classrooms in order to meet students' needs   | Technology Specialist, Classroom Teachers  | Review student data and reports to ensure students are meeting skill mastery.   | Printout of student progress report                         |
| 2  | Students will be placed at appropriate reading levels for instruction through data analysis.   | Classroom Teachers, Reading Specialist   | Data analysis of FCAT, NRT, SAT10, Successmaker Reports, Benchmark Assessments, Reading Inventories and mini-assessments. | Individual student reports                                  |
| 3  | A schoolwide focus calendar will be created and utilized to teach benchmark strategies.  | Reading Specialist, Classroom Teachers   | Classroom walk-throughs and observations.   | Mini-BATs   |
| 4  | BEEP lessons will be incorporated into K-5 reading instruction.  | Classroom Teacher, Reading Specialist  | BEEP, United Streaming, Instructional Focus Calendar, Curriculum Map  | Teacher observations, Informal assessment                   |
| 5  | Students will receive small group differentiated instruction within the 90 minute reading block.   | Classroom Teacher  | Reading plans will be analyzed during classroom walk-throughs   | Rigby, FCAT, mini-BATs, inventories, diagnostic assessments |
| 6  | Students' skills will be reinforced through participation in the reading motivational program, "Reading Across Broward".   | Administration, Classroom Teachers, Reading Specialist, Media Specialist               | Analysis of Accelerated Reader reports, Book-It participation,  | Individual student data                                     |
| 7  | School wide DEAR (Drop Everything and Read) time, including National DEAR day, will continue to be implemented to foster a love for reading. Students will have the opportunity to practice the reading process through read aloud and silent-sustained reading. | Administration, Reading Specialist, Classroom Teacher                                  | Classroom walk-throughs and observations.   | Fluency probes to monitor progress, Rigby, Mini-BATs        |
| 8  | Parents of students in grades K-2 will be invited to attend a "Sunshine State Standards Strategies for Success" training on effective reading strategies.  | Administration, Reading Specialist, Instructional Volunteers                           | Hands-on activities to practice skills and strategies to implement at home with students                                  | Follow-up survey/activity                                   |
| 9  | Parents of students in grades 3-5 will be invited to attend  | Administration, Reading Specialist,  | Sample lessons taught in each of the tested areas,  | Follow-up survey/activity                                   |

|    |  |  |   |  |
|----|--|--|---|--|
|    | training of the basics of the FCAT assessment in reading, including types of questions, skills and strategies to enhance parent participation in student achievement.              | Instructional Volunteers               | with parents as students  |  |
| 10 | Students in grades 1-5 will be provided a voluntary Sunshine State Standards test preparation packet in reading to enhance skills at home during winter break.                     | Reading Specialist, Classroom Teachers | The take home packet will be reviewed with those students who complete it.                    | Informal assessment of skills, teacher observation, Mini-BATs      |
| 11 | All students in grades 3-5 will participate in a "Principal's Challenge" in which students will be challenged to read a number of books collectively within a certain time period. | Principal, Classroom Teachers          | A pre-determined motivational activity will be performed by the principal if the goal is met. | Data is collected and top students are rewarded for their efforts. |
| 12 | Student progress will be monitored throughout the year using assessment tools as stated on the Struggling Readers' Chart.  | Reading Specialist, Classroom Teachers | Student progress will be evident through fluid groupings.                                     | Rigby, Oral Fluency Probes, DAR, BRI, IRI, Running Records         |

|   |   |  |   |  |
|---|---|--|---|--|
| Based on the Needs Assessment, I identify Area(s) for Improvement   |   | Objective Linked to Area of Improvement  |   |  |
| In grades 3-5, 79% of the lowest 25th percentile made learning gains in reading based on the 2009 FCAT results. |   | On the 2010 FCAT test in reading, 81% of students in grades 3-5 in the lowest quartile will make learning gains. |   |  |
|   | Action Step   | Person Responsible for Monitoring the Action Step  | Process Used to Determine Effectiveness of Action Step  | Evaluation Tool  |
| 1   | An instructional focus calendar will be developed to align with grade level standards.  | Classroom Teachers, Reading Specialist   | Reading lesson plans will be analyzed during classroom walk-throughs.   | Mini BATs, teacher observation, informal assessments                           |
| 2   | Self-paced technology and software will be used to reinforce reading skills such as comprehension, decoding, and vocabulary.  | Classroom Teachers, Technology Specialist  | Student reports will be analyzed to determine if mastery has been met.  | Computer and/or teacher made assessments to determine mastery.                 |
| 3   | Reading intervention materials will be utilized by all students scoring in the bottom quartile.   | Reading specialist, Classroom Teacher, Additional Reading Support Staff  | Students will be assessed using a diagnostic assessment and teachers will have access to materials listed on the Struggling Readers' Chart. | Mini-BATs, Rigby, DAR, DRA, Oral Fluency Probes                                |
| 4   | Identified students in grades 1-5 will receive before school tutorials to reinforce reading skills such as comprehension, decoding, and vocabulary in the computer lab.   | Reading Specialist   | Individual student reports will be analyzed.  | Progress monitoring through fluency assessments, Rigby, DAR                    |
| 5   | Diagnostic Assessments and intervention materials from the Struggling Readers' Chart will be incorporated into planning and instruction to meet the need of all students. | Reading Specialist, classroom teachers, Additional Reading Support Staff   | Data meetings to review student progress and identification of those struggling students.   | Progress monitoring, mini-BATs, Rigby, teacher observations                    |
| 6   | Identified students in grades 3-5 will receive school based tutorial activities to enhance comprehension and vocabulary skills to achieve Sunshine State Standards.       | Reading Specialist, Classroom Teachers   | Review and analysis of FCAT and BAT scores  | Pre and post-test given to those participating students to determine progress. |
| 7   | In addition to the 90 minute reading block, students scoring in the lowest quartile will have an extra 30 minutes of reading instruction.                                 | Reading Specialist, Classroom Teachers, Additional Reading Support Staff   | Review and analysis of FCAT, BAT and SAT-10 scores  | Progress monitoring, Rigby, DAR, BRI   |

|   |  |   |  |  |
|---|--|---|--|--|
| Based on the Needs Assessment, I identify Area(s) for Improvement |  | Objective Linked to Area of Improvement |  |  |
|---|--|---|--|--|

| 76% of English Language Learners (ELL) in grades 3-5 scored at or above grade level, as evidenced on the 2009 FCAT Reading test. |   | In 2010, 80% of ELL students in grades 3-5 will score at or above grade level on the FCAT reading test. |   |  |
|--|---|---|---|--|
|  | Action Step   | Person Responsible for Monitoring the Action Step   | Process Used to Determine Effectiveness of Action Step  | Evaluation Tool  |
| 1  | ESOL strategies will be documented in reading plans and implemented by teachers with ELL students.  | Administration, Reading Coach   | Lesson plans will be analyzed to assure strategies are implemented  | Informal assessments, Oral Fluency Probes                                      |
| 2  | Reading intervention materials will be utilized by LEP students needing more individualized instruction.  | Reading Specialist, Classroom Teachers, ESOL Paraprofessional   | Teachers will be made aware of the intervention materials available in each of the six areas of reading instruction | Mini-BATs, progress monitoring, oral fluency probes, Rigby                     |
| 3  | Self-paced technology and software will be used to reinforce reading and language such as comprehension, decoding, and vocabulary.  | Classroom Teacher, Technology Specialist, ESOL Paraprofessional   | Student reports will be analyzed to determine if mastery has been met.  | Computer and teacher made assessments, individual student reports              |
| 4  | Identified students in grades 1-5 will receive before school tutorials to reinforce reading skills such as comprehension, decoding, and vocabulary, as well as basic English skills, in the computer lab. | Reading Specialist  | Individual student reports will be analyzed   | Monthly progress monitoring through fluency assessment                         |
| 5  | Diagnostic Assessments and intervention materials from the Struggling Readers' Chart will be incorporated into planning and instruction to meet the need of all LEP students.                             | Reading Specialist, Classroom Teachers, ESOL Paraprofessional   | Data meetings to review student progress and identification of those struggling LEP students.                       | Progress monitoring, mini-BATs, Rigby, teacher observations                    |
| 6  | Identified students in grades 3-5 will receive school based tutorial activities to enhance comprehension and vocabulary skills to achieve Sunshine State Standards.                                       | Reading Specialist, Classroom Teachers  | Review of FCAT, BAT, and SAT-10 scores  | Pre and post-test given to those participating students to determine progress. |
| 7  | LEP students with A1 and A2 language classifications will receive an additional 30 minutes of reading instruction on a daily basis.   | ESOL Paraprofessional   | Review of FCAT, BAT, and SAT-10 scores, analysis of IPT and CELLA results   | Progress monitoring, fluency probes, Rigby, DAR                                |

| Based on the Needs Assessment, I identify Area(s) for Improvement  |   | Objective Linked to Area of Improvement   |   |  |
|--|---|---|---|--|
| Based on the 2009 FCAT reading test, 67% of Students With Disabilities (SWD) scored a level 3 or higher. |   | In 2010, 72% of Students with Disabilities will score a level 3 or higher, as evidenced by the FCAT reading test. |   |  |
|  | Action Step   | Person Responsible for Monitoring the Action Step   | Process Used to Determine Effectiveness of Action Step  | Evaluation Tool  |
| 1  | Small group teacher-directed reading instruction and learning centers will be utilized as needed to meet individual needs.  | Classroom Teachers, Reading Specialist  | Small group lesson plans will be analyzed, paying particular attention to differentiation in instruction and assessment.      | Informal assessments, weekly/monthly progress monitoring |
| 2  | Self-paced technology and software will be used to reinforce reading skills such as comprehension, decoding, and vocabulary.  | Classroom Teachers, Technology Specialist   | Student reports will be analyzed to determine if mastery has been met.  | Computer and teacher made assessments                    |
| 3  | Identified students in grades 1-5 will receive before school tutorials to reinforce reading skills such as comprehension, decoding, and vocabulary in the computer lab. | Reading Specialist  | Individual student reports will be analyzed   | Progress monitoring through fluency assessment, Rigby    |
| 4  | Reading intervention materials will be incorporated into small group instruction and utilized by all students   | Reading Specialist, Classroom Teachers, ESE Teacher   | Reading lesson plans will be analyzed in both the general education classroom, as well as those of the ESE teacher, to ensure | Mini-BATs, progress monitoring                           |

|   |   |   |   |   |
|---|---|---|---|---|
|   | scoring in the bottom quartile.   |   | coverage/reinforcement of all skills and strategies                                       |   |
| 5 | Diagnostic Assessments and intervention materials from the Struggling Readers' Chart will be incorporated into planning and instruction to meet the need of all students. | Reading Specialist, Classroom Teacher, ESE Teacher. | Data meetings to review student progress and identification of those struggling students. | Progress monitoring, mini-BATs, Rigby, teacher observations                   |
| 6 | Identified students in grades 3-5 will receive school based tutorial activities to enhance comprehension and vocabulary skills to achieve Sunshine State Standards.       | Reading Specialist, Classroom Teachers              | Review of FCAT, BAT, and SAT-10 scores  | Pre and post-test given to those participating students to determine progress |

Professional Development Aligned with Objective:

| Objective Addressed  | Content/Topic                                  | Facilitator                                  | Target Date | Strategy for Follow-up/Monitoring             | Person Responsible for Monitoring |
|--|--|--|-------------|---|-----------------------------------|
| Students will have access to self-paced computer programs such as Successmaker Technology, Accelerated Reader and Riverdeep Software to implement and utilize in their classrooms in order to meet students' needs | Reading/Technology                             | Technology Specialist                        | 8/19/09     | Follow-up activity                            | Technology Specialist             |
| Diagnostic Assessments and intervention materials from the Struggling Readers' Chart will be incorporated into planning and instruction to meet the need of all students.  | Reading/Intervention Materials and Assessments | Reading Specialist                           | ongoing     | Follow-up Activity                            | Reading Specialist                |
| Student progress will be monitored throughout the year using assessment tools as stated on the Struggling Readers' Chart.  | Reading/Progress Monitoring                    | Reading Specialist                           | ongoing     | Follow-up Activity                            | Reading Specialist                |
| Students will be placed at appropriate reading levels for instruction through data analysis.   | Reading/Data Analysis                          | Reading Specialist, Instructional Volunteers | ongoing     | Teacher collaboration/collegial conversations | Reading Specialist                |

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  |
| Reading Intervention Materials   | School Accountability Funds                  | \$1,500.00        |
| Saturday/After-School Tutorial Services (Materials and Sessions)             | School Accountability Funds                  | \$450.00          |
| Small Group Reading Instruction and Learning Centers                         | Instructional Materials/Accountability Funds | \$500.00          |
| Teacher Training in Successmaker, Accelerated Reader, and Riverdeep Software | School Accountability Funds                  | \$0.00            |
|  |  | Total: \$2,450.00 |
| Technology   |  |                   |
| Description of Resources   | Funding Source                               | Available Amount  |
| Successmaker, FCAT Software, and Accelerated Reader                          | Foundation Community Group                   | \$550.00          |
|  |  | Total: \$550.00   |
| Professional Development   |  |                   |
| Description of Resources   | Funding Source                               | Available Amount  |
| Staff Development  | Instructional Staff Training (Budget)        | \$450.00          |
|  |  | Total: \$450.00   |
| Other  |  |                   |
| Description of Resources   | Funding Source                               | Available Amount  |

|   |                             |                         |
|---|-----------------------------|-------------------------|
| School Tutorial Services for lowest quartile students, grades 3-5 | School Accountability Funds | \$1,500.00              |
| Community Reading Day   | PTA                         | \$50.00                 |
| Sunshine State Standards parent training for grades K-2           | General School Budget       | \$100.00                |
| Parent Training on FACT for grades 3-5                            | General School Budget       | \$100.00                |
| Principal's Challenge Motivational Activity                       | General School Budget       | \$100.00                |
|   |                             | Total: \$1,850.00       |
|   |                             | Final Total: \$5,300.00 |

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   |                                 |
|---|---|---|---|---------------------------------|
| 71% of students maintained a level 4 or 5 as demonstrated on the 2009 FCAT math test. |   |   | The percent of level 4 and 5 students demonstrating learning gains will increase by 4% as shown by the 2010 FCAT. |                                 |
|   | Action Step   | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step  | Evaluation Tool                 |
| 1   | Instructional Focus Calendar  | Administration, Team Leaders                      | Attend small group analysis and collaboration sessions  | Mini-BAT assessments            |
| 2   | Students strengths and weaknesses will be assessed and diagnosed for effective placement in appropriate levels of math instruction.   | Classroom Teachers                                | Review and analyze data.  | Placement and final tests.      |
| 3   | Fourth and fifth grade students identified as being in the highest 5% on the 2009 FCAT Math Assessment will be targeted for participation in a school math club to enrich mathematical critical thinking and problem solving. | Math Club Sponsor                                 | Math Club participation   | FCAT Math Assessment            |
| 4   | K-5 Students will reinforce math skills through self-paced software.  | Classroom Teachers/Technology Liaison             | Successmaker, Riverdeep, FCAT software and/or other available software.   | Individual student reports      |
| 5   | K-5 students will participate in a schoolwide math activity.  | Instructional volunteers                          | Morning announcements on specified Fridays  | Teacher observation             |
| 6   | K-5 students will participate weekly in the Math Superstars Program to improve higher-level thinking in math applications.  | Classroom teachers/parent volunteers              | Weekly participation in Math Superstars Program   | Individual student reports      |
| 7   | Students in grade 5 will be provided FCAT simulation disks.   | Classroom teachers/Technology Liaison             | Reinforcement of math skills at home  | Individual student reports      |
| 8   | School-based tutorial services will be offered to targeted students in fourth and fifth grade .   | Team Leaders/Instructional Volunteers             | Tutorial services in all mathematical strands   | Mini-bats                       |
| 9   | K-5 students will receive instruction in first 45 days of next grade level.   | Classroom teachers                                | FCAT Math Dailies   | Individual student performance. |
| 10  | Students who meet district  | Classroom teachers                                | Enrichment activities   | Individual student              |

|   |  |  |                                 |
|---|--|--|---------------------------------|
| MATS criteria will receive appropriate instruction. |  |  | performance/teacher observation |
|---|--|--|---------------------------------|

| Based on the Needs Assessment, I identify Area(s) for Improvement  |  | Objective Linked to Area of Improvement   |   |  |
|--|--|---|---|--|
| Based on the 2009 FCAT data, 71% of Students with Disabilities in grades 3-5 met high standards in math. |  | In grades 3-5, 73% of Students with Disabilities will meet high standards, as shown on the 2010 FCAT math test. |   |  |
|  | Action Step  | Person Responsible for Monitoring the Action Step   | Process Used to Determine Effectiveness of Action Step                                  | Evaluation Tool                                    |
| 1  | Implement activities that utilize manipulatives and hands-on learning for understanding                                    | Administration, Team Leaders  | Focused Walk Throughs to ensure manipulatives are in use                                | Reports generated through walkthroughs             |
| 2  | Teacher-directed small math groups and/or enriching math center(s) will be implemented as needed in grades K-5.            | NESS Coach/ESE Teachers/Classroom teachers  | Teacher-directed small math groups and/or math centers                                  | Individual student performance/teacher observation |
| 3  | Identified students who did not meet AYP or who are at risk of not meeting AYP will receive modified instruction.          | Classroom teachers  | Data from standardized tests will be used as one of several tools to modify instruction | Mini-bats/Classroom Math Assessments               |
| 4  | K-5 Students will reinforce math skills through self-paced software.   | Classroom Teachers/Technology Liaison   | Successmaker, Riverdeep, FCAT software and/or other available software.                 | Individual student reports                         |
| 5  | K-5 students will participate in a schoolwide math activity.   | Instructional volunteers  | Morning announcements on specified Friday's   | Teacher observation                                |
| 6  | K-5 students will participate weekly in the Math Superstars Program to improve higher-level thinking in math applications. | Classroom teachers/parent volunteers  | Weekly participation in Math Superstars Program   | Individual student reports                         |
| 7  | Students in grade 5 will be provided FCAT simulation disks.  | Classroom teachers/Technology Liaison   | Reinforcement of math skills at home  | Individual student reports                         |
| 8  | School-based tutorial services will be offered to targeted students in fourth and fifth grade .                            | Team Leaders/Instructional Volunteers   | Tutorial services in all mathematical strands   | Mini-bats  |

| Based on the Needs Assessment, I identify Area(s) for Improvement                             |  | Objective Linked to Area of Improvement   |   |                            |
|---|--|---|---|----------------------------|
| In grades 3-5, 81% of the lowest 25% made learning gains as shown on the 2009 FCAT math test. |  | In grades 3-5, 83% of the lowest 25% will make learning gains on the 2010 FCAT math test. |   |                            |
|   | Action Step  | Person Responsible for Monitoring the Action Step   | Process Used to Determine Effectiveness of Action Step  | Evaluation Tool            |
| 1   | Assess and diagnose students' strengths and weaknesses to prescribe appropriate learning activities                            | Administration, Classroom teachers  | Data will be reviewed and analyze to effectively place students in appropriate levels of math instruction | Placement/Final tests      |
| 2   | Students identified as being on a Progress Monitoring Plan will receive small group tutorial services to reinforce math skills | Classroom teacher   | Teacher observation   | Mini-BATs                  |
| 3   | Resources from the Struggling Mathematics Chart will be used to meet the needs of struggling students                          | Technology Liaison/Classroom teachers   | Resources such as FCAT Explorer, Riverdeep Math and Successmaker  | Individual student reports |
| 4   | Math instruction will be modified for students in AYP subgroups who did not make or who are at risk of not making AYP          | Classroom teachers  | Data from standardized tests will be used to identify deficient areas                                     | Standardized test results  |

| Objective Addressed  | Content/Topic          | Facilitator                           | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|------------------------|---------------------------------------|-------------|-----------------------------------|-----------------------------------|
| Teachers will use resources from the Struggling Mathematics Chart to meet the needs of struggling students   | Math technology        | Technology special/classroom teachers | 8/31/09     | Individual student reports        | Administration                    |
| New teachers will receive training on technology software to enhance and supplement the mathematics curriculum in the classroom                      | Math strands           | NESS Coach                            | 8/31/09     | Individual student reports        | NESS Coach                        |
| Teachers will participate in collegial conversations, sharing best practices in teaching math concepts and skills in primary and intermediate groups | Best practices in math | Classroom teachers                    | 8/31/09     | Team meetings                     | Team Leaders                      |
| New teachers will be trained on effective methods for implementing the Harcourt Math textbook in grades K-5  | Harcourt math textbook | NESS Coach                            | 8/31/09     | Learning community                | NESS Coach                        |

Budget:

| Evidence-based Program(s)/Material(s)                          |   |                         |
|--|---|-------------------------|
| Description of Resources                                       | Funding Source                                  | Available Amount        |
| SSS Dailies Calendar Math and/or Mountain Math                 | Instructional materials                         | \$1,000.00              |
| MATS Instruction   | Instructional materials                         | \$650.00                |
| Saturday/After school tutorial services materials and sessions | School Accountability                           | \$450.00                |
|  |   | Total: \$2,100.00       |
| Technology   |   |                         |
| Description of Resources                                       | Funding Source                                  | Available Amount        |
| FCAT Explorer, Riverdeep, Successmaker                         | Instructional Materials                         | \$0.00                  |
| Distance Learning Classes                                      | General School Funds                            | \$100.00                |
|  |   | Total: \$100.00         |
| Professional Development                                       |   |                         |
| Description of Resources                                       | Funding Source                                  | Available Amount        |
| In-school colleague to colleague sharing of best practices     |   | \$0.00                  |
|  |   | Total: \$0.00           |
| Other  |   |                         |
| Description of Resources                                       | Funding Source                                  | Available Amount        |
| Math Night with Local Business Partner                         | General School Budget                           | \$25.00                 |
| Saturday/After School Math Camp                                | School Accountability and General School Budget | \$1,500.00              |
|  |   | Total: \$1,525.00       |
|  |   | Final Total: \$3,725.00 |

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  |                           |
|--|---|--|---------------------------|
| 72% of students scored at or above grade level on the 2009 FCAT Science. |   | On the 2010 FCAT science test, 74% of the students will score at or above grade level. |                           |
| Action Step  | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step                                 | Evaluation Tool           |
| 1 Students will utilize the  | Classroom teacher, Science                        | Review and analyze   | Mini-BATs, Lesson/Journal |

|    |   |   |  |                                       |
|----|---|---|--|---------------------------------------|
|    | scientific process to complete experiments.   | Resource Teacher  | assessments  | Assessments                           |
| 2  | Students will receive additional "hands-on" science instruction.  | Science Resource Teacher                                      | Students will record results in science journal/notebook   | Mini-BATs, Lesson/Journal Assessments |
| 3  | Teachers will ensure that ESOL strategies are being used to provide instruction for LEP students. Additional instruction will be provided for targeted LEP students.  | ESOL Coordinator/Classroom teachers                           | Individual student reports will be analyzed  | Mini-BATs, Lesson/Journal Assessments |
| 4  | Teachers will have an opportunity to utilize technological resources such as: BECON, Distance Learning, Science Videos, FCAT Explorer (5th Grade), BEEP Mini Assessments Grades 3-5 and United Streaming to enhance the Science curriculum. | Media Specialist/Technology Liaison/Classroom Teachers        | BECON/Distance Learning/Science Videos/FCAT Explorer/BEEP Mini-assessments/United Streaming                      | Teacher Observation                   |
| 5  | K-5 students will be encouraged to read nonfiction literature related to science concepts.  | Media Specialist/Classroom Teachers                           | Teachers will be made aware of available non-fiction literature related to science concepts                      | Student reading logs                  |
| 6  | On specified Fridays, students in grades K-5 will participate in school wide science time called "Sleuth Academy" and "Eagle Point Investigators" during morning announcements.   | Media Specialist/Science Resource Teacher                     | Science lessons related to benchmarks will be broadcast on morning announcements                                 | Teacher Observation                   |
| 7  | Students will access the weather station for daily televised weather and lunar phases reports on WNEST.   | Media Specialist/Science Resource Teacher                     | Students will broadcast weather and lunar phases on WNEST  | Teacher assessments and observation   |
| 8  | Students, parents and community stakeholders will participate in tours and academic activities within "The Learning Garden."  | Science and Garden Clubs/Classroom Teachers                   | Students will receive training on "The Learning Garden" through teacher-created brochure outlining its' features | Informal assessments                  |
| 9  | Students will receive additional "hands-on" Science instruction from the Science Resource Teacher.  | Science Resource Teacher                                      | Students will receive additional support through a Science Special   | Teacher Assessments                   |
| 10 | A Science Club will be continued for fourth and fifth grade students to enhance understanding of the Scientific Process.  | Science Club Leader   | Weekly participation in Science Club   | Teacher Observation                   |
| 11 | Parents of students in grade K-2 will be invited to attend "Sunshine State Standards Strategies for Success" training on the Scientific Process in an effort to help parents provide home assistance.                                       | Science Resource Teacher/Classroom Teachers/Science Committee | Training will be provided to parents on science benchmarks   | Parent feedback                       |
| 12 | Students in one primary grade and 5th grade will complete Science Fair projects for the Academic Fair.  | Classroom Teachers  | Science Fair projects  | Scientific process rubric             |
| 13 | Parents of students in grade 5 will be invited to attend training on the basics of the FCAT Assessment in Science, including types of questions, skills and strategies to enhance student achievement.                                      | Science Resource Teacher/Classroom Teachers                   | Teacher modeling   | Parent feedback                       |

Professional Development Aligned with Objective:

| Objective Addressed   | Content/Topic      | Facilitator                     | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---|--------------------|---------------------------------|-------------|-----------------------------------|-----------------------------------|
| Teachers in grades K-5 will participate in Collegial Conversations, sharing their best practices in the teaching of Science concepts and skills in primary and Classroom Teachers intermediate groups | Science benchmarks | Team Leaders/Classroom Teachers | 8/31/09     | Follow-up activity                | Science Resource Teacher          |
| Staff development will be provided to familiarize teachers with science standards   | Science standards  | Science Resource Teacher        | Ongoing     | Follow-up activity                | Science Resource Teacher          |

Budget:

| Evidence-based Program(s)/Material(s) |                                       |                       |
|---------------------------------------|---------------------------------------|-----------------------|
| Description of Resources              | Funding Source                        | Available Amount      |
| Science experiment materials          | Materials and Supplies/General Budget | \$250.00              |
|                                       |                                       | Total: \$250.00       |
| 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: \$250.00 |

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  |  |                                 |
|---|--|--|--|---------------------------------|
| On the 2009 FCAT writing assessment, 96% of students scored a Level 3.5 or above. |  | 98% of students will meet the state standards in writing as shown on the 2010 FCAT test. |  |                                 |
|   | Action Step  | Person Responsible for Monitoring the Action Step  | Process Used to Determine Effectiveness of Action Step | Evaluation Tool                 |
| 1   | Students in grades K-5 will participate in a daily writing period, where they will keep a writers' portfolio, journal, notebook in a variety of genres, including poetry, fiction, informative, narrative, expository, literary response, etc. | Classroom teachers   | Student-teacher conferencing                           | Scored writing samples          |
| 2   | Teachers will participate in Collegial Conversations,  | Instructional Volunteers   | Teacher observation, collegial conversations           | Weekly/ monthly writing prompts |

|    |   |   |   |   |
|----|---|---|---|---|
|    | sharing their best practices in the teaching and assessing of writing in primary and intermediate groups.   |   |   |   |
| 3  | Students in grades 2-5 will utilize word processing technology including Microsoft Word, Inspiration and the Student Writing Center to enhance writing skills when publishing original works.                         | Classroom Teachers, Technology Specialist               | Student-teacher conferencing, peer editing  | Teacher observation                               |
| 4  | All fourth grade students will be given the opportunity to participate in school based tutorial services to enhance writing skills in narrative and expository genres in preparation for the FCAT writing assessment. | Reading Specialist, Instructional Volunteers            | Modeling, shared teaching strategies  | Pre and post scored writing samples               |
| 5  | Writing Committee members and/or Peer Teachers will partner with new faculty members on their grade level to assist with the writing curriculum.  | Classroom Teachers, NESS Liason                         | Modeling, shared teaching strategies, teacher observation, classroom walk-throughs  | scored writing prompts                            |
| 6  | Student work will be displayed at business partner locations in order to showcase student accomplishments in writing and foster positive relationships with the community.  | Community Partner Liason, Instructional Volunteers      | Classes will have opportunities to participate in Authors' Nights in conjunction with one of our community business partners. | teacher-student conferencing, scoring rubric      |
| 7  | Students in grades 1-5 will complete an initial writing assignment to be used for assessing students' writing needs by October 1, 2009.   | Reading Specialist, Classroom Teachers                  | Writing rubric  | Scored writing prompt                             |
| 8  | Students in grades K-5 will be given the opportunity to create individual/class books, which will be professionally published and available for purchase.   | Instructional Volunteer                                 | Student editing, Teacher-student conferencing   | Rubric (based on content/topic)                   |
| 9  | Teachers will provide information for and encourage students to participate in various essay, handwriting and poetry contests throughout the year.  | Classroom Teachers, Reading Specialist                  | teacher-student conferencing, peer editing  | Edited and published student work                 |
| 10 | Teachers will ensure that ESOL strategies are being used to provide instruction for LEP students. Additional instruction will be provided for targeted LEP students.  | Classroom Teachers, ESOL Contact, ESOL Paraprofessional | Lessons plans will be analyzed during classroom walk-throughs to ensure that ESOL strategies are implemented                  | Weekly/monthly writing prompts                    |
| 11 | Varying grade levels will have the opportunity to pair up as writing buddies. Fourth grade and fifth grade teachers will model/share effective writing strategies with students.                                      | Classroom Teachers                                      | Teacher modeling, students modeling, classroom walk-throughs  | Scored writing prompts                            |
| 12 | Classes will have the opportunity to participate in "Book Buddies" where students will read and respond to literature.  | Classroom Teachers                                      | Teacher modeling, student modeling  | Teacher observation, teacher-student conferencing |
| 13 | Fourth grade teachers and classes will cross group for writing instruction to enhance writing skills in narrative and expository genres in preparation for the FCAT Writing assessment.                               | Fourth grade classroom teachers                         | Teacher modeling  | Scored writing prompts                            |

Professional Development Aligned with Objective:

| Objective Addressed   | Content/Topic   | Facilitator  | Target Date      | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---|---|--|------------------|-----------------------------------|-----------------------------------|
| Writing Committee members and/or Peer Teachers will partner with new faculty members on their grade level to assist with the writing curriculum.  | Writing/Training for new teachers on effective strategies in the processes of narrative and expository writing/ implementation of these strategies within their writing blocks. | Writing Committee members, Instructional Volunteers  | to begin 8/17/09 | follow-up activity                | Reading Specialist                |
| Writing committee members will be given the opportunity to attend conferences/staff development to learn new techniques and strategies in the teaching and assessing in writing, in order to share with their peers at an upcoming early release day. | Writing/Modeling and shared strategies  | Writing committee members , instructional volunteers | to begin 8/17/09 | follow-up activity                | Writing Committee Chairperson     |

Budget:

| Evidence-based Program(s)/Material(s)          |                             |                         |
|--|-----------------------------|-------------------------|
| Description of Resources                       | Funding Source              | Available Amount        |
| Writing Standards Set                          | General School Budget       | \$50.00                 |
| Tutorial Services for 4th grade students       | School Accountability Funds | \$1,000.00              |
|  |                             | Total: \$1,050.00       |
| 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        |
| Conferences/Staff Development                  | School Accountability Funds | \$450.00                |
|  |                             | Total: \$450.00         |
| Other  |                             |                         |
| Description of Resources                       | Funding Source              | Available Amount        |
| Author's Night with local business partner     | General School Budget       | \$50.00                 |
| "Sunshine State Standards" parent training K-2 | General School Budget       | \$100.00                |
| Student published books                        | General School Budget       | \$750.00                |
| FCAT Writing Training for parents              | General School Budget       | \$100.00                |
|  |                             | Total: \$1,000.00       |
|  |                             | Final Total: \$2,500.00 |

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  |                 |
| Based on the Needs Assessment, parent attendance at the Sunshine State Standards FCAT Parent Night will increase from 33% to 50%. |                                       | In grades 3-5, 94% of students will meet high standards on the 2010 FCAT reading test. |                 |
| Action Step   | Person Responsible for Monitoring the | Process Used to Determine Effectiveness  | Evaluation Tool |

|   |   | Action Step   | of Action Step       |                 |
|---|---|---|----------------------|-----------------|
| 1 | Parents of students in grades 3-5 will be invited to attend training on the basics of the FCAT Assessment in Reading, Writing, Math and Science including types of questions, skills and strategies to enhance student achievement  | Reading, Writing, Math and Science Chairs                         | Follow-up activities | Parent feedback |
| 2 | Parents of students in grades K-2 will be invited to attend "Sunshine State Standards for Strategies for Success" training in effective writing strategies in an effort to help support parents in providing home assistance to foster a productive home-school connection. | Reading, Writing, Math and Science committees, classroom teachers | Follow-up activities | Parent feedback |

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         |
| Reading                               | Reading Intervention Materials   | School Accountability Funds                     | \$1,500.00               |
| Reading                               | Saturday/After-School Tutorial Services (Materials and Sessions)             | School Accountability Funds                     | \$450.00                 |
| Reading                               | Small Group Reading Instruction and Learning Centers                         | Instructional Materials/Accountability Funds    | \$500.00                 |
| Reading                               | Teacher Training in Successmaker, Accelerated Reader, and Riverdeep Software | School Accountability Funds                     | \$0.00                   |
| Mathematics                           | SSS Dailies Calendar Math and/or Mountain Math                               | Instructional materials                         | \$1,000.00               |
| Mathematics                           | MATS Instruction   | Instructional materials                         | \$650.00                 |
| Mathematics                           | Saturday/Afterschool tutorial services materials and sessions                | School Accountability                           | \$450.00                 |
| Writing                               | Writing Standards Set  | General School Budget                           | \$50.00                  |
| Writing                               | Tutorial Services for 4th grade students                                     | School Accountability Funds                     | \$1,000.00               |
| Science                               | Science experiment materials   | Materials and Supplies/General Budget           | \$250.00                 |
|                                       |  |   | Total: \$5,850.00        |
| Technology                            |  |   |                          |
| Goal                                  | Description of Resources   | Funding Source                                  | Available Amount         |
| Reading                               | Successmaker, FCAT Software, and Accelerated Reader                          | Foundation Community Group                      | \$550.00                 |
| Mathematics                           | FCAT Explorer, Riverdeep, Successmaker                                       | Instructional Materials                         | \$0.00                   |
| Mathematics                           | Distance Learning Classes  | General School Funds                            | \$100.00                 |
|                                       |  |   | Total: \$650.00          |
| Professional Development              |  |   |                          |
| Goal                                  | Description of Resources   | Funding Source                                  | Available Amount         |
| Reading                               | Staff Development  | Instructional Staff Training (Budget)           | \$450.00                 |
| Mathematics                           | In-school colleague to colleague sharing of best practices                   |   | \$0.00                   |
| Writing                               | Conferences/Staff Development  | School Accountability Funds                     | \$450.00                 |
|                                       |  |   | Total: \$900.00          |
| Other                                 |  |   |                          |
| Goal                                  | Description of Resources   | Funding Source                                  | Available Amount         |
| Reading                               | School Tutorial Services for lowest quartile students, grades 3-5            | School Accountability Funds                     | \$1,500.00               |
| Reading                               | Community Reading Day  | PTA   | \$50.00                  |
| Reading                               | Sunshine State Standards parent training for grades K-2                      | General School Budget                           | \$100.00                 |
| Reading                               | Parent Training on FACT for grades 3-5                                       | General School Budget                           | \$100.00                 |
| Reading                               | Principal's Challenge Motivational Activity                                  | General School Budget                           | \$100.00                 |
| Mathematics                           | Math Night with Local Business Partner                                       | General School Budget                           | \$25.00                  |
| Mathematics                           | Saturday/After School Math Camp  | School Accountability and General School Budget | \$1,500.00               |
| Writing                               | Author's Night with local business partner                                   | General School Budget                           | \$50.00                  |
| Writing                               | "Sunshine State Standards" parent training K-2                               | General School Budget                           | \$100.00                 |
| Writing                               | Student published books  | General School Budget                           | \$750.00                 |
| Writing                               | FCAT Writing Training for parents  | General School Budget                           | \$100.00                 |
|                                       |  |   | Total: \$4,375.00        |
|                                       |  |   | Final Total: \$11,775.00 |

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Intervene    jn Correct II    jn Prevent II    jn Correct I    jn Prevent I    jn NA

## 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

### SAC Members

#### Members

- 1) Chuckman, Linda, Principal
- 2) Nancy Cedeno, SAC Chair
- 3) Nicole Alexander, SAC Chair
- 4) Kelleher, Ellie, Teacher
- 5) Neuberger, Susan, Teacher
- 6) Lisa Milenkovich, Teacher
- 7) Melissa Wucher, Teacher
- 8) Spellings, Jim, Business Member
- 9) Sunshine, Hilary, Parent
- 10) Schneider, Gale, Parent
- 11) Valent, Julie, Parent
- 12) Wolk, Allison, Parent
- 13) Lien-Nieves, Jane, Parent
- 14) Gomez, Sandyha, Parent
- 15) Bulterman, Marci,, Parent
- 16) Alegria, Rodrigo, Parent
- 17) Maccagli, Kevin, Community Member
- 18) Arencibia, Kathy, School Support Personnel
- 19) Phillips, Zaida, Union Steward

# AYP DATA

| 2008-2009 Adequate Yearly Progress (AYP) Report - Page 2  |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Broward EAGLE POINT ELEMENTARY SCHOOL 3461  |  |           |                     |   |      |  |  |   |   |                   |  |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|--|-----------|---------------------|---|------|--|--|---|---|-------------------|--|
| Number of students enrolled in the grades tested:   |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Read: 699   |  | Math: 699 |                     | 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               |  |
| TOTAL <sup>4</sup>  | 100                                 | Y   | 100                              | Y   | 87  | Y   | 90   | Y   |  |      | Y   |   |      | NA  | 12   | 13        | NA                  | 10  | 10   | NA   | 87   | NA  | 83  | NA                |  |
| WHITE   | 100                                 | Y   | 100                              | Y   | 93  | Y   |  | Y   |  |      | Y   |   |      | NA  | 9  | 7         | NA                  | 8   |      | NA   | 90   | NA  | 84  | NA                |  |
| BLACK   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           | NA                  |   |      | NA   |  |   |   |                   |  |
| HISPANIC  | 100                                 | Y   | 100                              | Y   | 83  | Y   | 87   | Y   |  |      | Y   |   |      | NA  | 14   | 17        | NA                  | 11  | 13   | NA   | 85   | NA  | 83  | 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   | 77  | Y   | 86   | Y   |  |      | Y   |   |      | NA  | 16   | 23        | NA                  | 13  | 14   | NA   | 83   | NA  | 81  | NA                |  |
| ENGLISH LANGUAGE LEARNERS   | 100                                 | Y   | 100                              | Y   | 76  | Y   | 80   | Y   |  |      | Y   |   |      | NA  | 20   | 24        | NA                  | 16  | 20   | NA   | 81   | NA  | 78  | NA                |  |
| STUDENTS WITH DISABILITIES  | 100                                 | Y   | 100                              | Y   |   | NA  |  | NA  |  |      | 91  | Y   |      | NA  |  |           | NA                  |   |      | NA   |  |   |   |                   |  |

| 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2  |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Broward EAGLE POINT ELEMENTARY SCHOOL 3461  |  |           |                     |   |      |  |  |   |   |                   |  |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|--|-----------|---------------------|---|------|--|--|---|---|-------------------|--|
| Number of students enrolled in the grades tested:   |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Read: 707   |  | Math: 707 |                     | 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               |  |
| TOTAL <sup>4</sup>  | 100                                 | Y   | 100                              | Y   | 88  | Y   | 90   | Y   |  |      | Y   |   |      | NA  | 12   | 12        | NA                  | 8   | 10   | NA   | 82   | NA  | 83  | NA                |  |
| WHITE   | 100                                 | Y   | 100                              | Y   | 91  | Y   | 92   | Y   |  |      | Y   |   |      | NA  | 7  | 9         | NA                  | 7   | 8    | NA   | 81   | NA  | 85  | NA                |  |
| BLACK   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           | NA                  |   |      | NA   |  |   |   |                   |  |
| HISPANIC  | 100                                 | Y   | 100                              | Y   | 86  | Y   | 89   | Y   |  |      | Y   |   |      | NA  | 16   | 14        | NA                  | 8   | 11   | NA   | 82   | NA  | 83  | 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   | 84  | Y   | 87   | Y   |  |      | Y   |   |      | NA  | 22   | 16        | NA                  | 14  | 13   | NA   | 80   | NA  | 80  | NA                |  |
| ENGLISH LANGUAGE LEARNERS   | 100                                 | Y   | 100                              | Y   | 80  | Y   | 84   | Y   |  |      | Y   |   |      | NA  | 20   | 20        | NA                  | 11  | 16   | NA   | 82   | NA  | 80  | NA                |  |
| STUDENTS WITH DISABILITIES  | 99                                  | Y   | 99                               | Y   | 65  | Y   | 72   | Y   |  |      | NA  |   |      | NA  | 35   | NA        |                     | 28  | NA   |  | NA   |   |   |                   |  |

| 2006-2007 Adequate Yearly Progress (AYP) Report - Page 2  |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Broward EAGLE POINT ELEMENTARY SCHOOL 3461  |  |           |                     |   |      |  |  |   |   |                   |  |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|--|-----------|---------------------|---|------|--|--|---|---|-------------------|--|
| Number of students enrolled in the grades tested:   |                                     |     |                                  |     |   |     |  |     |  |      |     |   |      | Read: 696   |  | Math: 696 |                     | 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               |  |
| TOTAL <sup>4</sup>  | 99                                  | Y   | 100                              | Y   | 88  | Y   | 92   | Y   |  |      | Y   |   |      | NA  | 8  | 9         | NA                  |   | 8    | NA   | 82   | NA  | 83  | NA                |  |
| WHITE   | 100                                 | Y   | 100                              | Y   | 93  | Y   | 93   | Y   |  |      | Y   |   |      | NA  | 7  | NA        |                     | 7   | NA   |  | 85   | NA  | 86  | NA                |  |
| BLACK   |                                     | NA  |                                  | NA  |   | NA  |  | NA  |  |      | NA  |   |      | NA  |  |           | NA                  |   |      | NA   |  |   |   |                   |  |
| HISPANIC  | 99                                  | Y   | 99                               | Y   | 84  | Y   | 92   | Y   |  |      | Y   |   |      | NA  | 12   | 12        | NA                  | 6   | 8    | NA   | 79   | NA  | 80  | 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   | 86   | Y   |  |      | Y   |   |      | NA  | 14   | 20        | NA                  | 11  | 14   | NA   | 73   | NA  | 77  | NA                |  |
| ENGLISH LANGUAGE LEARNERS   | 98                                  | Y   | 99                               | Y   | 80  | Y   | 89   | Y   |  |      | Y   |   |      | NA  | 17   | 13        | NA                  | 8   | 11   | NA   | 74   | NA  | 79  | NA                |  |
| STUDENTS WITH DISABILITIES  | 99                                  | Y   | 100                              | Y   |   | NA  |  | NA  |  |      | Y   |   |      | NA  |  |           | NA                  |   |      | NA   |  |   |   |                   |  |

## SCHOOL GRADE DATA

| Broward School District<br>EAGLE POINT ELEMENTARY SCHOOL<br>2008-2009 |         |      |         |         |                     |   |
|---|---------|------|---------|---------|---------------------|---|
|   | Reading | Math | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                     | 91%     | 94%  | 96%     | 72%     | 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                                   | 77%     | 77%  |         |         | 154                 | 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? | 79% (YES) | 81% (YES) |  |  | 160 | 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>EAGLE POINT ELEMENTARY SCHOOL<br>2007-2008 |           |           |         |         |                     |   |
|   | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                     | 93%       | 94%       | 98%     | 77%     | 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                                   | 75%       | 76%       |         |         | 151                 | 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?                        | 72% (YES) | 75% (YES) |         |         | 147                 | 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   |           |           |         |         | 660                 |   |
| 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>EAGLE POINT ELEMENTARY SCHOOL<br>2006-2007 |           |           |         |         |                     |   |
|   | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                     | 93%       | 95%       | 99%     | 68%     | 355                 | 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                                   | 79%       | 77%       |         |         | 156                 | 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?                        | 79% (YES) | 80% (YES) |         |         | 159                 | 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   |           |           |         |         | 670                 |   |
| Percent Tested = 100%   |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade  |           |           |         |         | A                   | Grade based on total points, adequate progress, and % of students tested  |