FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2010 – 2011 SCHOOL IMPROVEMENT PLAN

School Name: EAGLE ACADEMY CHARTER SCHOOL

District Name: Broward

Principal: Dr. Chandra Phillips

SAC Chair: Kirk Brown

Superintendent: James F. Notter

Date of School Board Approval: December 2010

Last Modified on: 10-08-2010

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

Adequate Yearly Progress (AYP) Trend Data
(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data
(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Dr. Chandra Glenn-Phillips	Doctor of Educational Leadership Masters-Educational Leadership Bachelor of Science Certifications:Social Science (6-12) School Principal	1.5	10	SMART School Charter Middle: 2009-10-C- 2008-09-A-92% 2007-08-B-100% 2006-07-D-92% 2005-06-100% Eagle Charter Charter Academy: 2009-10-Grade Pending-51%&65% R/M LG-64&68-R&M low 25% AYP not met 2008-09-D-54%&64%-R/M LG-63&71 Lowest 25% AYP not met. William Dandy: 2004-05-A-100% 2003-04-A-93% North Folk Elementary: 2002-03-C-AYP not met. Westpine Middle: 2001-02-A-AYP data not available
Assis Principal	Sheriffee Humphrey	Specialist Educational Leadership 5/2012 Master's in Public Administration Bachelor of Arts	2	4	Eagle Charter Charter Academy: 2009-10-Grade Pending-51%&65% R/M LG-64&68-R&M low 25% AYP not met 2008-09-D-54%&64%-R/M LG-63&71 Lowest 25% AYP not met. Smart School Charter Middle:

		Professional Educators Social Science (6-12)			2007-08-B-73%&82% R/M LG- 84&77 R/M Lowest 25% AYP-100%

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Math	Jodaphnee Metayer	Professional Educator's Mathematics 5-9 B.S. Mathematics Reading Endorsed Guidance Counseling Middle School	2	5	Eagle Charter Academy: 2009-10-Grade Pending-51%&65% R/M LG-64&68-R&M low 25% AYP not met 2008-09-D-54%&64%-R/M LG-63&71 Lowest 25% AYP not met. SMART School Charter Middle: 2009-10-C- AYP not met. 2008-09-A-92% 2007-08-B-100% 2006-07-D-92% 2005-06-100%
Reading	Tyus Williams	Professional Educator's Reading Endorsed Elementary (K-6) Middle Grades (5-9)	1	4	SMART School Charter Middle: 2009-10-C- AYP not met. 2008-09-A-92% 2007-08-B-100% 2006-07-D-92% 2005-06-100%

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Teacher Orientation during Pre-Planning Week	Director of Schools Administrator	August 2010	
2	Staff development/modeling teaching strategies for content effectiveness and interdisciplinary support	Director of Schools Administrator Instructional Coaches	On-going	
3	Two formal summative evaluations and ongoing formative evaluations. Completion of Professional Growth Plans, which include a mid-year review	Administrator	On-going	
4	Pairing new teachers with veteran teachers	Director of Schools Administrator	On-going	
5	Recruitment of teachers through online sites and newsprint postings	Management Company Director of Schools	Late Spring & Summer 2010	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

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

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
27	3.7%(1)	51.9%(14)	37.0%(10)	7.4%(2)	18.5%(5)	100.0%(27)	14.8%(4)	0.0%(0)	29.6%(8)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Veteran Teacher	1st Year Teacher	To create a support system for the new teacher	weekly one-on-one meetings for teacher subject area and or grade level support

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

> Eagle Charter Academy will meet the basic requirements for Title I standards. Our first Title I parent orientation/meeting will take place in September 2010. Eagle Charter Academy will facilitate the use of its current facilities for all approved SES providers as mandated through the Title I program local office.

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

> Eagle Charter Academy promotes healthy relationships between children, their peers, family and the community. We partner with community based social services agencies to address the needs of our students.

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

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Our school Leadership Team will serve as our RtI Leadership Team with the addition of a school psychologist which will work with our school from the School Board of Broward County. It will consist of the Director of Schools, Administrator, Instructional Coaches, Guidance, ESE Specialist and General Education teachers and SBBC School Psychologist.
Administrator: Provides and directs the vision for the use of decision-making based on data and ensures that the team is implementing RtI with fidelity. In addition, the administrator will ensure that adequate interventions are being implemented monitors all appropriate documentation, complete the implementation of the multi-tiered process (Intervention Tier 1 to intervention Tier 3), and provides for the necessary professional development through workshops, webinars etc.,as it relates to school based RtI activities i.e., viewing schoolwide data, provide recommendations to the School Improvement team and making the necessary adjustments thereof to curriculum, schedules, and instructional planning.Communication with parents will be a key component in follow through with this process.
Instructional Coach(es)Reading/Math: Provides, identifies, analyzes trends in data through FCAT, DAR, FAIR and classroom data that occur in the instructional curriculum and assists in developing appropriate interventions. In addition,coaches will be responsible for intervention strategies for "at risk students" by providing diagnostic, data analysis & collection, progress monitoring graphs and design professional development that strive to provide an array of strategies to differentiate instruction that is meaningful and assists the child in goal attainment.
Guidance: Provides quality services to identify needs and expertise on an array of issues. They will also provide referrals to the school psychologist as well as the ESE specialist, social service agencies that can assist students in a holistic manner-academically, emotional, behaviorally, and socially.
ESE Specialist: Participants in student data collection and provides intervention collaboration with the general education teachers. In addition, the ESE Specialist is responsible for case management, tracking outcomes, recording/logging student data and information and is the link for disseminating information among team members schoolwide. Activities are developed for (Tier 1 - Tier 3).
General Education Teachers: Provides support to the students and are integrated into all tiers of intervention. They will be responsible for providing information so targeted intervention can take place.

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

The RtI team will provide multi-tier strategies for systematic evaluation of student needs through positive reinforcement and implementation of necessary interventions. This will occur with the advent of scheduled meetings (once every two weeks) where discussion of interventions required will take place. Team members will be assigned a task from all intervention tiers as described previously- Intervention 1 which will encompass the ESE Specialist convening the meeting with team members (Director of Schools, Administrator, Instructional Coaches,Guidance Counselor etc., and reviewing the case for interventions. Team members will be assigned a task from all intervention tiers as described previously- Intervention Tier(IT 1)through Intervention Tier 3 (IT 3). Based on these meetings it can be determined what intervention and strategies will take place based on the student data and the ensuing results of previously implemented strategies and interventions.

Describe the role of the school-based RtI 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 leadership team will be responsible for the complete integration of necessary data that will be developed to track and monitor the identified student and intervention tier necessary for class and or/individual student(s)who need intervention. All recommendations will be forwarded to the school improvement team.

RtI 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.

A school based data management system using Microsoft Excel and or File Maker Pro will be developed to track and monitor the identified student and intervention tier necessary for class and/or individual student(s) who need intervention. Data compiled from FCAT, FAIR, DAR, Benchmark Assessment Tests (BAT) and other diagnostics will be implemented to achieve a schoolwide data source for reading, mathematics, science and writing content areas.

Describe the plan to train staff on RtI.

Professional Development on Response to Intervention (RtI) will be provided to the leadership Team and staff during the Summer and Fall of 2010. Eagle Charter Academy will avail itself of RtI trainings provided by HRD and the State of Florida. Instructional Coaches will also provide additional professional development as it relates to data. All leadership team members and General Education teachers will receive training.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The purpose of the School-based literacy team is to provide leadership in literacy development and content implementation. Members of this team take a leading role in assisting teachers and students with literacy comprehension and development across the content areas. The team is comprised of several members - Director of Schools, Administrator, Reading Coach, grade level General Education Teacher(s), ESE Specialist and ESOL Coordinator.

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

The LLT will meet weekly to discuss collaborative strategies that best assist in student development and learning gain achievement. The Reading Coach will serve as the facilitator of the meetings, guides discussion and provide research based strategies and analysis for literacy success. The focus of the LLT will be complete integration of successful reading strategies in both informational text and the LLT will work to integrate this into all content areas. All information provided by the LLT will be disseminated through weekly staff meeting Professional Learning Communities (PLCs) and technology.

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

Major initiatives provided through the LLT for the 2010-11 school year will be complete integration for the K-12 Reading Plan and the infusion of the next generation reading standards into the curriculum via instructional focus calendar primary, secondary and supplemental materials.Monitor and support the implementation of the Comprehensive Intervention Reading Program as well as supplemental with fidelity. Additional initiatives for implementation this school year will be developing model/demonstration classrooms, effective instruction using data and redesigning instruction and required resources to meet student learning and intervention needs. And targeting Professional Learning Communities (PLCs) to promote literacy.

NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status
  No Attached a copy of the Notification of SINI Status to Parents

- Public School Choice with Transportation (CWT) Notification
  No Attached a copy of the CWT Notification to Parents

- Notification of (School in Need of Improvement) SINI Status

*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.

Reading is the responsibility of all content teachers. Literacy development and maintenance will be a major function of the LLT. We develop, incorporate and implement researched based strategies that promote and reflect student engagement and development as directed by the K-12 Reading Plan. Every teacher must ensure that listed in their classroom are the reading skill of the week and that the secondary instructional focus calendar reflects what must be demonstrated in the lesson plan. All content area teachers are responsible for promoting reading strategies for student success in grades 6-12. Any student having difficulties are placed in the RtI process in which interventions can be provided. In order to develop highly qualified content area teachers their will be opportunities for teacher to attend professional development trainings - Content Area Reading Professional Development (CAR-PD). The LLT will be instrumental in developing, and monitoring the strategies utilized throughout the content areas.

*High Schools Only

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

Eagle Charter Academy provides students with a rigorous array of courses that meet requirements for postsecondary articulation. These courses are comprised within our Business and Technology major courses. In addition, we offer OJT and DCT courses for those students who need to connect their job with school. Our courses address student needs by preparing them with relevant real world applications in our courses. In our desire to increase the connection for our student to a postsecondary experience we provide students the tools for self-interest and self-evaluation. The intent of our course offerings are to provide students with the foundation in analytical and critical thinking to make a clear connection between their present course work and future goals.

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?

Our students are provided academic and career planning. Our Guidance Department is the conduit for facilitating this process.

We provide post secondary planning and information through the (BRACE) program. We hold college fairs to expose students to the post secondary experience.
9th grade students will utilize FACTS.org to research post secondary opportunities. In addition, students will review their Major Area of Interest (MAI).

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 School Feedback Report

Eagle Charter Academy will continue to implement programs and strategies that enhance student readiness. In the 2010-2011 school year we will offer AP courses, Honor course offerings, College readiness courses and dual enrollment opportunities. As directed through our Annual Guidance Plan we will offer students award programs, test preparation program opportunities and registration for exams such as ACT, PSAT, SAT, College Placement Tests (CPT's).

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:	
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	By June 2011, students achieving proficiency (FCAT Level 3) will increase by 3%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
33%(86)	36%(89)

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	Admission of new 6th grade student populations that must be properly placed.	Proper placement/scheduling of students according to the K-12 Reading Plan	LLT and Reading Coach	FAIR, FCAT, DAR, Pre and Post assessment data along with Master Schedule course availability. Reponse to Intervention (RtI) FCIM - Florida Continuous Improvement Model.	Student Schedules, assessment results. Classroom Walk-throughs & Summative evaluations

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:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	By June 2011, 100% of students achieving above proficiency (FCAT Level 4 & 5) will maintain or increase their learning gains by 3%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
23%(41)	26%(42)

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	Maintaining a high levelof student engagement and interest	Increase student rigor through higher level and advanced reading sources.	LLT Reading Coach Reading Teachers	Classroom teachers will implement more rigorous classroom assignments utilizing differentiated instruction. Response to Intervention (RtI) FCIM- the Florida Continous Improvement Model.	Student Schedules, assessment results. Classroom Walkthrough & Summative evaluations.

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:	
3. Percentage of students making Learning Gains in reading Reading Goal #3:	By June 2011, students making learning gains will increase by 3%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
51%(160)	53%(166)

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	Combating negative student perceptions to academic success.	Strict adherence to the primary instructional focus calendar and K-12 Reading Plan. In addition, motivate students through data chats and incentives as a strategy for success.	Reading Coach Leadership Literacy Team Teachers in all content areas (specifically the Reading department)	FAIR data, FCAT data, Pre and Post assessments data along with review of the Master Schedule for proper placement must occur. Response to Intervention (RtI) FCIM – the Florida Continuous Improvement Model.	Student schedules, assessment results. Classroom Walk-Throughs & Summative evaluations.

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. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	By June 2011, students in the lowest 25% will make a 3% increase in reading.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
64%(100)	10% (103)

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	Attendance/Tardiness and student engagement.	Maintain strong enforcement of the attendance policies and provide scheduling for students that addresses social issues that may create barriers.	Administration Reading Coach Leadership Literacy Team Teachers	FAIR data, FCAT data, Pre and Post assessments data along with review of the Master Schedule. FCIM – the Florida Continuous Improvement Model.	Student schedules, Progress Reports and assessment results. Classroom Walk-Throughs & Summative evaluations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):
5A. Student subgroups not making Adequate Yearly

	Progress (AYP) in reading Reading Goal #5A:	By June 2011, to meet Adequate Yearly Progress, there will be a 3% increase in progress for students not making Adequate Yearly Progress in reading.

Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
66%	69%

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	White: Black: Combating negative student perceptions to academic success. Hispanic: Asian: American Indian:	Strict adherence to the primary instructional focus calendar and K-12 reading Plan. In addition, motivate students through data chats and incentives as a strategy for success.	Administration Reading Coach Leadership Literacy Team Teachers in all content areas (specifically the Reading department)	FAIR data, FCAT data, Pre and Post assessments data along with review of the Master Schedule for proper placement must occur. Response to Intervention (RtI) FCIM – the Florida Continuous Improvement Model.	Student schedules, Progress Reports and assessment results. Classroom Walk-Throughs & Summative evaluations.

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 not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	

Reading Goal #5B: English Language Learners (ELL)	

2010 Current Level of Performance:*	2011 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 subgroup:	
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	

Reading Goal #5C: Students with Disabilities (SWD)				
2010 Current Level of Performance:*		2011 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 subgroup:	
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	By June 2011, to meet Adequate Yearly Progress, there will be a 10% increase in progress for students economically disadvantaged not making Adequate Yearly Progress in reading.

Writing Goal #5D: Economically Disadvantaged	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
66%	69%

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	Combating negative student perceptions to academic success.	Strict adherence to the primary instructional focus calendar and K-12 reading Plan. In addition, motivate students through data chats and incentives as a strategy for success.	Administration Reading Coach Leadership Literacy Team Teachers in all content areas (specifically the Reading department)	FAIR data, FCAT data, Pre and Post assessments data along with review of the Master Schedule for proper placement must occur. Reponse to Intervention (RtI) FCIM – the Florida Continuous Improvement Model.	Student schedules, Progress Reports and assessment results. Classroom Walk-Throughs & Summative evaluations.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Across the Content Areas	6 – 12 All Content Area Teachers	Reading Coach	PLC/School-wide	PLC - weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Reading Coach
Direct/Explicit Instruction	6 – 12 All Content Area Teachers	Reading Coach/Math Coach	PLC/School-wide	PLC - weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Reading Coach
Differentiated Instruction/Flexible Grouping	6 -12 All Content Area Teachers	Reading Coach	PLC/School-wide	PLC - weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student Reading Fluency and Comphrehension skills	Edge Series A-C	General Fund	$817.89
			Subtotal: $817.89
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$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: $817.89

End of Reading Goals

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:

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	By June 2011, students achieving proficiency (FCAT Level 3) will increase by 3%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
32% (103)	35% (106)

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	Admission of new 6th grade and 9th grade student populations that must be properly placed.	Place students properly based on the Math data and assessment scores.	Math Coach	FCAT data, Pre and Post assessments data along with review of the Master Schedule for proper placement must occur. Response to Intervention (RtI) FCIM – the Florida Continuous Improvement Model.	Student schedules, assessment results. Classroom Walk-Throughs & Summative evaluations.

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	By June 2011, 100% of students achieving above proficiency (FCAT Level 4 & 5) will maintain or increase their learning gains by 3%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
47% (28)	50% (29)

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	Maintaining high levels of student engagement and interest.	Increase student rigor through higher level and advanced mathematics sources.	Math Coach Math Teachers	Classroom teachers will implement more rigorous classroom assignments utilizing differentiated instruction. Response to Intervention (RtI) FCIM – the Florida Continuous Improvement Model.	Student schedules, assessment results. Classroom Walk-Throughs & Summative evaluations.

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:	
3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	By June 2011, students making learning gains will increase by 3%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
65% (210)	68% (216)

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	Combating negative student perceptions to academic success.	Strict adherence to the primary instructional focus calendar. In addition, motivate students through data chats and incentives as a strategy for success.	Math Coach Math Teachers	FCAT data, Pre and Post assessments data along with review of the Master Schedule for proper placement must occur. FCIM – the Florida Continuous Improvement Model.	Student schedules, assessment results. Classroom Walk-Throughs & Summative evaluations.

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. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	By June 2011, students in the lowest 25% will make a 3% increase in Math.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
68% (54)	71% (56)

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	Attendance/Tardiness and student engagement.	Maintain strong enforcement of the attendance policies and provide scheduling for students that addresses social issues that may create barriers.	Administration Math Coach Math Teachers	FCAT data, Pre and Post assessments data along with review of the Master Schedule. Response to Intervention (RtI) FCIM – the Florida Continuous Improvement Model.	Student schedules, Progress Reports and assessment results. Classroom Walk-Throughs & Summative evaluations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	By June 2011, to meet Adequate Yearly Progress, there will be a 3% increase in progress for students not making Adequate Yearly Progress in Math.

Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2010 Current Level of Performance:*			2011 Expected Level of Performance:*		
42%			45%		

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	White: Black: Combating negative student perceptions to academic success. Hispanic: Asian: American Indian:	Strict adherence to the primary instructional focus calendar. In addition, motivate students through data chats and incentives as a strategy for success.	Administration Math Coach Math Teachers	FCAT data, Pre and Post assessments data along with review of the Master Schedule for proper placement must occur. FCIM – the Florida Continuous Improvement Model.	Student schedules, Progress Reports and assessment results. Classroom Walk-Throughs & Summative evaluations.

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 not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	
Mathematics Goal #5B: English Language Learners (ELL)	
2010 Current Level of Performance:*	2011 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 subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	
Mathematics Goal #5C: Students with Disabilities (SWD)	
2010 Current Level of Performance:*	2011 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 subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	By June 2011, to meet Adequate Yearly Progress, there will be a 3% increase in progress for students economically disadvantaged not making Adequate Yearly Progress in Math.

Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
41%	44%

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	Combating negative student perceptions to academic success.	Strict adherence to the primary instructional focus calendar. In addition, motivate students through data chats and incentives as a strategy for success.	Administration Math Coach Math Teachers	FCAT data, Pre and Post assessments data along with review of the Master Schedule for proper placement must occur. Response to Intervention (RtI) FCIM – the Florida Continuous Improvement Model.	Student schedules, Progress Reports and assessment results. Classroom Walk-Throughs & Summative evaluations.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Across the Content Areas	6 – 12 All Content Area Teachers	Reading Coach	PLC/School-wide	PLC - weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Reading Coach Math Coach
Direct/Explicit Instruction	All Content Area Teachers 6 - 12	Reading/Math Coach	PLC/School-wide	PLC - weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Math Coach

Differentiated Instruction/Flexible Grouping	6 -12 All Content Area Teachers	Reading Coach	PLC/School-wide	PLC - weekly	Appraisals/survey/Classroom Walk Through (CWT)	Administration Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use Grade level and specific content course to instruct students through differentiated instruction	Grade Level and Course level textbooks	General Fund	$16,537.31
			Subtotal: $16,537.31
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $16,537.31

End of Mathematics Goals

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:	
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	By June 2011, students achieving proficiency (FCAT Level 3) will increase by 3%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
28% (16)	31% (21)

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
	Lack of student engagement in some areas of content in Science.	Strict adherence to the primary instructional focus calendar. In addition, motivate students through data	Science Coach	Previous FCAT data, Pre and Post assessments data along with review of the Master Schedule for	Student schedules, assessment results. Classroom Walk-Throughs &

1		chats and incentives as a strategy for success.		proper placement. Resposnse to Intervention (RtI) FCIM – the Florida Continuous Improvement Model.	Summative evaluations.

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:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	By June 2011, ECA will increase students achieving above proficiency (FCAT Level 4 & 5) by 5%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
4% (2)	7% (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
1	Maintaining high levels of student engagement and interest.	Increase student rigor through higher level and advanced science sources.	Science Coach Science Teachers	Classroom teachers will implement more rigorous classroom assignments utilizing differentiated instruction. Response to Intervention (RtI) FCIM – the Florida Continuous Improvement Model.	Student schedules, assessment results. Classroom Walk-Throughs & Summative evaluations.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Across the Content Areas	6 – 12 All Content Area Teachers	Reading Coach	PLC/School-wide	PLC - weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Science Coach
Direct/Explicit Instruction	6 - 12 All Content Area Teachers	Reading/Math Coach	PLC/School-wide	PLC - weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Science Coach
Differentiated Instruction/Flexible Grouping	6 -12 All Content Area Teachers	Reading Coach	PLC/School-wide	PLC - weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Science Coach

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	By June 2011, students achieving proficiency (FCAT Level 3.0-3.9) will increase by 3%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
95%	98%

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 student confidence in effective writing skills & structure.	Strict adherence to the primary instructional focus calendar. In addition, motivate students through data chats and incentives as a strategy for success.	Language Arts Department Head & Reading Coach Language Arts/English Teachers	Previous FCAT writing data, Pre and Post assessments data along with review of the Master Schedule for proper placement. Response to Intervention (RtI) FCIM – the Florida Continuous Improvement Model.	Student schedules, assessment results. Classroom Walk-Throughs & Summative evaluations.

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:

2. Student subgroups not making Adequate Yearly

Progress (AYP) in writing Writing Goal #2A:	By June 2011, to meet Adequate Yearly Progress, there will be a 3% increase in progress for students not making Adequate Yearly Progress in Writing.	

Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
95%	98%

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	White: Black: Combating negative student perceptions to academic success. Hispanic: Asian: American Indian:	Strict adherence to the primary instructional focus calendar. In addition, motivate students through data chats and incentives as a strategy for success.	Administration Language Arts Department Head & Reading Coach Language Arts/English Teachers.	FCAT data, Pre and Post assessments data along with review of the Master Schedule for proper placement must occur. FCIM – the Florida Continuous Improvement Model.	Student schedules, Progress Reports and assessment results. Classroom Walk-Throughs & Summative evaluations.

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	

Writing Goal #2B: English Language Learners (ELL)

2010 Current Level of Performance:*	2011 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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	

Writing Goal #2C: Students with Disabilities (SWD)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	By June 2011, to meet Adequate Yearly Progress, there will be a 3% increase in progress for students economically disadvantaged not making Adequate Yearly Progress in Writing.

Writing Goal #2D: Economically Disadvantaged

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
95%	98%

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	Combating negative student perceptions to academic success.	Strict adherence to the primary instructional focus calendar. In addition, motivate students through data chats and incentives as a strategy for success.	Administration Language Arts Department Head & Reading Coach Language Arts/English Teachers.	FCAT data, Pre and Post assessments data along with review of the Master Schedule for proper placement must occur. Response to Intervention (RtI) FCIM – the Florida Continuous Improvement Model.	Student schedules, Progress Reports and assessment results. Classroom Walk-Throughs & Summative evaluations.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Six Traits of Writing	8th & 10th Grade Language Arts Teachers	English Teacher	PLC/ PD workshop 8th & 10th Grade	PD workshop Pre-Planning Week & PLC weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Language Arts Department Chair

Reading Across the Content Areas	6 – 12 All Content Area Teachers	Reading Coach	PLC/School-wide	PLC - weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Language Arts Deptartment Chair
Direct/Explicit Instruction	6 – 12 All Content Area Teachers	Reading Coach	PLC/School-wide	PLC - weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Language Arts Deptartment Chair
Differentiated Instruction/Flexible Grouping	6 -12 All Content Area Teachers	Reading Coach	PLC/School-wide	PLC - weekly	Appraisals/ survey/ Classroom Walk Through (CWT)	Administration Language Arts department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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:	By June 2011, ECA will maintain a consistent monthly attendance rate of 95% or better.
2010 Current Attendance Rate:*	2011 Expected Attendance Rate:*
91.1%	95%
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
258	200
2010 Current Number of Students with Excessive	2011 Expected Number of Students with Excessive

Tardies (10 or more)	Tardies (10 or more)
122	100

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' tardiness	Parent Link call, staff telephone call, letter to parent or parent conference with administrator	Administration	Attendance record review	Compared to previous school year: Reduction in number of days tardy and a reduction in number of tardy minutes.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Symposium – Full Review of attendance policy, Procedural Manual, Principal Matrices etc.	6 - 12	District Student Support Staff	Administrators, Guidance Counselors	Fall 2010	Attendance question sent to email	Principal/designee in collaboration with Student Staff Services

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

		$0.00
		Subtotal: $0.00
		Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2011, ECA will attain a Suspension rate of under 1%.
2010 Total Number of In –School Suspensions	2011 Expected Number of In- School Suspensions
0	0
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
0	0
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
10	7
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School
0	0
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Referrals increase during weeks leading up to breaks.	Teachers to review classroom rules, expectations and procedures daily.	Administration Behavior Specialist	Classroom Walk-Through	Student disciplinary referrals.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs PLC	Grade-level teams	Team Leader	CHAMPs PLC	Monthly	Walk-thourghs to ensure implementation of strategies	Team Leader

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

 * 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. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2009-2010 school year.*	By 2011 ECA will maintain a graduation rate over 65%
2010 Current Dropout Rate:*	2011 Expected Dropout Rate:*
N/A	N/A
2010 Current Graduation Rate:*	2011 Expected Graduation Rate:*
65%	68%

	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	Maintaining student interest in school progression follow through	Individual Mentor meetings with students	Guidance	Annual Guidance Plan	Student Service Evaluations

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 and Schedules (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						

Dropout Prevention 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 Dropout Prevention 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.*	By June 2010, 45% of parents will participate in parent education activities supporting their children's education as documented by attendance at parent trainings, meetings or
2010 Current Level of Parent Involvement:*	2011 Expected Level of Parent Involvement:*
20%	45%

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	Parent schedules as it relates to school functions and events.	Monthly Title I Parent Workshops FCAT Academies PTSO meetings Title I Parent meetings.	Administration & PTSO	Monthly PTSO meetings & Newsletters/direct mailings.	Feedback Surveys Monthly PTSO meetings Monthly SAC meetings

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

Please note that each Strategy does not require a professional development or PLC activity.
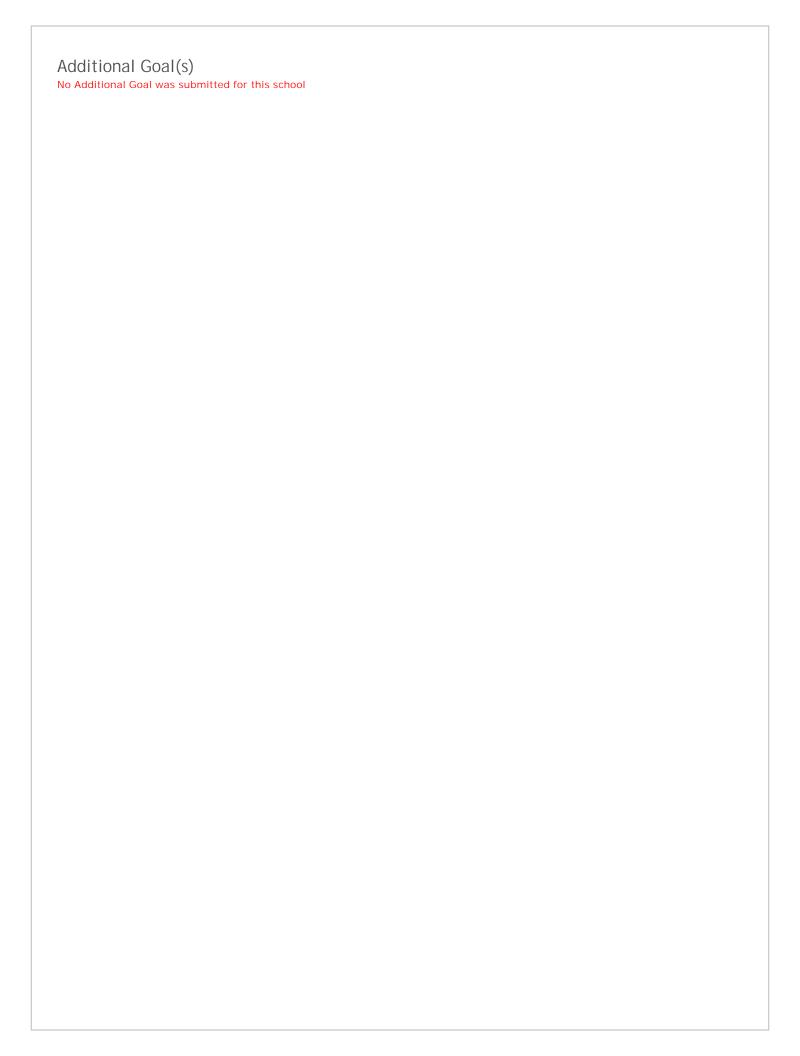
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible 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
Title 1 Parent Trainings	Title I Trainings	Title 1	$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)

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	Increase student Reading Fluency and Comphrehension skills	Edge Series A-C	General Fund	$817.89
Mathematics	Use Grade level and specific content course to instruct students through differentiated instruction	Grade Level and Course level textbooks	General Fund	$16,537.31
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
				Subtotal: $17,355.20

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
Parental Involvement	Title 1 Parent Trainings	Title I Trainings	Title 1	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
				Subtotal: $0.00
				Grand Total: $17,355.20

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͡n Intervene   j͡n Correct II   j͡n Prevent II   j͡n Correct I   j͡n Prevent I   j͡n NA

Show Attached School's Differentiated Accountability Checklist of Compliance (Uploaded on 2/7/2011 9:58:01 AM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

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

Monthly SAC meetings.

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

Broward School District
EAGLE ACADEMY CHARTER SCHOOL
2008-2009

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	27%	39%	86%	8%	160	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	64%			118	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?	63% (YES)	71% (YES)			134	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					412	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Broward School District
EAGLE ACADEMY CHARTER SCHOOL
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	35%	43%	85%	11%	174	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	64%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	57% (YES)			119	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					410	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Broward School District
EAGLE ACADEMY CHARTER SCHOOL
2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	33%	37%	80%	17%	167	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	47%	56%			103	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?	55% (YES)	55% (YES)			110	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					380	

Percent Tested = 99%					Percent of eligible students tested
School Grade*				F	Grade based on total points, adequate progress, and % of students tested