FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EAGLE RIDGE ELEMENTARY SCHOOL

District Name: Broward

Principal: Marina Sanchez Rashid

SAC Chair: Cindy Burfield

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

- School Grades Trend Data
- Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
- High School Feedback Report
- K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Marina Rashid	Specialist in Educational Leadership, Master of Science in Education, Certification in Educational Leadership, Primary Education, Spanish, Elementary Education, ESOL endorsement	12	15	2002-2012 School Grade A 2007-2010 Met AYP in all areas 2012- 81% meeting high standards in reading, 79% meeting high standards in math, 86% meeting high standards in writing, 80% making learning gains in reading, 79% making learning gains in math, 71% meeting high standards in science. 2011- 92% meeting high standards in reading, 95% meeting high standards in math, 92% meeting high standards in writing, 74% making learning gains in reading, 76% making learning gains in math, 69% meeting high standards in science. 2010- 90% meeting high standards in reading, 90% meeting high standards in math, 89% meeting high standards in writing, 72% making learning gains in reading, 63% making learning gains in

					math, 67% meeting high standards in science.
Assis Principal	Christine Ringler	Specialist in Educational Leadership, Master of Science in Education, Certification in Educational Leadership, Elementary Education (1-6), ESOL endorsement	3	8	11/12 - School Grade A 10/11 - School Grade A 08/09 - School Grade A, met AYP 07/08 - School Grade A, met AYP 2012- 81% meeting high standards in reading, 79% meeting high standards in math, 86% meeting high standards in writing, 80% making learning gains in reading, 79% making learning gains in math, 71% meeting high standards in science. 2011- 92% meeting high standards in reading, 95% meeting high standards in math, 92% meeting high standards in writing, 74% making learning gains in reading, 76% making learning gains in math, 69% meeting high standards in science. 2010- 90% meeting high standards in reading, 90% meeting high standards in math, 89% meeting high standards in writing, 72% making learning gains in reading, 63% making learning gains in math, 67% meeting high standards in science.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lindsey Sierra	Elem Ed 1-6, Gifted and ESOL Endorsements, B.A. Elementary Ed, M.A. in Instructional Technology, Ed.S. Educational Leadership with Certification	11	5	2002-10 Met AYP in all areas 2002-12 Earned A as school grade 2012- 81% meeting high standards in reading, 79% meeting high standards in math, 86% meeting high standards in writing, 80% making learning gains in reading, 79% making learning gains in math, 71% meeting high standards in science. 2011- 92% meeting high standards in reading, 95% meeting high standards in math, 92% meeting high standards in writing, 74% making learning gains in reading, 76% making learning gains in math, 69% meeting high standards in science. 2010- 90% meeting high standards in reading, 90% meeting high standards in math, 89% meeting high standards in writing, 72% making learning gains in reading, 63% making learning gains in math, 67% meeting high standards in science. Experienced in implementation of Lesson Study Model, FAIR Master Trainer, CCSS Cadre of Experts 2011-12, Presenter on Marzano Strategies at 2012 Strive For Excellence Teacher Conference

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

1	1. Challenge motivated teachers with opportunities to take on leadership positions	Marina Rashid, Christine Ringler	Ongoing during school year	
2	2. Opportunities for veteran teachers to become facilitators within the Professional Learning Communities	Lindsey Sierra, Cindy Burfield	Ongoing during school year	
3	3. Team leaders will encourage teachers within their team to participate in leadership opportunities.	Grade Level Team Leaders	Ongoing during school year	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (42)instructional staff are teaching out of field and 0% (42) instructional staff have received less than an effective rating.	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	0.0%(0)	10.6%(5)	53.2%(25)	36.2%(17)	46.8%(22)	100.0%(47)	6.4%(3)	23.4%(11)	100.0%(47)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jackie Simon	Kathi Curtis	New to grade level and to school	Learning Communities, Grade Level Meetings, District Reading and Math Trainings.
Melissa Harvey	Michelle Adamson	New to grade level	Learning Communities, Grade Level Meetings, District Reading and Math Trainings.
Gail Schwartz	Marni Holzer	New to school and grade level	Learning Communities, Grade Level Meetings, District Reading and Math Trainings.
Michelle Knobel	Michelle Weiss	New to school and grade level	Learning Communities, Grade Level Meetings, District Reading and Math Trainings
Melissa Figas	Karen Kroll	New to Grade Level and School	Learning Communities, Grade Level Meetings, District Reading and Math Trainings
Elizabeth Glaid	Cristina Triotta	New to School and position	Learning Communities, ESE Team Meetings, District SLP Trainings
Sheryl Richards	Steven Peskin	New to school and position	Learning Communities, ESE Team Meetings, District ESE Trainings

Elizabeth Glaid	Rafika Bohanan	New to school and Pre-K position	Learning Communities, NESS Meetings, District Pre-K Trainings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Marina Rashid, Principal; Audrey Wong, School Psychologist; Tresa Davis, School Counselor; Deena Adler, School Social Worker; Elizabeth Glaid ,ESE Specialist; Christine Ringler, Assistant Principal; Lindsey Sierra, Reading Coach.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS team works collaboratively with the SAC Team to assist in the development and implementation of the SIP plan. The MTSS team meets once a week, on Thursdays, to review cases of individual children for behavior and/or academics. The teacher(s) of the student referred to the CPS team is a vital part of the RTI team. The classroom teacher prepares for the meeting by gathering current data and reviewing the cumulative records. The School Counselor facilitates the meeting and depending on the nature of the concern, a member of the CPS team is assigned to be the case manager. Once the data is reviewed for TIER 1 and/or TIER 2 interventions, the team makes a recommendation for progress monitoring. Based on the intervention, the team determines an appropriate timeline to track and record data points. The person responsible for monitoring the RTI process, taking notes of the meetings, and facilitating the CPS team is the School Counselor, Tresa Davis.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The SAC members and the RTI team met in May 2012 to review present performance and determine new direction for the 2012-13 SIP.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

PMRN; Virtual Counselor; Data Warehouse/School Reports; FAIR; BAT; Textbook Assessments; SME Reports; Pre/Post Tests from Supplemental Instructional programs; Mini Benchmark Assessments

Describe the plan to train staff on MTSS.

Formal Professional Development on MTSS took place during the 2009-2010 school year. Follow-up and integration of RtI will be ongoing through Professional Learning Communities and monthly Faculty Meetings.

Describe the plan to support MTSS.

In September 2012 the MTSS team will conduct data conferences with every teacher. During these data chats, teachers will describe the multi-tier support system in place for their struggling students. MTSS leadership team members will advise the teachers on the next steps as applicable and help teachers develop a plan of action to address academis and/or behavioral concerns. We will repeat this process in November 2012, and January 2013 and review the progress of students in teir 2 and 3 interventions. We will schedule a full CPST meetings as needed. The reading coach meets with each teacher to help complete the academic intervention records prior to CPST meetings. We also schedule a CPST for all retentions and good cause students in September to review progress and develop a plan of action.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Marina Rashid, Principal; Elizabeth Glaid ,ESE Specialist; Christine Ringler, Assistant Principal; Lindsey Sierra, Reading Coach; Cristina Tirotta, Speech Pathologist; Ivy Riggs, ESE Resource Teacher; Cindy Burfield, SAC Chair/Certified Reading Teacher; Melissa Figas, Reading Endorsed Teacher; Lori Engasser, Reading Endorsed Teacher, Tresa Davis, School ESOL Contact.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The School-based LLT meets monthly to implement the K-5 reading plan and review current interventions. The LLT monitors the progress of targeted groups of students and subgroups. We review data quarterly from mini-benchmark assessments, Broward Assessment Tests, supplemental instructional materials, and the FAIR.
The Literacy Coach facilitates the meeting and the individuals on the team make recommendations as it applies to the area(s) of concern. Once the data has been analyzed and the areas of concern are identified, the team develops a plan of action.

What will be the major initiatives of the LLT this year?

One of the major initiatives this year for the LLT is Common Core Implementation. Each grade level will complete at least one lesson study in the area of Common Core implementation and well as take part in monthly themed webinars via www.definingthecore.com. The monitoring/evaluation process will be lessons developed through lesson study and data collected through classroom observations.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

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?

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students scoring Level 3 represent those with the potential to increase or decrease performance. With targeted scaffolding and differentiated instruction, these students will increase proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (110) students in Grades 3-5 scored a Level 3 on the 2011 Reading SSS assessment.	39% (148) of students in Grades 3-5 will score a Level 3 on the FCAT 2.0 Reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data PD Reports from District
2	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
3	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as close reading, think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	We have a large cluster of 13 InD students who will take the FAA in 2013, this group of students have various disabilities including physical, non-verbal, and an IQ below 70.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (3) of students scored at levels 4, 5, or 6 in reading on the FAA.	25% (4) of students will score at or above level 4 on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Physical disabilities that limit student's response	Eye gazing training for students who are non-verbal Special books that allow for eye gazing training	Sheryl Richards-ESE teacher	Data collected from monthly assessments	Monthly Mini-assessments that are formatted like the FAA
2	Intellectual disabilities that limit student's response	Unique Learning Systems curriculum that helps to teach the FAA format questioning	Sheryl Richards-ESE teacher	Data collected from monthly assessments	Monthly Mini-assessments that are formatted like the FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The majority of the population at Eagle Ridge are working above grade level. The needs of these students differ from students at or below grade level. Effective strategies for challenging these students are essential for their continued success.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (205) of grades 3-5 students scored Level 4 or 5 on the 2011 SSS Reading Assessment.	64% (243) of grades 3-5 students will score Level 4 or 5 on the FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data

		Language Arts, Math, History and Science			
3	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	We have a large cluster of 13 InD students who will take the FAA in 2013, this group of students have various disabilities including physical, non-verbal, and an IQ below 70.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (3) students scored at or above level 7 in reading on the FAA.	25% (4) students will score at or above level 7 in reading on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual disabilities that limit student's response	Unique Learning Systems curriculum that helps to teach the FAA format questioning	Sheryl Richards-ESE teacher	Data collected from monthly assessments Monthly	Mini-assessments that are formatted like the FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The number of students making learning gains in Reading increased by 5% from 2011-12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (190) of all students in grades 3-5 made learning gains on the SSS Reading assessment from 2011-12.	89% (213) of all students in grades 3-5 will show learning gains on the FCAT 2.0 Reading assessment from 2012-13.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data PD Reports from District
3	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	We have a large cluster of 13 InD students who will take the FAA in 2013, this group of students have various disabilities including physical, non-verbal, and an IQ below 70.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3) of our students taking the FAA made learning gains in reading.	100% (3) will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual disabilities that limit student's response	Unique Learning Systems curriculum that helps to teach the FAA format questioning	Sheryl Richards-ESE teacher	Data collected from monthly assessments	Monthly Mini-assessments that are formatted like the FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The teachers at Eagle Ridge have worked very hard to focus on remediation and extra doses of reading for our struggling students, the percentage of students in the lowest 25% making learning gains increased by 2% from 2011 to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (36) of students in the lowest 25% made learning gains on the 2012 FCAT 2.0 in reading.	83% (37) of students in the lowest 25% will show learning gains on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Increase teachers' Pedagogical Content Knowledge through Learning Communities based on the monthly PLC focus	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	Marzano Teaching Framework
3	Data Driven Decision-Making	Modeling data decision making for staff to drive instruction and motivate students	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : By 2013 our Annual Measurable Objective for reading will be 83% for students in grades 3-5.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	82%	83%	85%	87%	88%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	Eagle Ridge has a small population of minority students. Our black subgroup is the lowest performing out of all of them.

Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% of Asians, 50% of black, 79% of Hispanic, and 86% White met proficiency. We met our AMO targets in White and Hispanic subgroups in 2012, but did not meet the target AMO for our Asian and Black subgroups.	Our target AMO for our Asian subgroup is 94%, Black 63%, Hispanic 80%, and White 87%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
3	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation
4	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2011-12 only had 6 ELL students in grades 3-5, it is a very small group however we will continue to monitor these students and ensure that they get the support they need to met expectations.
2012 Current Level of Performance:	2013 Expected Level of Performance:

83% (5) of ELL students did not make satisfactory progress in Reading on the 2012 FCAT 2.0. In 2012 46% of ELL students met proficiency in reading, our target AMO was 62%.	The goal is to reduce the number of ELL students not making satisfactory progress in reading to 73% (4) in Reading on the 2013 FCAT 2.0. Our Target AMO for 2013 is 65%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during classroom observations and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science Reading Coach	Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data PD Reports from District
3	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with Disabilities subgroup proves to be a challenge with regard to learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (25) of SWD students in Grades 3-5 scored at or above Level 3 on the FCAT 2.0. In 2012 51% of our SWD students met proficiency in reading, our target AMO was 65%.	The Target AMO is 68% (33) for the SWD students in Grades 3-5 scoring at or above a Level 3 on the FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data PD Reports from District
3	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as close reading, think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
5	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation
6	Effectively utilization of Formative and Summative Data	Reading Coach will work with ESE resource teachers and classroom teachers to model and scaffold appropriate instructional strategies and interventions from the struggling readers chart to target areas of student deficiency.	Principal	Data Chats and Mini Child Studies	Summative Assessments--Benchmark Assessment Tests (BAT)
7	Pedagogical Knowledge of SWD students	Vertical Articulation among teachers	Principal	Qualitative data and minutes from Articulation meetings	Formative Assessments and Teacher Observation
8	Remediation for levels 3 and below	After-school tutoring for 3rd -5th graders scoring below 300 scale score on reading FCAT 2.0 for 1 hour twice a week for 12 weeks beginning in October. ESE students will be included in this	Reading Coach	Reading coach will select a program that meets the needs of the target group in each grade level, pre/post test data will be collected and analyzed.	Pre/Post test from program, Mini Bats DAR

		target group.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantaged students often come with less experiences and therefore less prior knowledge which is important for reading success.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (65) of the Economically Disadvantaged students scored 3 or above on the FCAT	Our Target AMO is 69% (66) of the Economically Disadvantaged students will score 3 or above on the 2013 FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Formative data collected during CWT and mini assessments	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data PD Reports from District
3	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as close reading, think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
5	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation
	Economically	Address and target	Administration	Classroom assessments	BAT 1 and BAT 2

6	Disadvantaged students may not have prior literacy experiences and thus are deficient in vocabulary and reading skills	student needs through small group instruction		data and grouping strategies will be discussed at monthly grade level meetings	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible f Monitoring
Transitioning to CCSS addressing Text Complexity; Data Driven Decision Making;Planning for Integrated Teaching and Learning as per the CCSS	K-5/ Reading/ Language Arts; Math; Science; Social Studies	PLC Leaders Grade K Harvey 1 Gail Schwartz 2 Simon 3 Knobel 4 Melissa Figas 5 Melinea Rubiano	Grade Level PLC	Once a month PLC meetings: Second Tuesday of each month from September to May	Minutes from PLC meetings and classroom observations	PLC Leaders Principal

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Data Driven Decision-Making	Materials from the struggling readers chart	Accountability funds	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Transitioning to CCSS	K-2 Teachers will attend 3-day district CCSS Institute	State Inservice Funding	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

** When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).*

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Eagle Ridge has a small population of ELL students. Those students are screened at the beginning of the year and are administered the CELLA in February.
2012 Current Percent of Students Proficient in listening/speaking:	
20% (3) scored proficient on the CELLA in 2012 for Listening and Speaking.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unique challenges for teachers as we strive to help these students achieve in learning the English language and the academic material specified in our content area learning standards.	Familiarize teachers with a range of strategies and resources for ELL such as Rosetta Stone, Newcomer Kits, English in My Pocket, Let's Go materials.	Principal and Assistant Principal	CELLA	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Eagle Ridge has a small population of ELL students. Those students are screened at the beginning of the year and are administered the CELLA in February.
2012 Current Percent of Students Proficient in reading:	
20% (3) students scored at a proficient reading level on the CELLA.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unique challenges for teachers as we strive to help these students achieve in learning the English language and the academic material specified in our content area learning standards.	Familiarize teachers with a range of strategies for ELL such as Rosetta Stone, Newcomer Kits, English in My Pocket, Let's Go materials.	Principal and Assistant Principal	CELLA	CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unique challenges for teachers as we strive to help these students achieve in learning the English language and the academic material specified in our content area learning standards.	Familiarize teachers with a range of strategies and resources for ELL such as Rosetta Stone, Newcomer Kits, English in My Pocket, Let's Go materials.	Principal and Assistant Principal	CELLA	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Less than 25% of the students scored a level 3 on the FCAT 2.0 Math Assessment, however the majority scored level 4 o 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (96) achieved proficiency (Level 3) on the FCAT 2.0 Math Assessment.	An increase in the percent of students scoring at a level 3 could represent one of two things: (a) some of the level 4 and 5 students dropped to a level 3 or (b) some of the level 1 and 2 students increased performance to level 3. The latter is desirable with a 3% increase to 28% (106), therefore decreasing percents of level 1 and 2 on the (2013) FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data PD Reports from District
2	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
3	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as close reading, think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	We have a large cluster of 13 InD students who will take the FAA in 2013, this group of students have various disabilities including physical, non-verbal, and an IQ below 70.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (5) of students scored at levels 4, 5, and 6 in math on the FAA.	40% (6) of students will score at levels 4, 5, and 6 in math on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Physical disabilities that limit student's response	Eye gazing training for students who are non-verbal Special books that allow for eye gazing training	Sheryl Richards-ESE teacher	Data collected from monthly assessments	Monthly Mini-assessments that are formatted like the FAA
2	Intellectual disabilities that limit student's response	Unique Learning Systems curriculum that helps to teach the FAA format questioning	Sheryl Richards-ESE teacher	Data collected from monthly assessments	Monthly Mini-assessments that are formatted like the FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The majority of students at Eagle Ridge are working above proficiency level in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (210) of students scored level 4 or 5 on the 2010 SSS Math Assessment.	65% (247) of students will score level 4 or 5 on the FCAT 2. Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math,	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data

		History and Science			
3	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	We have a large cluster of 13 InD students who will take the FAA in 2013, this group of students have various disabilities including physical, non-verbal, and an IQ below 70.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) students scored at or above level 7 in math on the FAA.	21% (3) of students will score at or above level 7 in math or the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual disabilities that limit student's response	Unique Learning Systems curriculum that helps to teach the FAA format questioning	Sheryl Richards-ESE teacher	Data collected from monthly assessments Monthly	Monthly Mini-assessments that are formatted like the FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	It is a challenge to show learning gains in math due to the increase in cognitive complexity of curriculum. We will focus on embedding strategies for critical thinking and problem solving.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (189) students made learning gains in math.	89%(212) of student will make learning gains on the FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data PD Reports from District
3	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Eagle Ridge prides itself on identifying the lowest quartile as soon as the school year starts. We implement strategies to meet the needs of the students through a variety of interventions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (29) of the lowest quartile made learning gains in math.	74% (33) of the lowest quartile will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Increase teachers' Pedagogical Content Knowledge through Learning Communities based on the monthly PLC focus	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	Marzano Teaching Framework
3	Data Driven Decision-Making	Modeling data decision making for staff to drive instruction and motivate students	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation
5	Student Self-Efficacy	Increase teachers' knowledge of strategies to improve student self efficacy through Blended Learning Communities	Curriculum Specialist; Administration	Formative qualitative data in the form of ongoing teacher-student data chats	Student work samples

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		84%	86%	87%	89%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our focus will be to improve the level of proficiency of the Black subgroup to 68% (26).
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (164) white, 62% (21) Black, 77% (77) Hispanic, 91% (32) Asian	We will improve our percentage meeting proficiency in our white 90% (173), Hispanic 82% (82), and Asian 96% (33) subgroups. Our focus will be to improve the level of proficiency of the Black subgroup to 67% (23) on the FCAT 2.0 in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
3	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation
4	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data
5	Students may lack outside opportunities to use real life math which may impact their ability to understand content math	Provide real life contexts for mathematical explorations and develop deeper understanding through the support of manipulatives, interactive white boards, visuals and oral discussions	Administration	Monitor monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment	Student work samples, weekly math assessments bi-weekly Classroom walkthroughs with feedback discussions at the grade level meetings.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3) of the ELL students in grades 3-5 scored at or above a level 3 on the FCAT.	67% (4) of the ELL students in grades 3-5 scored at or above a level 3 on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during classroom observations and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science Reading Coach	Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data PD Reports from District
3	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	Of the students who take FCAT, 47 students are Students with Disabilities. This is a relatively large group and some of

Mathematics Goal #5D:	these student have severe cognitive disabilities that slow their acquisition of skills at an appropriate rate.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (25) of SWD scored at or above grade level on the FCAT 2.0 Math Assessment.	66% (31) of SWD will score at or above grade level on the FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data PD Reports from District
3	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as close reading, think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
5	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation
6	Knowledge of SWD needs	Vertical Articulation among teachers regarding Students with Disabilities	Teacher Leaders	Observation	Go Math Assessment Data
7	Meeting complex needs of a wide range of students	Strategic customization of instructional practices (RtI) and effective use of accommodations	Principal, and MTSS Team	Mini Assessments; Qualitative data in the form of observations	Math Assessment data; Observation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically Disadvantaged students may lack real-life exposure to math as well as the prerequisites required for success.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (69) of FRL scored at or above a level 3 on the FCAT 2.0 Math Assessment.	89% (80) of FRL students will score at or above a level 3 on the FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Formative data collected during CWT and mini assessments	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
2	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data PD Reports from District
3	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as close reading, think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
5	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation
6	Some Economically Disadvantaged students lack real-world math experiences that help	Provide students with hands-on opportunities utilizing manipulatives, interactive white boards,	Administration	Classroom Assessments and chapter tests	BAT 1 and BAT 2

	contribute to learning success	visuals and technology to support learning of abstract concepts.			

End of Elementary School Mathematics Goa

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Transitioning to CCSS addressing Text Complexity; Data Driven Decision Making;Planning for Integrated Teaching and Learning as per the CCSS	K-5/ Reading/ Language Arts; Math; Science; Social Studies	PLC Leaders Grade K Harvey 1 Schwartz 2 Simon 3 Knobel 4 Figas 5Rubiano	Grade Level PLC	Once a month PLC meetings: Second Tuesday of each month from September to May	Minutes from PLC meetings and classroom observations	PLC Leaders Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
K-2 Teachers will attend 3-day district CCSS Institute	District PD	State Inservice Funding	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Eagle Ridge teachers have extensive experience and we would like to utilize this human resource to maximize teacher effectiveness in line with 21st century teaching and learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (66) of 5th grade students scored at level 3 on the 2012 Science FCAT 2.0	58% (81) of students in grade 5 will score at level 3 on the 2013 Science FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transitioning to CCSS	Teachers will participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Reading Coach, Principal, and Assistant Principal	Formative Data collected from teacher observations	iObservation Data PD Reports from District
2	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
3	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as close reading, think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation
	Utilization of hands on investigations to enhance theoretical instruction.	Teacher will utilize hands on investigations to enhance students need to develop higher order thinking skills in order	Administration	Weekly classroom observations; grade level teams will receive feedback from administration during post observation conferences; review	Review of student science journals, BAT 1 and BAT 2 results, Science Assessments

5		to increase levels of proficiency so students will be able to compare, contrast, interpret, analyze and explain science concepts and classroom discussions		data from weekly assessments	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	We have a large cluster of 13 InD students who will take the FAA in 2013, this group of students have various disabilities including physical, non-verbal, and an IQ below 70. Out of the 13 only 3 will take the science test in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students scored at levels 4, 5, and 6 in science.	21% (3) will score at levels 4, 5, and 6 in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Physical disabilities that limit student's response	Eye gazing training for students who are non-verbal Special books that allow for eye gazing training	Sheryl Richards-ESE Teacher	Data collected from monthly assessments	Monthly Mini-assessments that are formatted like the FAA
2	Intellectual disabilities that limit student's response	Unique Learning Systems curriculum that helps to teach the FAA format questioning	Sheryl Richards-ESE teacher	Data collected from monthly assessments	Monthly Mini-assessments that are formatted like the FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In utilizing human resources (i.e. teachers), we can effectively challenge all students through research based approaches.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (33) of 5th grade students scored at level 4 or 5 on the 2012 Science SSS FCAT 2.0.	34% (47) of 5th grade students will score at level 4 or 5 on the 2013 Science SSS FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demand for more critical thinking and problem solving as per the increased rigor of CCSS	Teachers will analyze text complexity and implement strategies such as "close reading", think alouds, and chunking text.	Principal, Reading Coach	Formative data collected during CWT and mini assessments	BAT 1 and 2 FCAT Results
	Transitioning to CCSS	Teachers will	Reading Coach,	Formative Data	iObservation

2		participate in: 1. ongoing school-based PLC's 2. district-based staff development for CCSS 2. monthly PLC's focused on CCSS implementation 3. Teachers will plan interdisciplinary lessons to address common core standards in English Language Arts, Math, History and Science	Principal, and Assistant Principal	collected from teacher observations	Data
3	Data Driven Decision-Making	1. Modeling data decision making for staff to drive instruction and facilitate proactive remediation and enrichment. 2. Planning and preparing for groups of students to ensure effective scaffolding. 3. Flexible Grouping to meet the needs of all learners.	Principal, Reading Coach, Team leaders	Data Chats with teachers each grading period.	Anecdotal notes from data chats
4	Communicating high expectations and goals for all students	Teachers will 1. follow IFC's. 2. post and communicate instructional goals for lessons. 3. provide ongoing feedback and track student progress. 4. incorporate rubrics for students self evaluation.	Principal, Assistant Principal, Reading Coach	Formative data collected during classroom observation	Data from iObservation
5	Students lack of skill utilizing Inquiry-Based Learning	Design and implement lessons in PLC's to incorporate research-based practices such as Inquiry-Based Learning.	Assistant Principal: Christine Ringler	Science Journals and other classroom assessments	BAT 1 and BAT 2
6	Students lack Scientific Thinking in the area of Physical Sciences. Students need to develop higher order thinking skills in order to increase levels of proficiency.	Provide students with opportunities for processing of higher order science concepts during hands-on investigation activities through coherent/integrated lessons.	Administration	Classroom observations; Student Journals, On-going bi-weekly scientific investigations	Science BAT 1 and BAT 2

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	We have a large cluster of 13 InD students who will take the FAA in 2013, this group of students have various disabilities including physical, non-verbal, and an IQ below 70. Out of the 13 only 3 will take the science test in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2) of students scored at or above level 7 in science.	50% (2) of students will score at or above level 7 in science.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Transitioning to CCSS addressing Text Complexity; Data Driven Decision Making;Planning for Integrated Teaching and Learning as per the CCSS	K-5/ Reading/ Language Arts; Math; Science; Social Studies	PLC Leaders Grade K Harvey 1 Gail Schwartz 2 Simon 3 Knobel 4 Melissa Figas 5 Melinea Rubiano	Grade Level PLC	Once a month PLC meetings: Second Tuesday of each month from September to May	Minutes from PLC meetings and classroom observations	PLC Leaders Principal

Science Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Transitioning to CCSS	District workshops to help transition to CCSS	State Inservice Funds	$800.00
			Subtotal: $800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $800.00

End of Science Goals

Writing Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our overall average in writing has been 3.8- 4.0 over the last 4 years. If we continue to focus on elaboration and word choice, we could increase our scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (111) of 4th grade students scored at or above level 4.0 on the 2012 FCAT Writes.	95% (113) of students in 4th grade will score at or above level 4.0 on the FCAT Writes.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student may not be receiving enough feedback during the writing process	Increase teachers' Pedagogical Content Knowledge through Blended Learning Communities with emphasis on best practices for writing including maintaining writing portfolios	Principal, Assistant Principal	Formative qualitative data drawn from classroom observations; student writing portfolios	Student portfolios; writing samples
2	Student may not be sufficiently setting goals for writing.	After baseline prompts are administered and scored, teachers will conduct data chats with students to discuss strengths and weaknesses and identify appropriate goals for students to achieve success	Principal, Assistant Principal	4th grade teachers will score baseline narrative and expository prompts and enter it into virtual counselor, the data will be analyzed during data chats in Septmeber with members of administration. This analysis will help set appropriate goals for students.	District Baseline writing prompt for narrative and expository
3	Strategies/Audiences for purposeful writing	Students K-5 will publish a Bare Book to be on display at our annual curriculum showcase in April 2013.	Literacy Coach,	Writing samples from students for various audiences.	Reviewing midyear data to determine growth and address areas for improvement.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Transitioning to CCSS addressing Text Complexity; Data Driven Decision Making;Planningfor Integrated Teaching and Learning as per the CCSS	K-5/ Reading/ Language Arts; Math; Science; Social Studies	PLC Leaders Grade K Harvey 1 Gail Schwartz 2 Simon 3 Knobel 4 Melissa Figas 5 Melinea Rubiano	Grade Level PLC	Once a month PLC meetings: Second Tuesday of each month from September to May	Minutes from PLC meetings and classroom observations	PLC Leaders Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Transitioning to CCSS	District PD to support transition to CCSS	State Inservice Funding	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Strategies/Audiences for purposeful writing	1-hard bound Bare Book for each child K-5 to illustrate and publish writing at curriculum showcase	Accountability funds	$1,800.00
			Subtotal: $1,800.00
			Grand Total: $2,800.00

End of Writing Goals

Attendance Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	To decrease the percentage of excessive absences and tardies by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Current attendance rate is 96%	Expected attendance rate is 97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1% (7) of students have excessive absences	We will continue to encourage students to attend school regularly.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
11% (90) of students have excessive tardies	5% (39) students or less will have excessive tardies which represents a decrease of 6%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not understanding the importance of the attendance policy,	Communication of district's attendance policy at Meet and Greet, Open House, Newsletters, School Website. Utilization of district's parent link system to inform parents of student absences. Individual meetings with parents of non-attendance or excessive tardies to determine root causes and develop strategies for improvement. Utilize social worker to assist families with students of non-attendance or excessive tardies.	Administration	Review attendance reports weekly and monthly. Discuss and document on parent/conference forms and interim reports.	Attendance reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease the number of in-school suspensions by 10%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2% (21)	15 or less
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
11	7 or less

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not understanding school wide expectations.	Review Code of Conduct with students Inform parents of discipline matrix and school policies. Utilize social worker and guidance counselor to meet with individual or small groups of students in need of behavioral support.	Administration	Monitor discipline reports weekly and monthly	Discipline reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase the percentage of families who receive our newsletter electronically from 60% (440) to 70% (511).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
On average we have 75% (550) of families participated in at least one school activity for the 2011-2012 school year.	On average expected level of parent involvement is 85% (621).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are busy and do not have time in their schedule.	Vary the time of PTA, SAC, SAF and school activities to need the different needs of families. Inform parents of upcoming events through multiple outlets - school newsletter, school website, flyers, parent link	Administration	Sign in sheets	Sign in sheets, STAR reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Developing effective interdisciplinary lessons that integrate technology	Monthly STEM PLC meetings	Cindy Burfield and Lindsey Sierra	Feedback from meetings, classroom observations	Data collected from Classroom Observations

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	K-5	Cindy Burfield	PLC's will include STEM topics and be open to Pre-K-5 teachers interested in participating	Wednesdays after school once a month	Sign in sheets	Lindsey Sierra

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Developing effective interdisciplinary lessons that integrate technology	Attend the district Promethean ActivEducator Community meetings offered through STEM department	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

NA Goal:

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of NA Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data Driven Decision-Making	Materials from the struggling readers chart	Accountability funds	$1,000.00
				Subtotal: $1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Transitioning to CCSS	K-2 Teachers will attend 3-day district CCSS Institute	State Inservice Funding	$1,000.00
Mathematics	K-2 Teachers will attend 3-day district CCSS Institute	District PD	State Inservice Funding	$1,000.00
Science	Transitioning to CCSS	District workshops to help transition to CCSS	State Inservice Funds	$800.00
Writing	Transitioning to CCSS	District PD to support transition to CCSS	State Inservice Funding	$1,000.00
STEM	Developing effective interdisciplinary lessons that integrate technology	Attend the district Promethean ActivEducator Community meetings offered through STEM department	N/A	$0.00
				Subtotal: $3,800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Strategies/Audiences for purposeful writing	1-hard bound Bare Book for each child K-5 to illustrate and publish writing at curriculum showcase	Accountability funds	$1,800.00
				Subtotal: $1,800.00
				Grand Total: $6,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority Focus Prevent NA

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

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. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

SAC is charge with school improvement and will participate in activities such as periodic review of strategies outlined in the SIP as well as data that will guide our decision making process.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District EAGLE RIDGE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	95%	92%	69%	348	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	76%			150	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)	77% (YES)			156	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.
FCAT Points Earned					654	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District EAGLE RIDGE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	90%	89%	67%	336	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	63%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	59% (YES)			126	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.
FCAT Points Earned					597	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested