

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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
Tallahassee, Florida 32399

School Name: EAGLES NEST ELEMENTARY

District Name: Orange

Principal: Bernadette Jaster

SAC Chair: Ms. Figaro-Turner

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 9/14/2012

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	Bernadette Jaster	B.S Elementary Education, M.A. in Educational Leadership, Certified in Elementary Education, Primary Education, School Principal	4	6	2006-2007 C/NO/87% 2007-2008 A/YES/100% 2008-2009 C/NO/97% 2009-2010 C/NO/82% 2010-2011 A/NO/78% 2011-2012 477/B

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)
Literacy/Instructional	Allison Collins	Professional Certificate – Elem. Ed/ESOL certified Bachelor's of Science in Elem. Education	3	3	Pine Hills 2007-2008 C/No 72% Pine Hills 2008-2009 C/No 95% Eagle's Nest 2009-2010 C/No 82% Eagle's Nest 2010-2011 A/No 78% Eagle's NEst 2011-12 B
Math Coach	Christine Smith	Professional Certification - Elementary Education K-6, Exceptional Student Education K-12, ESOL endorsed. Bachelor of Science in Elementary Education K-6, Masters of Education in Educational Leadership K-12	4		Eagle's Nest 2008-2009 C/No 97% Eagle's Nest 2009-2010 C/No 82% Eagle's Nest 2010-2011 A/No 78% Eagle's Nest 2011-2012 B

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	Regular meetings of new teachers with Principal and Grade Level teams	Principal/CRT/Coaches	May 2013	
2	Veteran staff paired with new staff.	Principal/Coaches	May 2013	
3	Referrals from current staff and district staff	Principal	May 2013	
4	Use of e-recruiting to identify qualified candidates for open positions	Principal	May 2013	

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% of our instructional staff and paraprofessionals are teaching out-of-field. 6% (3) of our instructional staff received less than an effective rating.	Individuals have been assigned a mentor, will participate in professional development, and will be included in Lesson Study cycles. Instructional coaches will conduct model lessons in all content areas.

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	10.6%(5)	46.8%(22)	34.0%(16)	8.5%(4)	6.4%(3)	93.6%(44)	4.3%(2)	0.0%(0)	68.1%(32)

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
Allison Collins	Ashley Rogers	New teacher	School Orientation; ESE/ESOL; Cum folders/classroom management/Report cards, parent meetings; Reading/Math instruction
Jessica St Gelais	Aryana Delbrey	New teacher	School Orientation; ESE/ESOL; Cum folders/classroom management/Report cards, parent meetings; Reading/Math instruction
Christina Columbus	Melissa Abato	New teacher	School Orientation; ESE/ESOL; Cum folders/classroom management/Report cards, parent meetings; Reading/Math instruction
LaTanya Harden	Ramona Diaz	New Teacher	School Orientation; ESE/ESOL; Cum folders/classroom management/Report cards, parent meetings; Reading/Math instruction

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

The funds provided by Title I are used to assist in meeting the needs of our at-risk population. There funds have enabled us to

- * hire support staff to assist classroom teachers
- * provide a support staff person and funds to incorporate parental involvement activities
- * provide teacher training and materials to support the core curriculum
- * strengthen components related to curriculum and instruction such as computer assisted instruction

Title I, Part C- Migrant

The school social worker will coordinate any migrant activities that we may have this year.

Title I, Part D

NA

Title II

Supplemental funds will be used to cover the registration fees for Kindergarten teachers in order for them to attend the Kindergarten conference.

Title III

NA

Title X- Homeless

Registrar will serve as our homeless contact. They will assist families in need on an individual basis. The district Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be used to support students in grades 3, 4 and 5 that scored a level 1 or 2 in FCAT Math to ensure they achieve at a higher level.

Violence Prevention Programs

The Super Kids program provided by the Orlando Police Department will be implemented to encourage students to make good decisions and avoid violence both in and out of school.

Nutrition Programs

District initiative includes all schools that are Title I with 80% or more students on Free/Reduced lunch will be eligible for free breakfast daily. This is to help improve student achievement. Physical Education course work includes instruction on healthy eating habits. The school has also been awarded a Fruit and Vegetable grant that provides healthy snacks and instruction on what the benefits of the snacks might be three days per week.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Bernadette Jaster-Principal
Lovellette Wright ESE Resource Teacher
Cara Backherms- CRT
Allison Collins-Reading Coach
Christine Smith- Math Coach
Selected classroom and ESE teachers
-Speech Language Pathologist
-School Psychologist

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?

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

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

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

Instructional Coach(es) Reading/Math/Science:

School Wide Florida's Continuous Improvement Model

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

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

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

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

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

Describe 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 RTI Leadership Team collaborates with the Literacy Leadership Team (LLT) to monitor the students' academic achievement in the areas of level 1,2,3,4, and 5 on the FCAT and addresses any behavioral modification that are needed within the student population. Monthly meetings are scheduled for the RTI Leadership Team to discuss student progression and utilize the FCIM model to ensure progress toward increasing academic and behavioral achievement. Programs are modified as the students progress in each stage of intervention. Plans and approaches are discussed at each meeting and the group of students that are on the RTI Leadership Teams roster changes as the year progresses. The RTI Leadership Team will work to decrease disproportionate classification in Special Education.

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.

The Staffing Designee will coordinate the tiered data management system. Teachers will maintain a data notebook with specific information on each student.

Describe the plan to train staff on MTSS.

The Staffing Designee will present the RTI process to the new staff members, as returning staff members were trained in the process last year. Ongoing professional development will also be provided by the Staffing Designee in regards to Rtl updates on services, instructional strategies and data analysis for the current school year.

Describe the plan to support MTSS.

In order to support MTSS, returning staff members will be provided with a refresher professional development. New staff members will be provided a professional development on MTSS by our staffing designee. The MTSS team will meet monthly to evaluate student data. We will also discuss which students need to be targeted for possibly needing exceptional education services, and which just need additional help. The MTSS team will support teachers in collecting data and analyzing the data. If necessary, the MTSS team can observe students who may possibly qualify for services. Teachers will provide students with Tier I support during class. Teachers will also provide students with Tier II support through intervention. The MTSS team will provide Tier III support, if needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The team will include:

Principal, Reading Coach, CRT, grade level representatives, special area representative.

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

The team will meet monthly to discuss the literacy needs at the school, classroom and student level. Professional development for reading will be determined by the team.

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

Bring the school into reading compliance with updated reading materials, regular inservice, and guided reading group effectiveness.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/2/2012)

*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.

All kindergarten students are assessed using Florida Kindergarten Readiness test (FLKRS) and the FAIR assessment. These tools are used to measure the progress of foundational reading skills. These assessments are completed within the first 20 days of school. Eagle's Nest will increase by 3% the percent of VPK students who will enter elementary school ready based on FLKRS data (score 70% and above).

Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental instruction is needed for small groups and/or individual students. Core academic and social instruction will be provided by the teacher. Supplemental instruction may also be provided by the teacher or could be provided by a paraprofessional or support staff member.

The FAIR assessment will be administered mid-year and at the end of the year in order to determine if students are making necessary learning gains. Teachers will utilize and social behavior observation checklist to determine if students are progressing in the social development.

*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.

NA

*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?

NA

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

NA

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](#)

NA

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 need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 41% (130) of our 317 students will demonstrate reading proficiency by scoring a Level 3 or higher. This is an increase of 3% from the 2011-2012 academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 38% (91) of 241 students scored a Level 3 or higher.	In June 2013, 41% (130) of our 317 students will score at Level 3 on the 2013 Reading 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	High mobility of students coming in at low ability levels.	Determine ability levels and begin interventions.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity. Continue to use SuccessMaker.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.
3	The lack of reading outside of required school reading assignments impacts stamina and ability to read on grade level text.	Students will participate in the Accelerated Reader Program.	Principal, Reading Coach, classroom teachers	Collect, analyze and discuss program reports	Accelerated Reader progress report, FAIR, FLKRS, CELLA, Imagine It unit tests
4	A number of our students come in with a limited amount of background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills. Students will have Music, Art, PE, Science Lab, and Computers, weekly to expose them to background knowledge and experiences. Students will be exposed to College and Career Awareness through the implementation of Destination College.	Principal, CRT, Reading Coach, Math Coach, classroom teachers, special area teachers	Progress Monitoring using weekly assessments and reports. Destination College binders.	FAIR, weekly content area assessments, Edusoft, ForeSight, Enrollment Reports, School Data

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 reading. Reading Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 20% (63) of students will score above a level 4 or 5 on the 2013 FCAT. This is an increase of 3% from the 2011-2012 academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 17% (41) of students scored above a level 4 or 5 .	By June 2013, 20% (63) of students will score above a level 4 or 5 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	High student mobility.	Use data to differentiate instruction to challenge higher achieving students.	Principal, Reading Coach, CRT, Math Coach, classroom teachers	Data discussions	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	Exposure to background necessary to understand higher order questions.	Use data to differentiate instruction to challenge higher achieving students.	Principal, Reading Coach, CRT, Math Coach, classroom teachers.	Data discussions.	FAIR, weekly content area assessments, Edusoft, ForeSight.
3	The lack of reading outside of required school reading assignments impacts stamina.	Students will participate in the Accelerated Reader Program	Principal, Reading Coach, classroom teachers	Collect, analyze and discuss program reports	Accelerated Reader progress report
4	A number of our students come in with a limited number of background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft, ForeSight

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 reading. Reading Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In June 2013, 72% (150) students will make a learning gain on the Reading FCAT. This is an increase of 3% from the 2011-2012 academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 69% (118) students made a learning gain on the Reading FCAT.	In June 2013, 72% (150) students will make a learning gain on the Reading 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	High student mobility makes it difficult to meet the needs of students and reduces the pool of continuously enrolled students.	Expose all students to grade level curriculum and then differentiate instruction to meet students at their ability level.	Principal, Reading Coach, CRT, Math Coach, classroom teachers	Regular assessment, data discussions.	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	The lack of reading outside of required school reading assignments impacts stamina.	Students will participate in the Accelerated Reader Program	Principal, Reading Coach, classroom teachers	Collect, analyze and discuss program reports	Accelerated Reader progress report
3	A number of our students come in with a limited number of background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft, ForeSight
	Economically	Continue to focus	Principal, Reading	Evaluate student data.	FAIR, weekly

4	disadvantaged students lack exposure to testing and content vocabulary.	instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity. Continue to use SuccessMaker.	Coach, CRT, Math Coach	content area assessments, Edusoft, ForeSight.
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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:

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

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 need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 83% (41) of the students in the lowest 25% will make learning gains in Reading. This is an increase of 3% from the 2011-2012 academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 80% (39) of the lowest 25% made learning gains on the	By June 2013, 83% (41) of the students in the lowest 25% 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	High student mobility makes it difficult to meet the needs of students and reduces the pool of continuously enrolled students.	Expose all students to grade level curriculum and then differentiate instruction to meet students at their ability level.	Principal, Reading Coach, CRT, Math Coach, classroom teachers	Regularly assessments, data discussions.	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	The lack of reading outside of required school reading assignments impacts stamina.	Students will participate in the Accelerated Reader Program	Principal, Reading Coach, classroom teachers	Collect, analyze and discuss program reports	Accelerated Reader progress report
	A number of our students come in with a limited number of background	Use the components in content area curriculum to help build background	Principal, CRT, Reading Coach, Math Coach,	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments,

3	knowledge and experiences.	knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	classroom teachers		Edusoft, ForeSight
4	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity. Continue to use SuccessMaker.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.

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 # In June 2010, 63% (375) students scored at a Level 1 or 2 in Reading and Math. In June 2011, 63% (383) students scored at a Level 1 or 2 in Reading and Math. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%					

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, 36% (90) of our students in the Black subgroup need to make satisfactory progress on the 2013 Reading FCAT. This is an increase of 3% from the 2011-2012 academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 33% (81) of our students in the Black subgroup made satisfactory progress in Reading on the 2012 Reading FCAT.	By June 2013, 36% (90) of our students in the Black subgroup need to make satisfactory progress on the 2013 Reading 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	High level of mobility.	Regular assessment of students to determine current level of needs.	Principal, Reading Coach, CRT, Math Coach, classroom teachers	Data disaggregation.	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	The lack of reading outside of required school reading assignments impacts stamina.	Students will participate in the Accelerated Reader Program	Principal, Reading Coach, classroom teachers	Collect, analyze and discuss program reports	Accelerated Reader progress report
3	A number of our students come in with a limited number of background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft, ForeSight

4	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity in order to close the achievement gap. Continue to use SuccessMaker in order to close the achievement gap.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight, FCAT.
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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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, 33% (26) in the ELL subgroup will make satisfactory progress on the 2013 Reading FCAT. This is an increase of 3% from the 2011-2012 academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 30% (27) of our students in the ELL subgroup made satisfactory progress on the 2012 Reading FCAT.	By June 2013, 33% (26) in the ELL subgroup will make satisfactory progress on the 2013 Reading 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	High level of mobility.	Regular assessment of students to determine current level of needs.	Principal, Reading Coach, CRT, Math Coach, classroom teachers.	Data disaggregation.	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	The lack of reading outside of required school reading assignments impacts stamina.	Students will participate in the Accelerated Reader Program	Principal, Reading Coach, classroom teachers	Collect, analyze and discuss program reports	Accelerated Reader progress report
3	A number of our students come in with a limited background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft, ForeSight
4	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity. Continue to use SuccessMaker.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA		NA			
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	NA	NA	NA	NA	NA

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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, 36% (114) of our students in the Economically Disadvantaged subgroup will make satisfactory progress on the 2013 Reading FCAT. This is an increase of 3% from the 2011-2012 academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 33% (96) of our students in the Economically Disadvantaged subgroup did make satisfactory progress on the 2012 Reading FCAT.	By June 2013, 36% (114) of our students in the Economically Disadvantaged subgroup will make satisfactory progress on the 2013 Reading 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	High level of mobility.	Regular assessment of students to determine current level of needs.	Principal, Reading Coach, CRT, Math Coach, classroom teachers	Data disaggregation.	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	The lack of reading outside of required school reading assignments impacts stamina.	Students will participate in the Accelerated Reader Program	Principal, Reading Coach, classroom teachers	Collect, analyze and discuss program reports	Accelerated Reader progress report
3	A number of our students come in with a limited number of background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft, ForeSight
4	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity. Continue to use SuccessMaker.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.

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
Effective implementation of the instructional Reading Focus Calendar	3-5/Reading	Reading Coach; CRT	3-5 grade teachers	August 2012 (bi-monthly)	Lesson plans, classroom walkthroughs, analyze student data	Principal, Reading Coach, CRT
Effective implementation of the use of Imagine It! materials	K-5/Reading	Reading Coach; CRT	K-5 grade teachers	August 2012 (bi-monthly)	Lesson plans, classroom walkthroughs, analyze student data	Principal, Reading Coach, CRT, Imagine It! Representative
Effective implementation of the Accelerated Reader program	2-5/Reading	Reading Coach	2-5 grade teachers	August 2012 (bi-monthly)	Analyze Accelerated Reader reports	Principal, Reading Coach
Effective implementation of the SuccessMaker program	K-5/Reading	Math Coach	K-5 teachers	August 2012 (bi-monthly)	Analyze SuccessMaker reports	Principal, Math Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention Materials	Triumphs	General	\$1,066.02
Intervention Materials	Kaleidoscope	General	\$944.46
			Subtotal: \$2,010.48
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Individualized Reading and Math program	SuccessMaker	General	\$12,117.50
Individual reading assessment	Accelerated Reader	General	\$3,700.00
			Subtotal: \$15,817.50
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
FCAT Prep	Florida Ready Reading	General	\$2,067.70
			Subtotal: \$2,067.70
			Grand Total: \$19,895.68

End of Reading Goals

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:	49% (74) of students tested will achieve proficiency in listening/speaking by the end of the 2012-2013 academic year.
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2012 Current Percent of Students Proficient in listening/speaking:

46% (69) of students tested achieved proficiency in listening/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	High level of mobility	Regular assessment of students to determine current level of needs.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Data disaggregation	CELLA, FAIR, weekly content area assessments, Edusoft, ForeSight
2	Lack of exposure to content vocabulary	Continue to focus instruction to exposing students to vocabulary in a meaningful manner.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Evaluate student data	CELLA, FAIR, weekly content area assessment, Edusoft, ForeSight

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:	32% (48) of students tested will achieve proficiency in reading.
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2012 Current Percent of Students Proficient in reading:

29% (43) of students tested achieved proficiency 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	High level of mobility	Regular assessment of students to determine current level of needs.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Data disaggregation	CELLA, FAIR, weekly content area assessments, Edusoft, ForeSight
2	Lack of exposure to content vocabulary	Continue to focus instruction to exposing students to vocabulary in a meaningful manner.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Evaluate student data	CELLA, FAIR, weekly content area assessment, Edusoft, ForeSight

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	16% (24) of students tested will achieve proficiency in writing.
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2012 Current Percent of Students Proficient in writing:

13% (19) of students tested achieved proficiency 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	High level of mobility	Regular assessment of students to determine current level of needs	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Data disaggregation	CELLA, FAIR, weekly content area assessments, Edusoft, ForeSight
2	Lack of exposure to content vocabulary	Continue to focus instruction to exposing students to vocabulary in a meaningful manner	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Evaluate student data	CELLA, FAIR, weekly content area assessments, Edusoft, ForeSight

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

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 need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By June 2013, 45% (142) of our 142 students will score at a level 3 or above on the 2013 Math FCAT test. This is an increase of 3% from the 2011-2012 school year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In June 2012, 42% (104) of 248 students scored a level 3 on the 2012 Math FCAT test.	By June 2013, 45% (142) of our 142 students will score at a level 3 or above on the 2013 Math FCAT test.
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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	High mobility of students coming in at low ability levels.	Determine ability levels and begin interventions.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity. Continue to use SuccessMaker.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.
3	Students are not provided with daily review of previously learned content.	Students will complete a daily five question math review. Students will complete Quick Check daily reviews.	Principal, Math Coach, classroom teachers	Review of participation in daily review and monitor the progress of K-3 students using Quick Checks.	Edusoft, Math topic assessments, Progress Reports and Report Cards
4	A number of our students come in with a limited amount of background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills. Students will have Music, Art, PE, Science Lab, and Computers, weekly to expose them to background knowledge and experiences. Students will be exposed to College and Career Awareness through the implementation of Destination College.	Principal, CRT, Reading Coach, Math Coach, classroom teachers, special area teachers	Progress Monitoring using weekly assessments and reports. Destination College binders.	FAIR, weekly content area assessments, Edusoft, ForeSight, Enrollment Reports, School Data
5	Lack of basic math concepts.	Students will use SuccessMaker to reinforce math skills	Principal, Math Coach, classroom teacher	Bi-monthly data meetings	EnVision tests, Edusoft, ForeSight
	Lack of exposure to	Teachers will use science	Principal, CRT,	Evaluate data	Science Fusion

6	hands-on activities and experiments.	notebooks and increase the number of science experiments. Science Lab teacher will implement science notebooks and experiments.	Math Coach, Reading Coach, Science Lab Teacher, classroom teachers	tests, Edusoft, ForeSight
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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 mathematics. Mathematics Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, 19% (47) of students will score above a level 3 on FCAT. This is an increase of 3% from the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 16% (40) of students scored above a level 3.	By June 2013, 19% (47) of students will score above a level 3 on 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	High student mobility.	Use data to differentiate instruction to challenge higher achieving students.	Principal, Reading Coach, CRT, Math Coach, classroom teachers	Data discussions	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	Exposure to background necessary to understand higher order questions.	Use data to differentiate instruction to challenge higher achieving students.	Principal, Reading Coach, CRT, Math Coach, classroom teachers.	Data discussions.	FAIR, weekly content area assessments, Edusoft, ForeSight.
3	Students are not provided with daily review of previously learned content.	Students will complete a daily five question math review.	Principal, Math Coach, classroom teachers	Review of participation in daily review	Edusoft, Math topic assessments
	A number of our students come in with a limited	Use the components in content area curriculum	Principal, CRT, Reading Coach,	Progress Monitoring using weekly assessments and	FAIR, weekly content area

4	number of background knowledge and experiences.	to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Math Coach, classroom teachers	reports.	assessments, Edusoft, ForeSight
5	Lack of basic math concepts.	Students will use SuccessMaker to reinforce math skills	Principal, Math Coach, classroom teacher	Bi-monthly data meetings	EnVision tests, Edusoft, ForeSight
6	Lack of exposure to hands-on activities and experiments.	Teachers will use science notebooks and increase the number of science experiments. Science Lab teacher will implement science notebooks and experiments.	Principal, CRT, Math Coach, Reading Coach, Science Lab Teacher, classroom teachers	Evaluate data	Science Fusion tests, Edusoft, ForeSight

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 mathematics. Mathematics Goal # 2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	In June 2013, 65% (128) students will make a learning gain on the Math FCAT. This is an increase of 3% from the 2011-2012 academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 62% (106) students made a learning gain on the Math FCAT.	In June 2013, 65% (128) students will make a learning gain on the Math 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
High student mobility	Expose all students to	Principal, Reading	Regular assessment, data	FAIR, weekly

1	makes it difficult to meet the needs of students and reduces the pool of continuously enrolled students.	grade level curriculum and then differentiate instruction to meet students at their ability level.	Coach, CRT, Math Coach, classroom teachers	discussions.	content area assessments, Edusoft, ForeSight.
2	Students are not provided with daily review of previously learned content.	Students will complete a daily five question math review.	Principal, Math Coach, classroom teachers	Review of participation in daily review	Edusoft, Math topic assessments
3	A number of our students come in with a limited number of background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft, ForeSight
4	Lack of basic math concepts.	Students will use SuccessMaker to reinforce math skills	Principal, Math Coach, classroom teacher	Bi-monthly data meetings	EnVision tests, Edusoft, ForeSight
5	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity. Continue to use SuccessMaker.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.

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:

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

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 need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 69% (32) of the students in the lowest 25% will make learning gains in Math. This is an increase of 3% from the 2011-2012 academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In June 2012, 66% (29) of the lowest 25% made learning gains on the Math FCAT.

By June 2013, 69% (32) of the students in the lowest 25% will make learning ins 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	High student mobility makes it difficult to meet the needs of students and reduces the pool of continuously enrolled students.	Expose all students to grade level curriculum and then differentiate instruction to meet students at their ability level.	Principal, Reading Coach, CRT, Math Coach, classroom teachers	Regularly assessments, data discussions.	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	Students are not provided with daily review of previously learned content.	Students will complete a daily five question math review.	Principal, Math Coach, classroom teachers	Review of participation in daily review	Edusoft, Math topic assessments
3	A number of our students come in with a limited number of background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft, ForeSight
4	Lack of basic math concepts.	Students will use SuccessMaker to reinforce math skills	Principal, Math Coach, classroom teacher	Bi-monthly data meetings	EnVision tests, Edusoft, ForeSight
5	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity. Continue to use SuccessMaker.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.
6	High student mobility makes it difficult to meet the needs of students and reduces the pool of continously enrolled students.	Expose all students to grade level curriculum and then differentiate instruction to meet students at their ability level.	Classroom teacher, Math Coach	Regular assessments, data discussions	Edusoft, math assessments

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 #					
	In June 2010, 63% (375) students scored at a Level 1 or 2 in Reading and Math. In June 2011, 63% (383) students scored at a Level 1 or 2 in Reading and Math.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%					

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013, 40% (96) of our students in the Black subgroup need to make satisfactory progress on the 2013 Math FCAT. This is an increase of 3% from the 2011-2012 academic year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 37% (89) of our students in the Black subgroup made satisfactory progress in Math on the 2012 Math FCAT.	By June 2013, 40% (96) of our students in the Black subgroup need to make satisfactory progress on the 2013 Math 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	High level of mobility.	Regular assessment of students to determine current level of needs.	Principal, Reading Coach, CRT, Math Coach, classroom teachers	Data disaggregation.	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	Students are not provided with daily review of previously learned content.	Students will complete a daily five question math review.	Principal, Math Coach, classroom teachers	Review of participation in daily review	Edusoft, Math topic assessments
3	A number of our students come in with a limited number of background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft, ForeSight
4	Lack of basic math concepts.	Students will use SuccessMaker to reinforce math skills	Principal, Math Coach, classroom teacher	Bi-monthly data meetings	EnVision tests, Edusoft, ForeSight
5	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity in order to close the achievement gap. Continue to use SuccessMaker in order to close the achievement gap.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight, FCAT.

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, 45% (50) in the ELL subgroup will make satisfactory progress on the 2013 Math FCAT. This is an increase of 3% from the 2011-2012 academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 42% (47) of our students in the ELL subgroup made satisfactory progress on the 2012 Math FCAT.	By June 2013, 45% (50) in the ELL subgroup will make satisfactory progress on the 2013 Math 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	High level of mobility.	Regular assessment of students to determine current level of needs.	Principal, Reading Coach, CRT, Math Coach, classroom	Data disaggregation.	FAIR, weekly content area assessments,

			teachers.		Edusoft, ForeSight.
2	Students are not provided with daily review of previously learned content.	Students will complete a daily five question math review.	Principal, Math Coach, classroom teachers	Review of participation in daily review	Edusoft, Math topic assessments
3	A number of our students come in with a limited background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft, ForeSight
4	Lack of basic math concepts.	Students will use SuccessMaker to reinforce math skills	Principal, Math Coach, classroom teacher	Bi-monthly data meetings	EnVision tests, Edusoft, ForeSight
5	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity. Continue to use SuccessMaker.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.

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 mathematics. Mathematics Goal #5D:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, 41% (120) of our students in the Economically Disadvantaged subgroup will make satisfactory progress on the 2013 Math FCAT. This is an increase of 3% from the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 39% (110) of our students in the Economically Disadvantaged subgroup did make satisfactory progress on the 2012 Math FCAT.	By June 2013, 41% (120) of our students in the Economically Disadvantaged subgroup will make satisfactory progress on the 2013 Math 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	High level of mobility.	Regular assessment of students to determine current level of needs.	Principal, Reading Coach, CRT, Math Coach, classroom teachers	Data disaggregation.	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	Students are not provided with daily review of previously learned content.	Students will complete a daily five question math review.	Principal, Math Coach, classroom teachers	Review of participation in daily review	Edusoft, Math topic assessments
3	A number of our students come in with a limited number of background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft, ForeSight
4	Lack of basic math concepts.	Students will use SuccessMaker to reinforce math skills	Principal, Math Coach, classroom teacher	Bi-monthly data meetings	EnVision tests, Edusoft, ForeSight
5	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity. Continue to use SuccessMaker.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.

End of Elementary School Mathematics Goals

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
Effective implementation of the use of Envision materials	Grades K-5/Mathematics	Math Coach, CRT	K-5 grade teachers	August 2012 (bi-monthly)	Lesson plans, classroom walkthroughs, analyze student data	Principal, Math Coach, CRT
Effective implementation of the SuccessMaker program	Grades K-5/Mathematics	Math Coach, CRT	K-5 grade teachers	August 2012 (bi-monthly)	Lesson plans, classroom walkthroughs, analyze student data	Principal, Math Coach, CRT, SuccessMaker Representative
Effective implementation of the instructional Math Focus Calendar	Grades 3-5/Mathematics	Math Coach, CRT	3-5 grade teachers	August 2012 (bi-monthly)	Lesson plans, classroom walkthroughs, analyze student data	Principal, Math Coach, CRT

Mathematics Budget:

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

Math student review	Homework and Assessment workbooks	General	\$1,659.83
			Subtotal: \$1,659.83
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Individualized reading and math program	SuccessMaker	General	\$12,117.50
			Subtotal: \$12,117.50
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
FCAT Prep	Florida Ready Math	General	\$1,977.80
			Subtotal: \$1,977.80
			Grand Total: \$15,755.13

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:		By June 2013, 25% (27) of students will demonstrate science proficiency by scoring a Level 3 or higher. This is an increase of 3% from the 2010-2011 academic year.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In June 2012, 22% (18) of students scored a Level 3 or higher on the 2012 Science FCAT.		By June 2013, 25% (27) of students will demonstrate science proficiency by scoring a Level 3 or higher.			
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	High mobility of students coming in at low ability levels.	Determine ability levels and begin interventions.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	Economically disadvantaged students lack exposure to testing and content vocabulary.	Continue to focus instruction to exposing students to vocabulary in a meaningful manner. Continue to teach with fidelity. Continue to use SuccessMaker.	Principal, Reading Coach, CRT, Math Coach	Evaluate student data.	FAIR, weekly content area assessments, Edusoft, ForeSight.
	A number of our students come in with a limited amount of background knowledge	Use the components in content area curriculum to help build background knowledge	Principal, CRT, Reading Coach, Math Coach, classroom	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft,

3	and experiences.	and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills. Students will have Music, Art, PE, Science Lab, and Computers, weekly to expose them to background knowledge and experiences. Students will be exposed to College and Career Awareness through the implementation of Destination College.	teachers, special area teachers	Destination College binders.	ForeSight, Enrollment Reports, School Data
4	Lack of exposure to hands-on activities and experiments.	Teachers will use science notebooks and increase the number of science experiments. Science Lab teacher will implement science notebooks and experiments.	Principal, CRT, Math Coach, Reading Coach, Science Lab Teacher, classroom teachers	Evaluate data	Science Fusion tests, Edusoft, ForeSight

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, 10% (11) of students will score above a level 3 on the 2013 Science FCAT. This is an increase of 3% from the 2011-2012 academic year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 6% (5) of students scored above a level 3 on the 2012 Science FCAT.	By June 2013, 10% (11) of students will score above a level 3 on the 2013 Science 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	High student mobility.	Use data to differentiate instruction to challenge higher achieving students.	Principal, Reading Coach, CRT, Math Coach, classroom teachers	Data discussions	FAIR, weekly content area assessments, Edusoft, ForeSight.
2	Exposure to background necessary to understand higher order questions.	Use data to differentiate instruction to challenge higher achieving students.	Principal, Reading Coach, CRT, Math Coach, classroom teachers.	Data discussions.	FAIR, weekly content area assessments, Edusoft, ForeSight.
3	A number of our students come in with a limited number of background knowledge and experiences.	Use the components in content area curriculum to help build background knowledge and experiences. Continue to teach with fidelity. Students will use SuccessMaker to reinforce skills.	Principal, CRT, Reading Coach, Math Coach, classroom teachers	Progress Monitoring using weekly assessments and reports.	FAIR, weekly content area assessments, Edusoft, ForeSight
4	Lack of exposure to hands-on activities and experiments.	Teachers will use science notebooks and increase the number of science experiments. Science Lab teacher will implement science notebooks and experiements.	Principal, CRT, Math Coach, Reading Coach, Science Lab Teacher, classroom teachers	Evaluate data	Science Fusion tests, Edusoft, ForeSight

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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
Effective implementation of the instructional Science Focus Calendar	5/Science	CRT, 5th Grade Team Lead, Science Lab teacher	5th Grade Teachers, Science Lab teacher	August 2012 (bi-monthly)	Lesson plans, classroom walkthroughs, analyze student data	Principal, Reading Coach, CRT, Math Coach
Effective implementation of the use of Science Fusion materials	5/Science	CRT, 5th Grade Team Lead, Science Lab teacher	5th Grade Teachers, Science Lab teacher	August 2012 (bi-monthly)	Lesson plans, classroom walkthroughs, analyze student data	Principal, Reading Coach, CRT, Math Coach
Effective implementation of the SRA Science Snapshots program	5/Science	CRT, 5th Grade Team Leader, Science lab teacher	5th Grade Teachers, Science Lab teacher	August 2012 (bi-monthly)	Lesson plans, classroom walkthroughs, analyze student data	Principal, Reading Coach, CRT, Math Coach
Effective implementation of the Science Bootcamp program	5/Science	CRT, 5th Grade Team Leader, Science Lab teacher	5th Grade Teachers, Science Lab teacher	August 2012 (bi-monthly)	Lesson plans, classroom walkthroughs, analyze student data	Principal, Reading Coach, CRT, Math Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Skill Reinforcement and Test Prep	Measuring Up	General	\$1,312.91
			Subtotal: \$1,312.91
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
Training for Science Boot Camp	Science Boot Camp Training	General	\$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: \$2,112.91

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:	85% (78) of our students will make reach the achievement Level of 3.0 and higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(86) of our students made an Achievement Level of 3.0 or higher in writing.	85% (78) of our students will make reach the achievement Level of 3.0 and higher 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	High mobility of students coming in at low ability levels.	Determine ability levels and begin interventions	Reading Coach; CRT	Evaluate student data	Writing assessments
2	Lack of instruction in lower grades in writing, grammar and mechanics	Monitor the instruction of process writing in grades K-3 using the Language Arts materials imbedded in the reading curriculum.	Reading Coach	Evaluate student data	Benchmark Assessments
3	Lack of instruction in lower grades in writing, grammar and mechanics	Begin practicing prompt writing in grade 3 to prepare students for the test in grade 4.	Reading Coach	Evaluate student data	Bi-monthly prompt writing and scoring

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				

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
Outside writing consultant will train/monitor/mentor 4th grade teachers on effective writing instruction	4/Writing	Writing consultant, Reading Coach, CRT	4th Grade Teachers	September 2012 (6x/year)	Lesson plans, classroom walkthroughs, analyze student data	Writing Consultant, Reading Coach, CRT, 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
Writing Consultant	Monthly visits and training for teachers. Model lessons with students	General	\$10,800.00
			Subtotal: \$10,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,800.00

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:	Decrease the number of students absent and tardy to increase the amount of time students are in the classroom receiving instruction.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% of students attended school daily.	96% of students will attend school daily.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

26% or 184 students were absent 10 or more days.	20% or 123 students will be absent 10 or more days.				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
15% or 109 students were tardy 10 or more days.	10% or 62 students will be tardy 10 or more days.				
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	High Mobility	Provide Child Study Team meetings for parents to educate them about the importance of not missing school.	Attendance Clerk, Registrar, Parenting Coordinator, Social Worker, Math Coach, Principal	Attendance and Tardy monitoring	District EDW Attendance/Tardy
2	Discipline Issues	Discipline team to create school-wide procedures and discipline criteria.	Attendance Clerk, Registrar, Parenting Coordinator, Social Worker, Math Coach, Principal, Dean	Infraction Reports, Counseling	District EDW, attendance and discipline

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
Attendance issues	All	Math Coach, Attendance Clerk, Principal, Registrar, Social Worker, State Attorney	Homeroom teachers	On-going	Attendance Clerk monitors attendance daily, identifies students with issues, sets up Child Study Meeting	Math Coach, Attendance Clerk, Principal, Registrar, Social Worker
Attendance procedures	All	Principal	All instructional staff	Pre-planning	Daily attendance monitoring	Math Coach, Attendance Clerk, Principal, Registrar

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		Reduce the number of students suspended to increase the time spent in class.			
Suspension Goal #1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
8		0			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
8		0			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
94		80			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
58		50			
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	Lack of consistent discipline expectations	Continue to use and revise school-wide discipline procedures	Dean, Principal, Discipline Team	Monitor discipline data monthly	District EDW report

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
RtI Training	PreK-5	District RtI Coach	RtI Team	Monthly	Determine need for interventions for students with behavior problems	Dean, Principal
School-wide Discipline Procedures	PreK-5	Dean, Discipline Team, Principal	All Staff	Pre-planning, monthly early release	Monitor discipline referral frequency monthly	Dean, Discipline Team, Principal
School-wide Discipline Development	PreK-5	Dean, Principal	Reps from staff	Summer Planning Days	Monitor discipline referral frequency monthly	Dean, Discipline Team, Principal

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
Discipline Team Planning	Team Planning Day	Title I	\$1,750.00
			Subtotal: \$1,750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,750.00

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase Parental Involvement participation up to (350) 87% of families being involved in a positive way in the school more than once during the 2012-2013 school year.

2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Eagles Nest Elementary had (325) 77% of families involved in a positive way in the school more than once during the 2011-2012 school year.		Eagle's Nest Elementary has an expectation to increase parental involvement up to (350) 87% of families being involved in a positive way in the school more than once during the 2012-2013 school year.			
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	Lack of parental involvement in school wide activities.	Work with district, school volunteer coordinator to get parents signed up as OCPS volunteers. District and School Parental Involvement Policy distributed in English, Spanish, French and Haitian-Creole. Distribution of Student/Teacher/Parent compacts.	Parent Liaison Volunteer Coordinator	Collect participation data and survey families.	Sign-in sheets and parental surveys will be used to determine the increase of parental participation.

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
41% (118) of economically disadvantaged students will score at or above grade level in reading.	3-5 Grade/Reading	Parent/Title I Contact	3-5 grade students.	September 2012 (monthly)	Monitor student work, satisfaction survey for parents of economically disadvantaged 3-5 grade students.	Parent/Title I Contact
45% (130) of economically disadvantaged students will score at or above grade level in mathematics.	3-5 Grade/Mathematics	Parent/Title I Contact	3-5 grade students	September 2012 (monthly)	Monitor student work, satisfaction survey for parents of economically disadvantaged 3-5 grade students.	Parent/Title I Contact
Increase teacher communication with parents to 85% of their student's parents monthly.	School-wide	Parent/Title I Contact	School-wide	August 2012 (monthly)	Sign-in sheets, satisfaction survey	Parent/Title I Contact

Parent Involvement Budget:

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
Discipline Team Meeting	Team Planning Day	Title I	\$1,750.00
			Subtotal: \$1,750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent/Teacher Communication	Student Agendas	General	\$3,303.00
Weekly Service Review	Target Performance System consulting firm	General	\$2,500.00
			Subtotal: \$5,803.00
			Grand Total: \$7,553.00

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:		Teachers will incorporate STEM cross-curricular lessons into their instruction through student-led hands-on research projects utilizing educational, instructional, and informational technology.			
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	Lack of knowledge of district STEM lessons for core content areas.	Provide example lessons for our teachers.	Principal, Reading Coach, Math Coach, CRT, classroom teachers	Classroom discussions, lesson plans, classroom walkthroughs	Edusoft, ForeSight, Science Fair project rubrics
2	Students' inability to analyze and answer critical thinking questions.	Thinking Maps, Science Lab notebooks (3-5), Science Club (3-5) and Imagine It inquiry lessons.	Principal, Reading Coach, Math Coach, CRT, classroom teachers	Classroom observations	Edusoft, ForeSight, Science Fair project rubrics

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 training in all curriculum areas through PLC's	K-5/All	PLC grade level leaders, Reading Coach, Math Coach, CRT, Principal	Grade level PLC members	Bi-monthly	Classroom discussions, PLC group discussions, teacher observations, classroom walkthroughs	Principal, CRT, Reading Coach, Math Coach, classroom teachers
Thinking Maps training	K-5	CRT	K-5 teachers; Resource Staff	January, 2013	PLC discussions; lesson plans; classroom walkthroughs	Principal, CRT, Reading Coach, Math Coach, classroom teachers

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
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 STEM Goal(s)

Additional Goal(s)

VPK Students Goal:

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:					
1. VPK Students Goal VPK Students Goal #1:		By June 2013, 95% (19) of students will score 70% and above on FLKRS indicating a readiness to enter school. This is an increase of 1% from the 2011-2012 academic year.			
2012 Current level:		2013 Expected level:			
In June 2012, 94% (18) students scored 70% and above on FLKRS indicating a readiness to enter school.		By June 2013, 95% (19) of students will score 70% and above on FLKRS indicating a readiness to enter school.			
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	High mobility of students coming in at low ability levels.	Determine ability levels and begin interventions.	Principal, Reading Coach, CRT, Math Coach, VPK teacher	Evaluation student data	FLKRS

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 VPK Students Goal(s)

Fine Arts Goal:

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:

1. Fine Arts Goal Fine Arts Goal # 1:	By June 2013, 100% (626) students will maintain a high fine arts enrollment percentage.				
2012 Current level:	2013 Expected level:				
By June 2012, 100% (627) students will maintain a high fine arts enrollment percentage.	By June 2013, 100% (626) students will maintain a high fine arts enrollment percentage.				
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 lack of knowledge regarding the importance to being in school daily.	Parental involvement meetings targeting parenting skills.	Parental Involvement Coordinator, Principal	Surveys	Enrollment 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						

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 Fine Arts Goal(s)

College and Career Awareness Goal:

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:					
1. College and Career Awareness Goal		By June 2013, 100% (328) of our third, fourth and fifth grade students will participate in Destination College.			
College and Career Awareness Goal #1:					
2012 Current level:		2013 Expected level:			
In June 2012, 100% (220) of our fourth and fifth grade students participated in Destination College.		By June 2013, 100% (220) of our fourth and fifth grade students will participate in Destination College.			
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	High mobility of students coming in with no knowledge of the Destination College program	Identify students with no knowledge of the Destination College program and provide an overview of the program and expectations	CRT, Principal, Math Coach, Reading Coach, classroom teachers	Evaluate student notebooks	School data

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
Destination College online	4-5/All	Principal; Reading Coach; Math Coach; CRT	4-5 grade teachers	September 2012 (monthly)	Lesson plans, classroom walkthroughs, analyze school data	Principal; Reading Coach; Math Coach; CRT

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 College and Career Awareness Goal(s)

Special Education Goal:

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:

1. Special Education Goal Special Education Goal #1:	By June 2013, 7% (44) students will be classified as Exceptional Student Education (ESE). This is a decrease of 1% from the 2011-2012 academic year.
2012 Current level:	2013 Expected level:
In June 2012, 8% (50) students were classified as Exceptional Student Education (ESE).	By June 2013, 7% (44) students will be classified as Exceptional Student Education (ESE).

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	High mobility of students coming in at low ability levels	Determine ability levels and begin interventions	Principal, Reading Coach, CRT, Math Coach, classroom teachers, ESE	Evaluate student data	FAIR, weekly content area assessments, Edusoft,

			teachers		ForeSight
2	Teachers trained in the RtI process	Train teachers in RtI and guide them in the process of data collection and using the data to drive instruction	Principal, Reading Coach, CRT, Math Coach, Staffing Designee	Evaluate student data	FAIR, weekly content area assessments, Edusoft, ForeSight

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
Guided groups and differentiated instruction	K-5/Reading	Reading Coach	K-5 grade teachers	September 2012 (bi-monthly)	Lesson plans, classroom walkthroughs, analyze student data	Principal; Reading Coach; Math Coach; CRT
SuccessMaker Training	K-5/Math	Math Coach	K-5 grade teachers	September 2012 (bi-monthly)	Lesson plans, classroom walkthroughs, analyze student data	Principal; Reading Coach; Math Coach; CRT
RtI Training	K-5/All	Staffing Designee	K-5 grade teachers	October 2012 (continuous throughout year)	Lesson plans, classroom walkthroughs, analyze student data	Principal; Reading Coach; Math Coach; CRT; staff designee

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

Fluent in Math Operations Goal:

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:

1. Fluent in Math Operations Goal Fluent in Math Operations Goal #1:	By June 2013, 57% (141) students will be not be fluent in math operations. This is a decrease of 3% from the 2011-2012 academic year.
2012 Current level:	2013 Expected level:
In June 2012, 60% (148) students will were not fluent in math operations.	By June 2013, 57% (141) students will be not be fluent in math operations.

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 are moving to the next grade level without being fluent in their previous grade in Mathematical operations.	Strengthen students' areas of weakness in small group settings and implement SuccessMaker and Moby Math	Principal, Math Coach, Reading Coach, CRT, classroom teachers	Continuous progress monitoring via informal observations and bi-weekly data meetings	Edusoft, ForeSight, weekly content area assessments, SuccessMaker reports, FCAT Math Level 3+

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
SuccessMaker Training	K-5/Math	Math Coach	K-5 grade teachers	September 2012 (continuous throughout year)	Lesson plans, classroom walkthroughs, analyze student data	Principal; Reading Coach; Math Coach; CRT

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 Fluent in Math Operations Goal(s)

Reading on Grade Level by Age 9 Goal:

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:

1. Reading on Grade Level by Age 9 Goal Reading on Grade Level by Age 9 Goal #1:	By June 2013, 61% (150) of students will not be reading on grade level by age 9. This is a decrease of 3% from the 2011-2012 school year.
2012 Current level:	2013 Expected level:
In June 2012, 64% (158) of students were not reading on grade level by age 9.	By June 2013, 61% (150) of students will not be reading on grade level by age 9.

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 are moving to the next grade level without being able to read on grade level.	Strengthen students' area of weakness in small group settings and implement SuccessMaker and myon	Principal, Reading Coach, Math Coach, CRT, classroom teachers	Continuous progress monitoring via informal observations and bi-weekly data meetings	Edusoft, FAIR, CELLA, FLKRS ForeSight, weekly content area assessments, SuccessMaker, FCAT Reading 3+

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
SuccessMaker Training	K-5/Reading	Math Coach	K-5 grade teachers	September 2012 (continuous throughout year)	Lesson plans, classroom walkthroughs, analyze student data	Principal; Reading Coach; Math Coach; CRT

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 Reading on Grade Level by Age 9 Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Intervention Materials	Triumphs	General	\$1,066.02
Reading	Intervention Materials	Kaleidoscope	General	\$944.46
Mathematics	Math student review	Homework and Assessment workbooks	General	\$1,659.83
Science	Science Skill Reinforcement and Test Prep	Measuring Up	General	\$1,312.91
				Subtotal: \$4,983.22
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Individualized Reading and Math program	SuccessMaker	General	\$12,117.50
Reading	Individual reading assessment	Accelerated Reader	General	\$3,700.00
Mathematics	Individualized reading and math program	SuccessMaker	General	\$12,117.50
				Subtotal: \$27,935.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Training for Science Boot Camp	Science Boot Camp Training	General	\$800.00
Writing	Writing Consultant	Monthly visits and training for teachers. Model lessons with students	General	\$10,800.00
Suspension	Discipline Team Planning	Team Planning Day	Title I	\$1,750.00
Parent Involvement	Discipline Team Meeting	Team Planning Day	Title I	\$1,750.00
				Subtotal: \$15,100.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Prep	Florida Ready Reading	General	\$2,067.70
Mathematics	FCAT Prep	Florida Ready Math	General	\$1,977.80
Parent Involvement	Parent/Teacher Communication	Student Agendas	General	\$3,303.00
Parent Involvement	Weekly Service Review	Target Performance System consulting firm	General	\$2,500.00
				Subtotal: \$9,848.50
				Grand Total: \$57,866.72

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 9/13/2012)

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.

Projected use of SAC Funds	Amount
Student incentives	\$1,800.00

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

The SAC board will work with the school in developing the school's vision, using state and district goals as a guide for assessing the school's needs, determine and prioritize the goals of the school based on appropriate needs assessments and other data, develop measurable objectives and strategies for addressing the goals that have been prioritized, assist in the preparation, implementation, and evaluation of the school improvement plan, identify the appropriate use of school improvement dollars for implementing the approved school improvement plan, and assist in choosing a survey to measure the needs of the school and analyzing the data returned.

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

Orange School District EAGLES NEST ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	64%	88%	48%	257	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	60%	64%			124	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?	62% (YES)	86% (YES)			148	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					529	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District EAGLES NEST ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	66%	77%	32%	240	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	59%	62%			121	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?	50% (YES)	61% (YES)			111	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					472	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested