FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EAGLE POINT ELEMENTARY SCHOOL

District Name: Broward

Principal: Christine de Zayas

SAC Chair: Nancy Cedeno, Silvio Pruneda

Superintendent: Robert Runcle, Superintendent

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

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	Christine de Zayas	Master of Science, Educational Technology Bachelor's Degree, Elementary Education Educational Leadership Gifted Endorsement ESOL Endorsement National Board Certification	1	4	Principal of Eagle Point, 2012-2013. (Eagle Point, 2011-2012 was Grade A. Reading Mastery 91%, Math Mastery, 95%, Writing Mastery, 97%, Science Mastery, 76%.) Assistant Principal,Hawkes Bluff, 2011-2012. 92% of students met high standards in reading (0%). 93% of students met high standards in math (0%). 96% of students met high standards in writing (0%). 70% of students met high standards in science (-14%). 67% of students made learning gains in reading (-1%). 72% of students made learning gains in math (+9%). 57% of lowest 25% made learning gains in reading (-11%). 73% of lowest 25% made learning gains in math (+10). 73% of lowest 25% made learning gains in math (+10) 620 Total Points Earned (-7) 2010-2011 School Grade=A AYP Not Met 2009-2010 School Grade=A

	Name	Degree(s)/Certification(s)			Prior Performance Record
Assis Principal	Willowphine Rosado	BS Elementary Education Nova Southeastern University MS Elementary Education Nova Southeastern University Certification in Educational Leadership, State of Florida	5	7	AYP Not Met 2008-2009 School Grade= A AYP Met 2007-2008 School Grade=A AYP Meet AP of Eagle Point in 2011-2012. Grade A. Reading Mastery 91%, Math Mastery, 95%, Writing Mastery, 97%, Science Mastery, 76%. AP of Eagle Point 2010-2011, Grade A. AP of Eagle Point Elementary 2009-2010. Grade A. Reading Mastery 93%, Math Mastery 94, Science Mastery 75%. All subgroups made AYP in reading and math. 2008-2009: Grade A. Reading Mastery 91%, Math Mastery 94%, Science Mastery 72%. All subgroups made AYP in reading and math. 2007-2008: Grade A. Reading Mastery 93%, Learning Gains 75%, Lowest 25% Gains 75%. All subgroups made AYP in reading and math. 2006-2007: Grade A. Reading Mastery 93%, Math Mastery 95%, Science Mastery 68%. All subgroups made AYP in reading and math. AP of Rock Island Elementary 2005-2006: Grade B. Reading Mastery 60%, Math Mastery 62%. SWD did not make AYP.

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.

	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)
No data submitted					

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	Partnering teachers new to a grade level and/or to Eagle Point with veteran staff members.	Principal	Ongoing	
2	Learning communities with new/reassigned teachers with mentor teachers.	NESS Coordinator	Onpoing	
3	District Job Fairs	Administration	June 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
No data submitted	

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
67	0.0%(0)	26.9%(18)	59.7%(40)	55.2%(37)	74.6%(50)	141.8%(95)	10.4%(7)	23.9%(16)	100.0%(67)

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
Michelle Atlas	Rosa Mazzoca	New to Kindergarten	
Kim Plaksin	Dayana Enriquez	New to Eagle Point Elementary	
Leslie Cottrell	Jerusha Quillen	New to Eagle Point Elementary	
Julia Bass	Kerry Kneissel	New to Fifth Grade	
Kate Catania	Diana Joslin	New to Eagle Point Elementary	
Janet Gutarra	Montserrat Martinez	New to Eagle Point Elementary	
Sharon Handler	Tammy Costantino	New to Eagle Point Elementary	
Frank Ryan	Thomas Vogt	New to Eagle Point Elementary	
Emily Taggart	Judy Dreher	New to Eagle Point Elementary	

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

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

Instructional Coach(es) Reading/Math/Science:

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

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

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based

instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The leadership team meets once a week to engage in the following activities:
Review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based 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 met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: academic and social/emotional areas that needed to be addressed; helped set
clear expectations for instruction, facilitated the development of a systemic approach to teaching and aligned processes and procedures.

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.

Baseline data: Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: Mini-BATS, FCAT Simulation, Rigby Testing, FAIR
Midyear: Florida Assessments for Instruction in Reading (FAIR), Rigby, Mini-BATS, Diagnostic Assessment for Reading (DAR), DRA
End of year: FAIR, FCAT, Stanford
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year.
The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Reading Specialist, Reading Committee members.

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

Principal: Ensures that the LLT is implementing reading initiatives and provides a common vision for the use of data-based decision making.
Reading Specialist: Provides support on K-12 reading plan, facilitates data collection activities, provides professional development and technical assistance.
Reading Committee: Analyzes the effectiveness of the reading focus calendars, mini-lessons, mini-assessments, maintenance, tutorials and enrichments to determine necessary revisions.

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

The LLT will ensure that the action steps outlined in the School Improvement Plan are implemented. The team analyzes the effectiveness of the reading focus calendars, mini-lessons, mini-assessments, maintenance, tutorials and enrichments to determine necessary revisions.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.	Based on the 2011 administration of the Reading FCAT, 28% (152) of students were proficient in Level 3 Reading. In the 2010 Reading 26% (141) students achieved a level 3. This an increase of 2%.
Reading Goal #1a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 152 students (28%) met Level 3 proficiency on the administration of the 2011 FCAT reading test.	In grades 3-5, 31% of students will meet high standards in reading based on the 2012 FCAT Reading Test.

	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	Data indicates that the free and reduced population has increased to 26.4% from 23.2% the previous year. The ELL population is 12.3% and the ESE population is 11.8%.	A master plan has been developed that includes a time line to align, monitor, and adjust instructional practices to increase student achievement.	School-based leadership team, team leaders, classroom teachers	A comprehensive data chart has been developed to ensure ongoing examination of student progress. Assessments to monitor progress will include previous years scores/beginning of year assessments, weekly assessments, weekly mini-assessments, running reading records, computer assisted instruction/assessment and technolgy.	FCAT and district assessments
2	Teachers new to school or grade level	Students will have access to self-paced computer programs such as and Riverdeep, I Station Software to utilize in their classrooms in order to meet students' needs.	Classroom Teachers	Schoolwide training will be held to review student data and reports to ensure students are meeting skill mastery.	Printout of student progress report.
3		Students will be placed at appropriate reading levels for instruction through data analysis.	Classroom Teachers, Reading Specialist	Data analysis of FCAT, Successmaker Reports, Benchmark Assessments, Reading Inventories and mini assessments will be reviewed at grade level meetings	Individual student reports
4		A grade level focus calendar will be created and utilized to teach benchmark strategies.	Reading Specialist	Classroom walk-throughs and observations.	Mini-BAT's
5		BEEP lessons and utilization of Promethean Board will be incorporated into K-5 reading instruction.	Classroom teacher, reading specialist	BEEP, United Streaming and Curriculum Maps will be monitored by Technology Committee members throughout	Mini-Bat's, Promethean Surveys, Collaborative Planning

#					
					the grade levels
6		BEEP lessons will receive small group differentiated instruction within the 90 minute reading block.	Classroom Teacher	Reading plans will be analyzed during classroom walk-throughs and reviewed by team leaders and administration	Rigby, FCAT, mini-BATS, inventories, diagnostic assessments
7		Students will have the opportunity to practice the reading process through read-alouds, silent-sustained reading, and D.E.A.R time	Administration reading specialist, classroom teacher	Classroom walk-throughs and observations.	Fluency probes to monitor progress, Rigby, Mini-Bats
8		All students in grades K-5 will participate in a "Principal's Challenge" in which students will be challenged to read a number of books collectively within a certain time period.	Principal, classroom teachers	A pre-determined motivational activity will be performed by the principal if the goal is met.	Data is collected and top students are rewarded for their efforts.
9		Student progress will be monitored throughout the year using assessment tools as stated on the Struggling Reader's Chart.	Reading Specialist, Classroom teachers	Teachers will be trained on RTI Strategies and Interventions. Student progress will be evident through fluid groupings.	Rigby, Oral Fluency Probes, DAR, BRI, IRI, Running Records
10		Parents of students in grades K-2 will be informed of effective reading strategies that can be implemented at home.	Administration Reading Committee, Reading Specialist Instructional Volunteers	Reading Strategies shared with parents at Open House Administration Reading Committee, Reading Specialist Instructional Volunteers will support the process	Mini Bats, Reading Series Testing Materials
11		Parents of students in grades 3-5 will be informed of the FCAT assessment in reading including types of questions, skills and strategies to enhance parent participation in student achievement.	Administration reading specialist 3-5 team leaders	FCAT information shared with parents at Open House. Sample lessons taught in each of the tested areas throughout the year.	Benchmark Testing Mini-Bats Reading Series FCAT Materials
12		Students in grades K-5 will be provided electronic access to a voluntary SSS preparation packet in Reading to enhance skills at home.	Reading Specialist	Student participation	Individual student data
13	Lack of students' motivation and comprehension during independent reading	Students will have access to Accelerated Reader books and quizzes	Classroom Teachers	Individual Accelerated Reader reports	Accelerated Reader quizzes
14		Teachers in grades K-2 will receive Professional Development implementing the Common Core State Standards	Classroom Teachers	K-2 Teacher Planbooks	Informal Student Assessments
15		Teachers will continue to implement Marzano High Yield Strategies to effectively monitor, assess,and deepen student knowledge.	Administration/Teachers	Informal Assessments	Teacher Observation/Student Work
6		Grade level "data chats" and monitoring	Classroom Teachers	Individual Student Data	Teacher Observation

16	student's progress in reading will be conducted at team level meetings.			

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	Based on the 2011 administration of the Reading FCAT, 63% (336 students) scored level 4 and 5. Based on the 2010 administration of the Reading FCAT, 67% (370 students) scored level 4 or 5. After analyzing the data it was noted there was a slight decrease in students achieving level 4 and 5 proficiency level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3 – 5, 336 students (63%) scored a level 4 or 5 on the FCAT Reading Test.	In grades 3 – 5, 66% of students will achieve a level 4 or 5 on the 2012 FCAT Reading Test.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers new to Eagle Point and/or Grade Level	Instructional Focus Calendar	Administration, Reading Specialist,Team Leaders, Classroom Teachers	Classroom walk-throughs and observations. Peer Mentor within Grade Level	Mini-BAT's Lesson Plans
2	Effective use of data to appropriately place students in reading groups	Students will be placed at appropriate reading levels for instruction through data analysis.	Classroom Teachers, Reading Specialist	Data analysis of FCAT,Benchmark Assessments, Reading Inventories and mini assessments	Individual student reports
3	Teacher knowledge of strategies for small group instruction	BEEP lessons will be utilized for delivery of small group differentiated instruction within the 90 minute reading block.	Classroom Teacher	Reading plans will be analyzed during lesson plan evaluation by Team Leader and Administration	Rigby, FCAT, mini-BATS, inventories, diagnostic assessments

4		Teachers in grades K-2 will receive Professional Development implementing the Common Core State Standards	Classroom Teachers	K-2 Teacher Planbooks	Informal Student Assessments
5		Teachers will continue to implement Marzano High Yield Strategies to effectively monitor, assess,and deepen student knowledge.	Administration/Teachers	Informal Assessment	Teacher Observation/Student Work
6		Grade level "data chats" and monitoring student's progress in reading will be conducted at team level meetings.	Classroom Teachers	Individual Student Data	Teacher Observation

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Based on the 2011 administration of the Reading FCAT, 75% (297 students) made learning gains. In the 2010 Reading FCAT 80% (334) students made learning gains. This shows a slight decrease of 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 297 students (75%) made learning gains in reading on the 2011 FCAT Reading Test.	In grades 3-5, 77% of students will demonstrate learning gains in reading on the 2012 FCAT Reading Test.

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
	Teacher new to Eagle Point/Grade Level	A grade level focus calendar will be created and utilized to teach	Reading Specialist, Classroom teachers	Classroom walk-throughs and observations.	Mini-BAT's Lesson Plans evaluation by Team

1		benchmark strategies		Peer Mentor within Grade Level. NESS meetings.	Leader and Administration. NESS meeting participation
2	Effective use of data to appropriately place students in reading groups	Students will be placed at appropriate reading levels for instruction through data analysis.	Classroom Teachers, Reading Specialist	Data analysis of FCAT, Successmaker Reports, Benchmark Assessments, Reading Inventories and mini assessments	Individual student reports
3	Lack of proficiency in English	Students will have access to self-paced computer programs such as, I Station Software and online textbooks to utilize in their classrooms in order to meet students' needs.	Classroom Teachers	Review student data and reports to ensure students are meeting skill mastery.	Printout of student progress report.
4		Teachers in grades K-2 will receive Professional Development implementing the Common Core State Standards	Classroom Teachers	K-2 Teachers	Informal Student Assessments
5		Teachers will continue to implement Marzano High Yield Strategies to effectively monitor, assess,and deepen student knowledge.	Administraion/Teachers	Informal Assessment	Teacher Observation/Student Work
6		Grade level "data chats" and monitoring student's progress in reading will be conducted at team level meetings.	Classroom Teachers	Individual Student Data	Teacher Observation

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	Based on the 2011 administration of the Reading FCAT, 73% (73 students) in the lowest quartile made learning gains in

	Reading Goal #4:	reading. In 2010 76% (81 students) made learning gains in the Reading FCAT. THis shows a slight decrease of 3%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	In grades 3 – 5, 73 students (73%)in the lowest quartile made learning gains in reading based on the 2011 FCAT results.	In grades 3 – 5, 75% of students will make learning gains in reading based on the 2012 FCAT results.

<p align="center">Problem-Solving Process to Increase Student Achievement</p>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to needs of ESE/ESOL students.	Student progress will be monitored throughout the year using assessment tools as stated on the Struggling Reader's Chart.	Reading Specialist, Classroom teachers, ESE Specialist	Student progress will be evident through flexible groupings based on performance.	Weekly reading assessments, Rigby, Oral Fluency Probes, DAR, BRI, IRI, Running Records
2		Research Based Interventions will be utilized for Struggling Readers	Classroom Teachers, Reading Specialist, ESE Specialist, Guidance Counselor	Data analysis of FCAT, Successmaker Reports, Benchmark Assessments, Reading Inventories and mini assessments	Individual student results
3		Reading intervention materials will be utilized by all students scoring in the lowest quartile.	Reading Specialist, Classroom Teachers	Students will be assessed using a diagnostic assessment and teachers will have access to materials listed on the Struggling Readers" Chart.	Mini-BATs, Rigby, DAR, Oral Fluency Probes
4		Teachers in grades K-2 will receive Professional Development implementing the Common Core State Standards	Classroom Teachers	K-2 Teachers	Informal Student Assessments
5		Teachers will continue to implement Marzano High Yield Strategies to effectively monitor, assess,and deepen student knowledge.	Administrations/Teachers	Informal Assessment	Teacher Observation/Student Work
6		Grade level "data chats" and monitoring student's progress in reading will be conducted at team level meetings.	Classroom Teachers	Individual Student Data	Teacher Observation

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 # The percent of non-proficient reading students will be reduced by 50% equally over the next 6 years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	16	14.7	13.4	12.1	10.8	

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:	Our goal is to decrease the number of students in each subgroup not making sufficient gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, the following percentages of students did not meet proficiency in Reading: White- 18.8, Black- 32.1, Hispanic- 22.9, Asian- 16	In 2012-13, The following percentages of students are expected to meet proficiency in their subgroups: White, 87, Black- 78, Hispanic- 78, Asian- 88

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 oral reading fluency.	Incorporate supplemental reading programs off of the District Struggling Readers Chart such as Quick Reads, Triumphs, & leveled readers.	Classroom Teachers, ESE Teachers, Reading Coach	Data Chats and ongoing progress monitoring	Pre/Post Tests, BAT 1 & 2, FAIR, Mini- Bats

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:	Based on the 2011 administration of the Reading FCAT, 82% or 115 students in the ELL subgroup met AYP. This shows a decrease of 3% from 2010.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 administration of the Reading FCAT, 82% or 115 students in the ELL subgroup met AYP.	ELL students are expected to make AYP for 2012.

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	Delayed language acquisition by students	Diagnostic assessments and interventions from the Struggling Readers Chart will be incorporated into planning and instruction to meet the needs of all LEP students.	Reading Specialist, ESE Specialist, Guidance Counselor, School Psychologist, Classroom Teachers, ESOL Paraprofessional	Data meetings to review student progress and identification of struggling LEP students. RTI Training	Progress monitoring, mini-BATs, Rigby, teacher observations.
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Based on the 2011 FCAT Reading test, 75% (66) of Students with Disabilities scored level 3 or higher.Based on the 2010 FCAT reading test, 74% (67) of Students With Disabilities scored level 3 or higher. This represents an increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2011 FCAT reading test, 66 students (75%) With Disabilities scored level 3 or higher.	In 2012, 77% of Students With Disabilities will score level 3 or higher on the FCAT reading test.

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	Teachers adjusting to needs of ESE students	Small group teacher-directed reading instruction ,learning centers, and RTI interventions will be utilized as needed to meet individual needs of students.	Classroom Teachers, Reading Specialist, ESE Specialist	Small group lesson plans will be analyzed with a focus on intervention and differentiation of instruction and assessment.	Informal/Formal assessments, weekly/monthly progress monitoring.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 Reading FCAT 133 FRL students (76%) achieved proficiency.	Based on the 2012 Reading FCAT 79% of FRL students will achieved proficiency.

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
Diagnostic Assessments and Intervention Materials	K-5	Reading Specialist/ School Psychologist	Schoolwide	Ongoing	Follow-up activity	Reading Specialist
Student Progress Monitoring using assessment tools as stated on Struggling	K-5	Reading Specialist	Schoolwide	Ongoing	Follow-up activity	Reading Specialist

Readers Chart						
Reading/Data Analysis	K-5	Reading Specialist	Schoolwide	Ongoing	Teacher collaboration/ collegial conversations	Reading Specialist

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Identified students in grades 3-5 will receive school based tutorial activities to enhance comprehension and vocabulary skills to achieve high standards.	After school tutorial services	School Accountabilty Funds	$150.00
Reading intervention materials will be incorporated into small group instruction and utilized by identified students.	Reading intervention materials		$0.00
Small group teacher directed reading instruction and learning centers will be utilized as needed to meet individual needs.	Small group reading instruction and learning centers		$0.00
			Subtotal: $150.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Self paced technology and software will be used to reinforce reading skills such as comprehension, vocabulary and decoding.	Teacher training in I-Station, Accelerated Reader and Riverdeep		$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
First and second grade teachers will receive CCSS training in Writing.	Teacher professional development sessions	PTA?Eagle Point Foundation	$0.00
Second grade teachers will receive CCSS training in ELA, math, science and social studies.	Staff training in Common Core by district leaders.	School Accountability Funds	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Identified students in grades 3-5 will receive school based tutorial activities to enhance comprehension and vocabulary skills to achieve high standards.	After school tutorial services	School Accountability Funds	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $1,650.00

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:	Increase the number of students scoring "proficient" in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

43% of ESOL students were proficient 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	Language Acquisition	Students will provided opportunities to engage in conversations that will enable them to practice their speaking skills.	Reading Coach ESOl Contact Classroom Teachers	Data Chats Ongoing Progress Monitoring	CELLA

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

2. Students scoring proficient in reading. CELLA Goal #2:	Increase the number of students scoring "proficient" in Reading according to the CELLA test.

2012 Current Percent of Students Proficient in reading:

57% of students scored in the "proficient" range as determined by the CELLA report.

	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 exposure to sufficient amounts of fiction and non-fiction text.	Students will participate in AR and be exposed to both fiction and non-fiction texts.	Reading Coach Classroom Teacher Assistant Principal	AR Reports Data Chats On-going Progress Monitoring	CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	Increase the number of students scoring "proficient" in Writing as reported by the CELLA report.

2012 Current Percent of Students Proficient in writing:

Currently, 50% of students scored "proficient" in the Writing portion of the CELLA report.

	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	Weak writing skills	Incorporate writing across all disciplines.	Classroom Teachers ESOL Contact	Progress Monitoring Data Chats	CELLA

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Based on the 2011 administration of the Math FCAT, 24% or 130 students scored level 3 or above. In the 2010 Math FCAT 22% (119 students) scored a Level 3. This shows a slight decrease of 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
130 students (24%) scored level 3 or above based on the 2011 FCAT Math Test.	27% of students will score level 3 on the 2012 administration of the FCAT Math Test.

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	Data indicates that the free and reduced population has increased to 26.4% from 23.2% the previous year. The ELL population is 12.3% and the ESE population is 11.8%.	A master plan has been developed that includes a time line to align, monitor, and adjust instructional practices to increase student achievement.	School-based leadership team, team leaders, classroom teachers	A comprehensive data chart has been developed to ensure ongoing examination of student progress. Assessments to monitor progress will include previous years scores/beginning of year assessments, weekly assessments, weekly mini-assessments, running reading records, computer assisted instruction/assessment and technolgy.	FCAT and district assessments
2		Instructional Focus Calendar	Administration Team Leaders, Teachers	Attend small group analysis and collaboration session.	Mini BAT Assessments
3	Phase-in of NGSSS/CCSS in mathematics has left students with gaps in skills that need to be remediated. Teacher(s) new to Eagle Point/Grade Level	K-5 students' strengths and weaknesses will be assessed and diagnosed for effective placement in appropriate levels of Go Math instruction.	Classroom Teachers, Math Committee, District Personnel Team Leader, Administration	District Training on Early Release Team Collaboration Teacher Monitoring Classroom Walk-Through	Placement and final tests.
4		K-5 students will reinforce math skills through self-paced software.	Classroom Teachers/Technology Liaison	Destination Math, On line Textbooks, Mega Math, iTools and/or other available software or programs	Individual Student Reports
5	Math skills are affected by the higher reading level of the instructional materials and assessment tools.	Strategic intervention small group techniques from GO MATH series will be utilized.	Classroom Teachers, Math Committee, District Personnel Team Leader, Administration	District Training on Early Release Team Collaboration Teacher Monitoring Classroom Walk-Through	Mini-benchmark and end of chapter assessments and mid-chapter checkpoint.
6		Grade level "data chats" and monitoring students' progress in Math will be conducted at team level	Classroom Teachers	Individual Student Data	Teacher Observation

				meetings.
7		Teachers will continue to implement Marzano High Yield Strategies to effectively monitor, assess, and deepen students' knowledge.	Administration/Teachers	Informal Assessments	Teacher Observation Student Work
8		Teachers in K-2 will receive Professional Development implementing the Common Core State Standards.	Classroom Teachers	K-2 Teacher Planbooks	Informal Student Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	Based on the 2011 administration of the Math FCAT, 70% (375) students scored level 4 or 5. In the 2010 Math FCAT 72% (395) scored a Lever 4 or 5. This represents a decrease of 2% from 2010.
2012 Current Level of Performance:	2013 Expected Level of Performance:
375 students (70%) achieved a level 4 or 5 as demonstrated on the 2011 FCAT Math Test.	The percent of level 4 and 5 students demonstrating learning gains will increase to 73% as shown by the 2012 FCAT.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers new to Eagle Point/Grade Level	Students who meet GO MATH enrichment criteria will receive appropriate instruction.	Classroo Teachers, Math Committee, District Personnel Team Leader, Administration	GO MATH Training, Enrichment Activities	Individual student performance and teacher observation
		Students strengths and weaknesses will be assessed and diagnosed for	Classroom Teachers, Math Committee, District Personnel Team Leader,	Go Math Training, Review and analyze data.	GO MATH prerequisite, beginning of the year, Big Idea,

2		effective placement in appropriate levels of small group math instruction.	Administration		midyear and end of year assessments.
3		Fourth and Fifth grade students identified as being in the highest 5% on the 2010 FCAT Math assessment will be targeted for participation in a school math club to enrich mathematical critical thinking and problem solving.	Math Club Sponsor	Math Club Participation	FCAT math Assessment
4		Instructional focus calendar	Administration, Team Leaders, Teachers	Attend small group analysis and collaboration sessions.	Mini benchmark assessments and Big Idea assessments.
5		Teachers will continue to implement Marzano High Yield Strategies to effectively monitor, assess, and deepen students' knowledge.	Administration/Teachers	Informal Assessments	Teacher Observation Student Work
6		Teachers in K-2 will receive Professional Development implementing the Common Core State Standards.	Classroom Teachers	K-2 Teacher Planbooks	Informal Student Assessment
7		Grade level "data chats" and monitoring students' progress in Math will be conducted at team level meetings.	Classroom Teachers	Individual Student Data	Teacher Observations

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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.	Based on the 2011 administration of the Math FCAT, 75% (296 students) made learning gains. In the 2010 Math FCAT

Mathematics Goal #3a:	72% (299 students) made learning gains. This shows an increase of 3%.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
296 students (75%)made learning gains in Math as evidenced by the 2011 FCAT Math assessment.	78% of students will make learning gains in Math on the 2012 administration of the FCAT.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers new to Eagle Point/Grade Level	Strategic and intensive GO MATH small group instruction will be utilized.	Classroom Teachers, Math Committee, District Personnel Team Leader, Administration	Go Math Training, Teacher observation and daily work.	Mini benchmarks, prerequsite, beginning of the year, mid-chapter checkpoint, chapter, midyear, end of year and Big Idea assessments.
2	Teacher adjusting to the new GO Math series	Assess and diagnose students' strengths and weaknesses to prescribe appropriate learning activities.	Administration Classroom Teachers	Data will be reviewed and analyzed to effectively place students in appropriate levels of math instruction.	Placement/Final Tests
3	Teachers adjusting to application of technology into their lessons	Teachers will utilize the Promethean Board, BEEP lessons, and Mega Math, Destination Math, itools, and Florida Intervention from GO MATH series to enhance math instruction.	Administration, Technology Committee,Classroom Teachers	Teacher will review lesson plans to assure the use of technology based instruction.	Teacher observation and student achievement.
4		Teachers will continue to implement Marzano High Yield Strategies to effectively monitor, assess, and deepen students' knowledge.	Administration, Teachers	Informal Assessment	Observations/Student Work
5		Teachers in K-2 will receive Professional Development implementing the Common Core State Standards.	Classroom Teachers	K-2 Teacher Planbook	Informal Student Assessments
6		Grade level "data chats" and monitoring students' progress in Math will be conducted at team level meetings.	Classroom Teacher	individual Student Data	Teacher Observation

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in 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:	Based on the 2011 administration of the Math FCAT, 84% (84 students) demonstrated learning gains in the lowest 25%. In 2010 Math FCAT 74% (78 students) made learning gains in the lowest 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 84 students (84%) in the lowest 25% made learning gains as shown on the 2010 FCAT Math assessment.	In grades 3-5, 87% of students in the lowest 25% will make learning gains on the 2012 FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to new Go Math series	District Training Assess and diagnose students' strengths and weaknesses to prescribe appropriate learning activities.	Classroom Teachers, Math Committee, District Personnel Team Leader, Administration	Data will be reviewed and analyzed to effectively place students in appropriate levels of math instruction.	Mini benchmarks, prerequisite, beginning of the year assessments mid chapter checkpoints, and from GO MATH series.
2	Teachers adjusting to using intervention strategies to go along with the new Go Math series	Students identified as being on a Progress Monitoring Plan will receive Intensive Intervention small group tutorial services from the GO MATH series to reteach math skills.	Classroom Teachers, Math Committee, District Personnel Team Leader, Administration	District Training Grade Level Collaboration Teacher observation	Prerequisite, beginning of the year, mini benchmark and mid chapter checkpoint, end of chapter, and Big Idea assessments from GO MATH series.
3		K-5 students will reinforce math skills through self-paced software such as Destination Math, itools, Fl Intervention, Mega Math.	Classroom Teachers	HMH Mega Math, Destination Math, itools, FL Intervention, Successmaker, and FCAT software.	FCAT Math Assessment
4		Teachers will continue to implement Marzano High Yield Strategies to effectively monitor, assess, and deepen students' knowledge.	Administration, Teachers	Informal Assessments	Observations/Student Work
5		Teachers in K-2 will receive Professional Development implementing the Common Core State Standards.	Classroom Teacher	K-2 Teacher Planbook	Informal Student Assessment
6		Grade level "data chats" and monitoring students' progress in Math will be conducted at team level meetings.	Classroom Teacher	Individual Student Data	Teacher Observations

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 # The percent of non-proficient math students will be reduced by 50% equally over the next six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	19	17.4	15.8	14.2	12.6	

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:	Our goal is to increase the number of students meeting proficiency in each of the applicable subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, the percent of students in the following subgroups meet proficiency: White-84%, Hispanic- 82%, Black- 68%, Asian- 92%	In 2012-2013, it is expected that the following subgroups will meet these proficiency targets: White- 88%, Hispanic- 81%, Black- 89, Asian- 88%

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 Math Fluency	Implement First in Math so that students can have extra practice learning their basic math facts	Classroom Teachers	Pre/Post Test Data Chats On-going progress monitioring	FCAT Bat data Pre/Post Tests

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:	Based on the 2011 Math FCAT, 132 students (90%) demonstrated proficiency. In 2010 Math FCAT, 99 students (85%) demonstrated proficiency. This shows an increase of 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
132 students (90%) achieved proficiency on the 2011 Math FCAT.	92% of the students will achieve proficiency on the 2012 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
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on the 2011 Math FCAT 72 students (79%) demonstrated proficiency. In the 2010 Math FCAT 65 students (72%) demonstrated proficiency. This shows an increase of 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72 (79%)students achieved proficiency on the 2011 Math FCAT.	82% of students will achieve proficiency based on the 2012 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
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Based on the 2011 Math FCAT 148 (85%) economically disadvantaged students demonstrated proficiency. In 2010 Math FCAT 121 (88%) economically disadvantaged students demonstrated proficiency. This shows a slight decrease of 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
148 students (85%) achieved proficiency on the 2011 Math FCAT.	86% of the students will achieve proficiency on the 2012 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
No Data Submitted				

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
Best practices	K-5	Classroom teachers	Schoolwide	Ongoing	Team meetings	Team leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Identified students in grades 3-5 will participate in after school tutorial services.	After school tutorial services.	School Accountability	$450.00
			Subtotal: $450.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Explorer, Riverdeep, Accelerated Reader	Self paced software	Instructional materials	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
First and second grade teachers will be trained by district in CCSS math strategies/activities.	Professional development sessions	School Accountability	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
After school tutorial services	After school math camp	School Accountability/General Budget	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $1,950.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Based on the 2011 Science FCAT 43% (82 students) achieved Level 3. In 2010 47% (95 students) achieved Level 3 in the Science FCAT. This shows a slight decrease of 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95 students (43%) scored at Level 3 on the 2011 Science FCAT.	On the 2012 FCAT Science Test, 46%% of the students will score Level 3.
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
	Data indicates that the free and reduced population has increased to 26.4% from 23.2% the previous year. The ELL population is 12.3% and the ESE	A master plan has been developed that includes a time line to align, monitor, and adjust instructional practices to increase student achievement.	School-based leadership team, team leaders, classroom teachers	A comprehensive data chart has been developed to ensure ongoing examination of student progress. Assessments to monitor progress will include previous years	FCAT and district assessments

1	population is 11.8%.			scores/beginning of year assessments, weekly assessments, weekly mini-assessments, running reading records, computer assisted instruction/assessment and technolgy.	
2	Teachers new to Eagle Point/Grade Level	Students will utilize the scientific process skills to complete investigations.	Classroom Teacher, Science Committee, Team Leaders	Review and analyze assessments Curriculum Chats/Planning	1.Mini-BATS, Lesson/Journal assessments
3	New Science Curriculum	Students will use Science Journals and Florida Science Fusion along with "hands-on" instruction.	Classroom Teacher, Science Committee, Team Leaders	Students journals will be used for assessment	Lesson assessments
4		Teachers will use technological resources such as BECON, Distance Learning, Science Videos, FCAT Explorer and FOCUS(5th Grade), BEEP Lessons, Promethean ActivBoard Resources, and United Streaming to enhance the Science curriculum.	Media Specialist, Technology Liaison, Classroom Teachers	Teachers will review lesson plans to assure the use of technology	Teacher Observation and student work.
5		K-5 students will be encouraged to read nonfiction literature related to Science concepts.	Media Specialist/Classroom Teachers	Teachers will be made aware of available non-fiction literature related to Science concepts.	Student Reading Logs
6		Students will access the weather station for daily-televised weather and lunar phases reports on WNEST.	Media Specialist	Students will broadcast weather and lunar phases on WNEST.	Teacher observation
7		Students, parents, and community stakeholders will participate in tours and academic activities within "The Learning Garden", as well as teacher provided professional development on the use of the garden in the curriculum.	Science and Garden Clubs/Classroom Teachers	Students will receive training on "The Learning Garden" through teacher-created brochure outlining its features.	Informal assessments
8		Students and teachers will monitor the campus environment on a regular basis and be taught lessons on leaving no trace while enjoying nature.	Classroom Teachers	Students will be made environmental stewards of the campus	Teacher Observation
9		Parents of students in grade K-5 will be informed of effective Science strategies that can be implemented at home.	Classroom Teachers	Teacher Observation	Teacher observation
10		Parents of students in grade 5 will be informed of the basics of FCAT assessment in Science, including types of questions, skills and strategies to	Administration, Reading Specialist, Grade 5 Team Leader, Instructional Volunteers	Sample lessons taught in each of the tested areas	Follow-up survey and activity

		enhance student achievement.			
11		Students in one Primary Grade and 5th Grade will complete Science Fair projects for the Academic Fair.	Classroom Teachers	Science Fair Projects	Scientific process rubric
12		Teachers will receive professional development on using the new science textbook (Florida Science Fusion) along with hands-on activities to teach the NGSSS/CCSS.	Administration, Science Committee, Team Leaders	Teachers will review science lesson plans reflecting NGSSS/CCSS	Student work
13		Fifth grade teachers will utilize the Benchmark Assessment Test (BAT) to plan instructional focus in science.	Administration, Team Leaders, Classroom Teachers	Individual student data	Benchmark Assessment Test
14		Grade level "data chats" and monitoring students' progress in science will be conducted at team level meetings.	Classroom Teachers	Individual student data	Teacher Observation
15		Teachers will continue to implement Marzano's high yield strategies to effectively monitor, assess and deepen students' knowledge.	Administration, Teachers	Informal assessments	Observation and student work
16		Teachers in K-2 will receive professional development implementing the Common Core State Standards.	Classroom Teachers	K-2 Teacher Planbooks	Informal students' assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

	2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Based on the 2011 Science FCAT 33% or 64 students achieved Level 4, or 5. In 2010 28% or 58 students achieved Level 4 or 5 in the Science FCAT. This shows a slight increase of 5%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	64 students (33%) achieved proficiency Level 4 & 5 in the 2010 Science FCAT.	On the 2012 FCAT Science Test, 36% of the students will achieve proficiency Level 4 & 5.

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 Science prior knowledge	Students will utilize the Scientific Process to complete experiments.	Classroom Teacher, Science Resource Teacher	Review and analyze assessments.	Mini-BATs Lesson/Journal assessments.
2	Teacher new to Eagle Point/Grade Level	Students will use Science Journals along with "hands-on" instruction.	Classroom Teacher Science Committee Team Leaders	Students Journals will be used for assessment.	Mini BATs Lesson/ Journal assessment
3		Grade level "data chats" and monitoring students' progress in science will be conducted at team level meetings.	Classroom Teacher	Individual Student Data	Teacher Observation
4		Teachers will continue to implement Marzano's high yield strategies to effectively monitor, assess and deepen students' knowledge.	Administration, Teachers	Informal Assessments	Observation and student work
5		Teachers in K-2 will receive professional development implementing the Common Core State Standards.	Classroom Teacher	K-2 Teacher Planbook	Informal students' assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
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

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
Teachers in grades K-5 will participate in collegial conversations sharing best practices in teaching Science	K-5	Science Benchmarks	Team leaders/ classroom teachers	Ongoing	Follow up activity	Classroom teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Science Experiment Materials	Materials and Supplies/General Budget	$250.00
		Subtotal: $250.00	
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: $250.00	

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.	Based on the 2011 FCAT Writing Assessment, 97% or 151 students in 4th grade scored a Level 4.0 or above. In

Writing Goal #1a:	2010 FCAT Writing 86% or 158 students scored a Level 4 or above. This shows an increase of 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
151 students (97%)scored a Level 4.0 or higher on the 2011 FCAT Writing Assessment.	99% of the students will score a Level 4.0 or higher on the 2012 FCAT Writing Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of writing exposure.	Students in grades K-5 will participate in a daily writing period, where they will keep a writer's portfolio, journal, notebook.	Classroom Teachers	Student-Teacher Conferencing.	Scored writing samples
2	Teachers new to Eagle Point/Grade Level	Teachers will participate in Collegial Conversations, sharing their best practices in teaching and assessing of writing in primary and intermediate groups.	Classroom teachers	Teacher observations, collegial conversation	Weekly/Monthly prompts
3		Students in grades 2-5 will utilize word processing to create and enhance writing skills and publish original work.	Classroom Teachers, Technology Specialist	Student-Teacher conferencing, peer editing.	Teacher Observation
4		Writing Committee members and/or Peer Teachers will partner with new faculty members on their grade level to assist with the writing curriculum.	Classroom Teachers, NESS Liason	Modeling, shared teaching strategies, teacher observation, classroom walk-throughs	Scored Writing Prompt
5		Student work will be displayed at business partner locations in order to showcase student accomplishments in writing and foster positive relationships with the community.	Community Partner Liason, Instructional Volunteers	Classes will have opportunities to participate in Author's Night in conjunction with one of our community business partners.	Teacher-Student Conferencing, Scoring Rubric
6		Students in grades 1-5 will complete an initial writing assignment to be used for assessing students' writing needs by October 2012.	Reading Specialist, Classroom Teachers	Writing Rubric	Scored Writing Prompt
7		Students in grades K-5 will be given the opportunity to create individual/class books, which will be professionally published and available for purchase.	Instructional Volunteer	Student editing, Teacher-Student conferencing	Rubric (based on content topic)
8		Teachers will provide information for and encourage students to participate in various essay, handwriting and poetry contests	Classroom Teachers	Teacher-Student conferencing, peer editing	Edited and published student work

				throughout the year.	
9	Teachers adjusting to needs of ESOL students	Teachers will ensure ESOL strategies are being used to provide instruction for LEP students. Additional instruction will be provided for targeted LEP students.	Classroom Teachers, ESOL Contact, ESOL Paraprofessional	Lesson plans will be analyzed during classroom walk-throughs to ensure that ESOL strategies are implemented.	Weekly/Monthly Prompts
10			Parents of students in grades K-2 will be informed of effective writing strategies that can be implemented at home.	Classroom teacher	Hands-on activities to practice skills and strategies to implement at home with students.	Follow-up survey/activity
11			Parents of students in grades 3-5 will be informed of the FCAT assessment in writing, which includes types of prompts (expository & narrative), skills and strategies to enhance parent participation in student achievement.	Classroom Teacher	Sample lessons taught in each of the tested areas.	Follow-up survey/activity
12			Teachers will continue to implement Marzano High Yield Strategies to effectively monitor, assess, and deepen student knowledge.	Administration/ Teachers	Informal Assessments	Teacher Observations/Student Work
13			Teachers in K-2 will receive Professional Development implementing the Common Core State Standards.	Classroom Teachers	K-2 Teacher Planbooks	Informal Student Assessments
14			Grade level "data chats" and monitoring students' progress in Writing will be conducted will be conducted at team level meetings.	Classroom Teachers	Individual Student Data	Teacher Observation

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:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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
Writing committee members and/or peer teachers will partner with new faculty members on their grade level to assist with the writing curriculum.	K-5	Writing Committee/ Instructional Volunteers	Schoolwide	Begin on 8/27/12	Follow up activity	Reading Specialist
First and second grade teachers will recieve training in CCSS writing strategies and activities	1-2	Core Connections	Grades 1-2	Pre-planning week and October early release	Follow up activity	Reading Specialist

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
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 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:	Eagle Point exceeded the District Elementary School's' average daily attendance rate with a rate of 95.9%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Eagle Point has an average daily attendance rate of 96.0%	Eagle Point expects to maintain the average daily attendance rate of 96%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
n/a	n/a
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
n/a	n/a

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	No expected barriers.	Administration will stress importance of attendance daily on WNEST,weekly in school newsletter .	Information Management Technician	Attendance data will be monitored by information management technicina and teachers.	Pinnacle

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Tutorial services for fourth grade students	School Accountability	$1,000.00
	Author's night with local partner	General School Budget	$50.00

			Subtotal: $1,050.00
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: $1,050.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Eagle Point had no external suspensions and an internal suspension rate of 0.3%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
The indoor suspension rate was 0.3%.	The expected number of in-school suspensions for 2012 is 0%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
n/a	n/a
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
n/a	n/a
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
n/a	n/a

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	n/a	n/a	n/a	n/a	n/a

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Based on the Needs Assessment Survey parents will be informed of FCAT/Reading, Writing, Math, and Science strategies at Open House activities.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
75% of parents attended Open House activites	The 25% non attendees will be informed of the Curriculum Strategies through Eagle Point Website, School newsletter, and individual Parent/Teacher Conferences.

	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	100% Participation	Parents of students in K-5 will be informed of Sunshine State Standards in the curriculum	Classroom Teachers, Reading Specialist, Committee Chairs	Parent Survey Team Collaboration, Administrative Chats	Parent Feedback

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
No Data Submitted						

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)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Identified students in grades 3-5 will receive school based tutorial activities to enhance comprehension and vocabulary skills to achieve high standards.	After school tutorial services	School Accountabilty Funds	$150.00
Reading	Reading intervention materials will be incorporated into small group instruction and utilized by identified students.	Reading intervention materials		$0.00
Reading	Small group teacher directed reading instruction and learning centers will be utilized as needed to meet individual needs.	Small group reading instruction and learning centers		$0.00
Mathematics	Identified students in grades 3-5 will participate in after school tutorial services.	After school tutorial services.	School Accountability	$450.00
Science		Science Experiment Materials	Materials and Supplies/General Budget	$250.00
Attendance		Tutorial services for fourth grade students	School Accountability	$1,000.00
Attendance		Author's night with local partner	General School Budget	$50.00
				Subtotal: $1,900.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Self paced technology and software will be used to reinforce reading skills such as comprehension, vocabulary and decoding.	Teacher training in I-Station, Accelerated Reader and Riverdeep		$0.00
Mathematics	FCAT Explorer, Riverdeep, Accelerated Reader	Self paced software	Instructional materials	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	First and second grade teachers will receive CCSS training in Writing.	Teacher professional development sessions	PTA?Eagle Point Foundation	$0.00
Reading	Second grade teachers will receive CCSS training in ELA, math, science and social studies.	Staff training in Common Core by district leaders.	School Accountability Funds	$0.00
Mathematics	First and second grade teachers will be trained by district in CCSS math strategies/activities.	Professional development sessions	School Accountability	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Identified students in grades 3-5 will receive school based tutorial			

Reading	activities to enhance comprehension and vocabulary skills to achieve high standards.	After school tutorial services	School Accountability Funds	$1,500.00
Mathematics	After school tutorial services	After school math camp	School Accountability/General Budget	$1,500.00
			Subtotal:	$3,000.00
			Grand Total:	$4,900.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌐ Priority	⌐ Focus	⌐ Prevent	⌐ NA

Are you a reward school: ⌐ Yes ⌐ No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council meets on a monthly basis to monitor the School Improvement Plan.
SAC conducts a yearly Parent Needs Survey which is analyzed to meet all students' needs for student achievement.
Additionally, SAC reviews budgetary, safety and attendance issues based on our school's specific needs.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
EAGLE POINT ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	95%	97%	76%	359	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	75%	75%			150	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	84% (YES)			157	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					666	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District
EAGLE POINT ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	94%	92%	75%	354	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	80%	72%			152	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?	76% (YES)	74% (YES)			150	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					656	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested