

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORTH ANDREWS GARDENS ELEMENTARY SCHOOL

District Name: Broward

Principal: Davida J. Shacter

SAC Chair: Kimberly A. Calvert

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Degree:			2005-2006: School Grade: A Reading Mastery: 78% Math Mastery: 78% Science Mastery: N/A Writing Mastery: 87% AYP requirements met: Yes 2006-2007: School Grade: A Reading Mastery: 78% Math Mastery: 79% Science Mastery: 52% Writing Mastery: 97% AYP requirements met: Yes 2007-2008: School Grade: A Reading Mastery: 72% Math Mastery: 76% Science Mastery: 54% Writing Mastery: 89% AYP requirements met : Yes 2008-2009: School Grade: A Reading Mastery: 77%

Principal	Davida J. Shacter	Elementary Ed. ESOL Endorsed, Masters: Educational Leadership	7	7	Math Mastery: 76% Science Mastery: 43% Writing Mastery: 95% AYP: No, ELL did not make AYP requirements in Reading or Math 2009-2010: School Grade: A Reading Mastery: 75% Math Mastery: 81% Science Mastery: 55% Writing Mastery: 93% AYP: No, Black subgroup did not make AYP requirements in Reading 2010-2011: School Grade: A Reading Mastery: 74% Math Mastery: 81% Science Mastery: 50% Writing Mastery: 96% AYP: No, Reading: Hispanic, Economically Disadvantaged, ELL Math: Economically Disadvantaged 2011-2012: School Grade: A Reading Mastery: 62% Math Mastery: 67% Science Mastery: 49% Writing Mastery: 85%
Assis Principal	Craig Lehrhaupt	Degree: Elementary Ed. ESOL Endorsed Masters: Educational Leadership	5	5	2007-2008: School Grade: A Reading Mastery: 72% Math Mastery: 76% Science Mastery: 54% Writing Mastery: 89% AYP requirements met : Yes 2008-2009: School Grade: A Reading Mastery: 77% Math Mastery: 76% Science Mastery: 43% Writing Mastery: 95% AYP: No, ELL did not make AYP requirements in Reading or Math 2009-2010: School Grade: A Reading Mastery: 75% Math Mastery: 81% Science Mastery: 55% Writing Mastery: 93% AYP: No, Black subgroup did not make AYP requirements in Reading 2010-2011: School Grade: A Reading Mastery: 74% Math Mastery: 81% Science Mastery: 50% Writing Mastery: 96% AYP: No, Reading: Hispanic, Economically Disadvantaged, ELL Math: Economically Disadvantaged 2011-2012: School Grade: A Reading Mastery: 62% Math Mastery: 67% Science Mastery: 49% Writing Mastery: 85%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					2005-2006: School Grade: A AYP requirements met 2006-2007: School Grade: A AYP requirements met 2007-2008: School Grade: A AYP requirements met

Reading	Kimberly A. Calvert	Degree Elementary Ed. ESOL Endorsed Reading Endorsed Certification: Ed. Leadership	19	7	2008-2009: School Grade: A Reading Mastery: 77% Math Mastery: 76% Science Mastery: 43% Writing Mastery: 95% AYP: No, ELL did not make AYP requirements in Reading or Math 2009-2010: School Grade: A Reading Mastery: 75% Math Mastery: 81% Science Mastery: 55% Writing Mastery: 93% AYP: No, Black subgroup did not make AYP requirements in Reading 2010-2011: School Grade: A Reading Mastery: 74% Math Mastery: 81% Science Mastery: 50% Writing Mastery: 96% AYP: No, Reading: Hispanic, Economically Disadvantaged, ELL Math: Economically Disadvantaged 2011-2012: School Grade: A Reading Mastery: 62% Math Mastery: 67% Science Mastery: 49% Writing Mastery: 85%
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Advertisements of teacher vacancies and shortages are made via the district Employment Information website.	Principal	On-going	
2	2. Teachers new to the district, new to the grade level, or NAGE are assigned a mentor teacher and/or Grade Chair.	Principal/Grade Chairs	On-going	
3	3. National Board Mentors	School-based National Board Certified Teachers	On-going	
4	4. Professional Learning Communities	Principal	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% 0/56	N/A

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
52	0.0%(0)	7.7%(4)	36.5%(19)	55.8%(29)	36.5%(19)	100.0%(52)	9.6%(5)	15.4%(8)	94.2%(49)

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
Lori Poorman	Susan Ursprung	Teacher new to grade level (3rd) Ms. Poorman is an experienced third grade teacher.	Weekly meetings with Experienced Teacher Orientation to the role of Grade 3 teacher, introduction to grade 3 curriculum, materials, Common Core Standards, test specs, assists with planning and intervention strategies.
Jennifer Greenblatt	Denise Epstein	Teacher new to grade level (K) Ms. Greenblatt is grade chair and an experienced Kindergarten teacher.	Weekly meetings with Grade Chair/Experienced Teacher Orientation to the role of Grade K teacher, introduction to grade K curriculum, materials, Common Core Standards, test specs, assists with planning and intervention strategies.

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

Total allocation= \$207,596

A majority of the funds are spent on teacher salaries to reduce the student teacher ratio to better assist low performing students during the instructional day.

1% of total funds are used for parent training= \$3,957

Parental Involvement Funds are utilized to fund parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Parent trainings such as MEGA Skills Training and FCAT Nights are scheduled. Additional training will include understanding test scores and technology to assist parents with online resources. Monies are also used to purchase food, supplies/materials and provide stipends for teacher presenters.

Funds for teacher professional development activities= \$15,428

Staff Development funds are used to develop training programs to improve delivery of classroom instruction and improve student achievement.

Extended learning opportunities are supported with district Title I funds.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training.

Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural department also provides ESOL instructional materials to be used with ELL students.

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well linkages to their school social worker while maintaining school as the students stable environment.

Supplemental Academic Instruction (SAI)

\$27,450= A portion of teachers' salary who work with at risk students is allocated from these funds.

Violence Prevention Programs

North Andrews Gardens Elementary school implements the Broward County Elementary Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. "Project Bridge": Anti-Bullying program for students and staff is promoted/supported through teacher meetings, guest speakers and classroom lessons. All students participate in Anti-Bullying training at the beginning of the school year and view an anti-bullying video.

Nutrition Programs

Nutritional programs and health education are an integral part of our school's curriculum. During the month of October the school and district focus on school nutrition.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Student Listeners-Selected students participate in the Listener program as recommended through our RtI. These listeners are trained through the district to work with students.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

NAGE's RtI team--coordinated by our Assistant Principal, consists of School Administrator(s), Guidance Counselor, Reading Resource Specialist, School Psychologist, Social Worker, ESE Specialist (when available), Classroom Teachers and Speech Language Pathologists where appropriate. The RtI leadership team is also part of our Collaborative Problem Solving Model. Meetings will take place on the following Tuesdays of each month: September 4 and 18, October 2, 16 and 30, November 13 and 27, December 11, January 15 and 29, February 12 and 26, March 12 and 19, April 2 and 30 and May 14.

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 classroom teachers will implement appropriate Core Curriculum with fidelity.

- *Classroom teachers will collect pre-intervention data (examples include FAIR, DAR, Running Records, behavior frequency charts) on students with academic or behavioral concerns.
- *Teachers will hold parent conferences to address the specific student concerns and recommend interventions.
- *Ongoing progress monitoring data will be collected by the classroom teacher (data may include FAIR, Running Records, DRA, End of Unit/Chapter tests, frequency charts, STAR, etc.)
- *If further intervention is needed, a RtI case manager will be assigned to review Tier 1 data and assist the teacher prescribing Tier 2 interventions.
- *Tier 2 interventions are based on the Struggling Readers and Struggling Math chart as well as Individualized Behavior reinforcement interventions.
- *After 4-6 weeks an RtI team meeting will take place to review the Tier 2 intervention data.
- *The RtI team will then determine whether to continue Tier 2 interventions, prescribe Tier 3 interventions or phase out current interventions.
- *Tier 3 interventions require intensive individual support. A second parent conference is held. If Tier 2 interventions are continued or Tier 3 interventions are implemented, the RtI team will reconvene in 4-6 weeks to determine the success of the interventions based on pre and post assessment data. RtI team will discuss further actions which may include: additional tier 3 interventions, discontinuing tier 3 interventions or possibly referral for comprehensive psycho educational evaluation. Functional Behavior Assessments may be completed for students who require Tier 3 behavior interventions.

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 team provides research-based interventions that are part of the Broward County Struggling Reading and Struggling Math Charts. Selected members of the RtI team are also members of the School Advisory Council who develop the SIP. They ensure that the programs being used for interventions are all research-based and that progress monitoring of children who are struggling is ongoing. The team provides data on Tier 1, Tier 2 and Tier 3 targets, helps set expectations for instruction and makes recommendations for students who continue to struggle.

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.

Student data is maintained by the classroom teacher and is monitored by administration. We use BASIS for all students who are in the comprehensive problem solving/RtI process. All interventions and pre/post intervention monitoring are documented.

Baseline data may be provided from one of the following tools: Florida Comprehensive Assessment (FCAT), Mini Benchmark Assessments, Running Records, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), DRA, STAR Reading Assessment, Chapter Tests and other ongoing progress tools as well as district and curriculum based assessments.

Midyear Assessments: May include FAIR, DAR, Running Records, Mini Benchmark Assessments, Benchmark Assessments #2, STAR, Chapter Tests, and Ongoing Progress Monitoring tools.

End of Year: ORF, FAIR, FCAT, Running Record, DAR, End of Year Assessments in specific subject areas and other on going progress monitoring tools.

Describe the plan to train staff on MTSS.

Staff have been previously trained on the RtI process. Staff were trained during preplanning (August 2012) on utilizing the BASIS database to review various data for all students. RtI & BASIS training was delivered by the Assistant Principal who coordinates RtI for our school. Training content will include:

- *Identifying students
- *How to implement the RtI process
- *Role of the Case Manager
- *RtI folder components
- *Types of Interventions
- *Ongoing Progress Monitoring

Professional development will continue to be provided during teachers' common planning times. RtI team will evaluate further needs during RtI leadership meetings.

Describe the plan to support MTSS.

MTSS is supported through the use of case managers to initially assist teachers in starting the RtI process and implementing Tier 2 interventions. After data is collected for the effectiveness of the Tier 2 interventions, MTSS is further supported by members of our RtI Team reviewing the Tier 2 data and recommended further interventions or next steps. The team

continues this support as Tier 3 interventions are implemented and data is shared. The members of the RtI team provide input to determine what further actions need to be taken to support the students learning.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based LLT consists of:

Davida J. Shacter, Principal
Craig Lehrhaupt, Assistant Principal
Kimberly Calvert, Reading Coach
Jami Lamar, Guidance Counselor/ESOL Contact
Jennifer Greenblatt, Grade K Grade Chair
Julie Padgett, Grade 1 Grade Chair
JoAnn Jarvis, Grade 2 Grade Chair
Danielle Arnold, Grade 3 Grade Chair
Lisa Ingle, Grade 4 Grade Chair
Annette DiGirolamo, Grade 5 Grade Chair
Ollie Pottmeyer, PA, Activities, ESE Grade Chair
Randolph Ringel, ESE Specialist

*We have no Media Specialist at our school site.

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

As the School Leadership Team develops in capacity, the principal, with the support of the reading coach, will actively seek to recruit and develop a literacy cadre of teachers, including team leaders, and classroom teacher-leaders who have demonstrated a long-term, professional commitment to focus on increased student achievement by improving classroom instruction through participation in Professional Learning Communities and study groups. These literacy leaders can assist the reading coach/reading resource specialist in facilitating professional development, mentoring new teachers, and assist in building school-wide capacity. They should also help to develop goals in the School Improvement Plan, and can participate in and facilitate literacy focused Professional Learning Communities and study groups.

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

The LLT will demonstrate commitment to student achievement through learning and teaching strategies by:

- Engaging in regular, ongoing, personal professional development.
- Participating actively in Professional Learning Communities and Study Groups.
- Using data to analyze the effectiveness of instruction and to redesign instruction and resources to meet the student's instructional and intervention needs.
- Implementing the Comprehensive Core Reading Program and scientifically based reading instruction and strategies with fidelity.
- Participating in ongoing literacy dialogue with peers.
- Creating and sharing activities that promote literacy.
- Conducting classroom research.
- Participating in classroom demonstrations and modeling of strategies.
- Mentoring other teachers and present staff development.
- Reflecting and refining instruction through peer critique and self-reflection.
- Understanding and promoting the idea that effective teaching plus research-based learning strategies are the basis of student achievement.
- Monitor progress and identify barriers of students not making adequate progress.
- Recommending enrichment activities for high-achieving students.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/4/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

The District's preschool programs ensure a smooth transition to kindergarten by providing information about the enrollment processes and timelines to families participating in the programs. The programs' services support team and preschool teachers share information with parents related to corresponding home school, immunization requirements, and dates scheduled for kindergarten round up events at those schools.

North Andrews Gardens Elementary assists preschool children in their transition from childhood programs to elementary school programs in a variety of ways. In January, North Andrews Gardens hosts, "Kindergarten Roundup", for incoming kindergarten students and their parents. Kindergarten Roundup provides parents and students the opportunity to meet the kindergarten teachers, visit the classrooms, and learn about the kindergarten programs and expectations. In addition, prior to the first day of school, Kindergarten Orientation is held at the school. Students and parents meet their child's assigned teacher and visit the classroom. In January, we host a Magnet Showcase Open House where all grade levels including incoming kindergartners are invited to learn about our Visual and Performing Arts programs. Flyers are sent to our surrounding preschools inviting families to attend our "Kindergarten Round Up." School tours are made available to families every Thursday during the year.

*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.

N/A

*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?

N/A

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

N/A

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](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 28.2% of third, fourth and fifth graders will achieve a proficiency score (Level 3) on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25.2% (104/428)	28.2% (114/405)

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	1.1. Lack of Reading Comprehension	1.1. Students who are below the targeted rate according to their grade level on FAIR will use a fluency remediation program such as Quick Reads, Great Leaps, or Six Minute Solution etc.	1.1. Reading Coach	1.1. Increase in timed fluency assessments. Results will be discussed during monthly Data Chats with teachers.	1.1. FAIR- 3 x's per year. OPM to take place every two weeks.
2	1.2. Non- independent readers	1.2. 1.Students who are identified as struggling readers will receive double dose reading instruction using materials from the Struggling Reader Chart. 2.Students will participate in Accelerated Reading Program to increase independent reading.	1.2. Reading Coach	1.2. Weekly CWTs to focus on strategies to assist struggling readers, monthly Data Chats with teachers, Review AR reports	1.2. Basal unit tests, Mini-BATS, BATS
3	1.3 Lack of Vocabulary Development	1.3 1.Teachers will utilize a vocabulary development program such as Elements of Reading Vocabulary to enhance student vocabulary. 2. Teachers will increase text complexity with content area vocabulary. 3. Students will utilize the internet based Spelling City program to improve their spelling and vocabulary skills.	1.3 Administration	1.3 Weekly CWTs Grade 4: Weekly synonym quizzes	1.3 BATS OPM to take place every two weeks.
4	1.4 Non mastery of grade level expectations	1.4 1. Students will participate in after school tutoring if available. 2. Students will receive double dose instruction	1.4 Administration	1.4 Pre/Post Assessment	1.4 Post Test

	using materials from the Struggling Readers Chart and CAI.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 39.7% of third, fourth and fifth graders will achieve above proficiency (Levels 4 and 5) on the FCAT Reading Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36.7% (157/428)	39.7% (161/405)

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	2.1. Lack of knowledge in inferencing using text features	2.1. Students will utilize informational texts such as content area textbooks, newspapers and other periodicals during reading instruction. Examples include: Florida Ready, Time For Kids, Scholastic, Highlights	2.1. Reading Coach	2.1. Lesson Plans, Weekly CWTs	2.1. Mini-BATS Florida Achieves Trophies/Triumphs Reading Assessments
2	2.2. Lack of exposure to various genres- non-fiction, poetry, etc.	2.2. 1. Students will read and analyze texts from Treasures series, Novels, Junior Great Books and content area textbooks.	2.2. Administration	2.2. Monthly Data Chats, Weekly CWTs, Lesson Plans	2.2. Mini-BATS, BATS Florida Achieves Trophies/Triumphs Reading Assessments
	2.3	2.3	2.3	2.3	2.3

3	Lack of Stamina	1. Students will be exposed to longer texts. 2. Students will be taught test taking skills and question analysis (QAR and NGSSS task cards). 3. Students will be given practice timed tests.	Reading Coach	Weekly CWT's and Lesson Plan data will be reviewed monthly to determine strategies effectiveness.	STARS/CARS, Mini-BATS, Florida Achieves Treasures Assessments
4	2.4 Lack of exposure to informational text	2.4 1. Students will be exposed to instruction that integrates reading skills with informational text.	2.4 Administration	2.4 Weekly CWT's and Lesson Plan data will be reviewed monthly to determine strategies effectiveness.	2.4 STARS/CARS, Mini-BATS, Florida Achieves Treasures Assessments
5	2.5 Lack of Vocabulary	2.5 1. Students in the high-achieving class will utilize Building Vocabulary to learn strategies for understanding meanings of words.	2.5 Administration	2.5 Weekly CWT's and Lesson Plan data will be reviewed monthly to determine strategies effectiveness.	2.5 Building Vocabulary 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 reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
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:	By June 2013, 73.3% of retained third graders as well as all fourth and fifth graders will demonstrate learning gains on the FCAT Reading Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70.3% (207.4/295)	73.3% (216.2/295)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	3.1. Lack of additional instruction past the uninterrupted 90 minute reading instruction.	3.1. 1.Flexible grouping will be used for reading. 2.Scheduling will allow activity and special teachers to provide double dose instruction to students identified as struggling readers. 3. Each class will provide additional 20-30 minutes of reading to students considered at risk.	3.1. Administration	3.1. Instructional Reading Calendar, Data Chats with Administration, Weekly CWTs	3.1. FAIR, DAR, Running Records, IRI, ongoing progress monitoring, weekly assessments
2	3.2. Lack of reading skill mastery.	3.2 1.Teachers will analyze data to prepare remedial lessons for the students using Florida Achieves, Destination Success, and other CAI.	3.2. Administration	3.2. FCIM Process	3.2. Mini-BATS, Florida Achieves, computer software data
3	3.3. Lack of familiarity with new 2.0 FCAT standards	3.3. 1.Students will be exposed to longer texts. 2.Students will be taught test taking skills and question analysis (QAR and NGSSS task cards), as well as practice timed testing.	3.3. Administration	3.3 Weekly CWTs, Lesson Plans	3.3. STARS/CARS lessons, mini-bats, Treasures Assessments, Florida Achieves

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 75.4% of the students previously scoring in the lowest 25% on the FCAT Reading Assessment Test will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72.4% (54.3/75)	75.4% (56.5/75)

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	4.1. Lack of word attack skills, phonemic awareness, and comprehension	4.1. 1.Students identified as scoring in the lowest 25% on the FCAT reading assessment will receive double dose reading instruction using programs listed on the Struggling Readers Chart.	4.1. Administration	4.1. Weekly CWTs, Lesson Plans, Monthly Data Chats	4.1. End of selection reading tests, Mini-BATS
2	4.2. Lack of oral Reading Fluency	4.2. 1.Students will use a fluency remediation program such as Quick Reads, Great Leaps, and Six Minute Solution.	4.2. Administration	4.2. Teacher Observation, Lesson Plans	4.2. FAIR- 3x's per year Oral Reading Fluency Assessments
3	4.3. Non-mastery of deficient reading skills as identified by classroom data	4.3. 1.Students will use CAI 15 minutes per day to remediate deficiencies and reinforce non-mastered reading skills as identified by current classroom data.	4.3. Administration	4.3. Lesson Plans, Weekly CWTs	4.3. Computer program data

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 # By June 2017, North Andrews Gardens Elementary will reduce the achievement gap in reading to 18%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38%	34%	30%	26%	22%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, a 3% decrease in not making satisfactory progress in reading will be evident in all ethnic subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 28% (36/128) Black: 55% (39/71) Hispanic: 38% (77/200) Asian: N/A American Indian: N/A	White: 24% (31/128) Black: 50% (36/71) Hispanic: 37%(70/200) Asian: N/A American Indian: 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
	5A.1. Lack of familiarity with FCAT tests timed	5A.1. 1.Students will be	5A.1. Administration	5A.1. Lesson Plans, Weekly	5A.1. STAR lessons,

1	format/test taking skills.	exposed to longer texts. 2.Students will be taught test taking skills and question analysis (QAR). 3.Students will be given practice timed testing situations. 4.Students will use supplemental materials such as STAR.		CWTs	mini-bats, End of selection reading tests
2	5A.2. Lack of acquisition of reading skills	5A.2. 1.Teachers will use the Instructional Focus Calendar and BEEP Lessons to help guide reading instruction.	5A.2. Administration	5A.2. Weekly CWTs, Lesson Plans, FCIM	5A.2. Basal unit tests, Mini-BATS, BATS
3	5A.3. Individualized Reading Instruction	5A.3. 1.Teachers will analyze data to prepare remedial lessons for the students using Destination Success and other CAI programs.	5A.3. Administration	5A.3. Weekly CWTs, Lesson Plans, FCIM	5A.3. Basal unit tests, Mini-BATS, 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:	By June 2013, an 18% decrease in not making satisfactory progress in reading will be evident in the ELL subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (25/36)	50% (18/36)

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	1.1 Lack of English literacy	1.1 1.Push in assistance will be provided to students who are acquiring English language using Treasures and Triumphs interventions.	1.1 Reading Coach	1.1 Teacher Observation, Lesson Plans, Weekly CWTs IPT test will be given to incoming ELL students to determine language level classification. Quarterly data chats and bi-monthly RtI meetings will identify student progress or weakness. Sign-in sheets	1.1 Computer Lab Reports IPT CELLA BAT 1 & 2 Mini-BATS FAIR Running Records 2012 FCAT
2	1.2 Lack of English vocabulary	1.2 1.Students will utilize picture dictionaries to learn new vocabulary. 2.Selected students will use Rosetta Stone 2x's per week in an ELL computer lab.	1.2 Classroom Teacher, Administration	1.2 Teacher Observation, Lesson Plans, Weekly CWTs, FCIM	1.2 Treasures tests, Mini-BATS, BATS Computer Lab Reports
3	1.3 Lack of Parent Involvement	1.3 1. A literacy night will be conducted for our spanish speaking families.	1.3 Reading Coach Bilingual Classroom Teacher	1.3 Sign-In/Reflection Sheets	1.3 Evaluation Toolkit

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:	By June 2013, a 5% decrease in not making satisfactory progress in reading will be evident in the SWD subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (29/59)	44% (29/65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1 Lack of individual reading skill mastery for SWDs.	5D.1 1. Teachers will analyze data from student IEPs to prepare lessons for the students. 2. Students will receive additional assistance as stated by their individual learning plan.	5D.1 Administration	5D.1 Weekly CWTs, Lesson Plans, Staffings	5D.1 Unit Tests, Mini-BATS, 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, a 4% decrease in not making satisfactory progress in reading will be evident in the Economically Disadvantaged subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (141/310)	41% (130/310)

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	5D.1. Lack of independent reading material at home.	5D.1. 1. Teachers will provide a print rich classroom environment with classroom libraries. 2. Classes will utilize the Media Center at least once a week. 3. Students will be encouraged to participate in Reading Across Broward and Accelerated Reader.	5D.1. Reading Coach	5D.1. Lesson Plans, Reading Logs	5D.1. AR tests, STAR, Mini-Benchmarks
2	5D.2. Lack of vocabulary development	5D.2. 1. Students will use vocabulary development programs such as Sadlier-Oxford, Words	5D.2. Administration	5D.2. Weekly CWTs, PLCs, Data Chats	5D.2. On-going Formative Assessments, Mini-BATS

		Their Way, or Elements of Reading Vocabulary.			
3	5D.3. Lack of independent reading practice	5D.3. 1.Students will be paired with a reading buddy through such programs as Building Bridges.	5D.3. Administration	5D.3. Weekly CWTs, PLCs,Lesson Plans	5D.3. On-going Formative Assessments, Mini-BATs

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
PLC: ELA Common Core State Standards	K-5 Reading	Kimberly Calvert Kelly Meo Julie Padgett Brooke Banks Lori Poorman Lisa Ingle Sandra Banaszak	School-Wide	August 13, 14, 16, 30 September 5, 13, 27 October 11, 26 November 8, 29 December 13 January 9, 18, 31 February 7, 21 March 7, 22 April 11, 25 May 9	Submitted Minutes	Administration
ELA Common Core Standards	Selected K-2 Reading	District	Grades K-2	June 2012-June 2013	Administrative Walk throughs, Lesson Plans	Administration
ELA Common Core Standards/Text Complexity	Selected 3-5 Reading	District	Grades 3-5	Fall 2012-June 2013	Administrative Walk throughs, Lesson Plans	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will receive reading instruction using intervention programs such as Foundations, Wilson, Phonics for Reading, or Triumphs	Foundations, Wilson, Phonics for Reading, Triumphs	Instructional Materials Budget	\$1,000.00
Students will use vocabulary development programs such as Sadlier-Oxford, Words Their Way, Elements of Reading Vocabulary, or Building Vocabulary	Words Their Way, Elements of Reading Vocabulary, Building Vocabulary	Instructional Materials Budget	\$2,000.00
Students will be exposed to instruction that integrates reading skills with informational text.	Social Studies Materials	Instructional Materials Budget	\$1,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Students will be encouraged to participate in Reading Across Broward and Accelerated Reader	Renaissance Learning (Accelerated Reader)	Accountability Funds	\$4,423.00
Students will utilize the internet based Spelling City program to improve their spelling and vocabulary skills.	Spelling City	Accountability Funds	\$1,000.00
			Subtotal: \$5,423.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Students will receive reading instruction using intervention programs such as Foundations, Wilson, Phonics for Reading, or Triumphs	Temporary Coverage for Staff Development	Title I Funds	\$800.00
Data chats will be conducted to review student progress.	Temporary Coverage for Staff Development	Internal Funds	\$1,000.00
Data analysis will be conducted to review the school's yearly progress.	Stipend to pay teachers for after school planning.	Internal Funds	\$2,000.00
Teachers will participate in PLCs focusing on ELA Common Core State Standards	Temporary Coverage for Staff Development	Title I Funds	\$4,800.00
Students will receive reading instruction which focuses on the infusion of ELA Common Core State Standards.	Temporary Coverage for Staff Development	Internal Funds	\$2,000.00
Teachers will participate in PLCs focusing on ELA Common Core State Standards	Professional Books Associated with CCSS and PLCs.	Title I Funds	\$1,000.00
Teachers will participate in PLCs focusing on ELA Common Core State Standards	Stipends to pay teachers for after hour Staff Development.	Title I Funds	\$2,428.00
			Subtotal: \$14,028.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After school tutoring	Stipend to pay teachers for tutoring services.	Accountability Funds	\$3,500.00
Students will use computers assisted software 15 minutes per day to remediate deficient reading skills.	Technology supplies such as batteries, power adapters, etc. to replace worn items for our needed technology.	Accountability Funds	\$1,250.00
			Subtotal: \$4,750.00
			Grand Total: \$28,201.00

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.		By June 2013, 44% of active (LY) ELL students will score proficient on the Listening/Speaking portion of the CELLA assessment.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
41% (54/131)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1.1. Exposure to English Oral Language	1.1. Students will use Rosetta Stone Software to gain exposure to the English language Orally. 2. Students will work in cooperative groups to improve oral communication skills with others.	1.1. Classroom Teacher, Administration	1.1. Teacher Observation, Lesson Plans, Weekly CWTS	1.1. Computer Lab Reports IPT
2	1.2 Lack of Oral Reading Fluency	1.2. Students will use a fluency remediation program such as Quick Reads, Great Leaps, and Six Minute Solution etc.	1.2. Administration	1.2. Teacher observation, lesson plans	1.2. FAIR- 3x's per year

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:

By June 2013, 29% of active(LY) ELL students will score proficient on the Reading portion of the CELLA Assessment.

2012 Current Percent of Students Proficient in reading:

26% (33/127)

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	1.1 Lack of English literacy	1.1 Push in assistance will be provided to students who are acquiring English language using Treasures and Triumphs interventions.	1.1 Reading Coach	1.1 Teacher Observation, Lesson Plans, Weekly CWTs, IPT test will be given to incoming ELL students to determine language level classification. Quarterly data chats and bi-monthly RtI meetings will identify student progress or weakness.	1.1 Sign-in sheets Computer Lab Reports IPT CELLA BAT 1 & 2 Mini-BATS FAIR Running Records 2012 FCAT
2	1.2 Lack of English vocabulary	1.2 Students will utilize picture dictionaries to learn new vocabulary. 2. Students will use Rosetta Stone 2x's per week in an ELL computer lab.	1.2 Classroom Teacher, Administration	1.2 Teacher Observation, Lesson Plans, Weekly CWTs, FCIM	1.2 Treasures tests, Mini-BATS, BATS, Computer Lab Reports
3	1.3 Lack of Parent Involvement	1.3 A literacy night will be conducted for our spanish speaking families.	1.3 Reading Coach	1.3 Sign-In/Reflection Sheets	1.3 Evaluation Toolkit

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013, 29% of active(LY) ELL students will score proficient on the Writing portion of the CELLA.

2012 Current Percent of Students Proficient in writing:

26% (34/131)

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	1.1 Inability to meet writing criteria according to rubrics	1.1 Teacher will use modeling and guided writing lessons.	1.1 Classroom Teacher	1.1 Practice writing prompts will be scored and shared to show how students are meeting the rubric.	1.1 Writing Rubric Writing Portfolios
2	1.2 Lack of English vocabulary	1.2 1.Students will utilize picture dictionaries to learn new vocabulary. 2.Students will use Rosetta Stone 2x's per week in an ELL computer lab.	1.2 Classroom Teacher, Administration	1.2 Teacher Observation, Lesson Plans, Weekly CWTs, FCIM	1.2 Treasures tests, Mini-BATS, BATS, Computer Lab Reports

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
Students will use Rosetta Stone Software to gain exposure to the English language orally.	Technology supplies such as batteries, power cords, etc.	Accountability Funds	\$250.00
			Subtotal: \$250.00
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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By June 2013, 36.9% of third, fourth and fifth grade students will achieve proficiency (FCAT Level 3) on the FCAT Mathematics Assessment Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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33.9% (145/428)	36.9% (149/405)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Non-mastery of grade level expectations.	1.1. 1.Students will receive small group instruction. 2.Students will use manipulatives during mathematics instruction.	1.1. Administration	1.1. Data Chats will be used to monitor effectiveness of this strategy and plan instruction.	1.1. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer
2	1.2. Lack of mastery of prerequisite skills.	1.2. 1.Students will receive additional math support through Destination Success, Soar to Success and other CAI. 2. Students will use intervention material from Go Math.	1.2. Administration	1.2. Information from monthly Data Chats and CWTs will be used to determine the effectiveness of the strategy. Instruction will be modified as necessary.	1.2. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer
3	1.3. Pacing of lessons prior to testing.	1.3. 1.Teachers will use data from chapter, mid-chapter, and daily observations from lessons to pace instruction.	1.3. Administration	1.3. Assessment data will be analyzed in monthly Data Chats with teachers and administration	1.3. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer
4	1.4 Lack of test taking skills	1.4 1.Teachers will model test taking skills such as underlining key words, numbers, etc. using Think Alouds, students will be given practice tests that will be reviewed with the teacher 2. Fifth grade students will practice taking computer generated assessments.	1.4 Administration	1.4 Effectiveness of this strategy will be monitored through analyzing the assessment data in monthly Data Chats with administration and teachers.	1.4 BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, 36.4% of third, fourth and fifth grade students will achieve above level proficiency (FCAT Levels 4 and 5) on the FCAT Mathematics Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.4% (143/428)	36.4% (147/405)

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	2.1. Lack of familiarity with Common Core State Standards for Math	2.1. 1.Students will be exposed to new standards, test formatting using Florida Achieves lessons as well as FCAT Explorer. 2. Grade 5 students will utilize district website for CBT practice.	2.1. Administration	2.1. Teacher Observation, Anecdotal, Student Portfolios and assessment data will be analyzed in monthly PLCs and teacher/administration Data Chats	2.1. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer CBT results
2	2.2. Difficulty finishing tests in allotted time.	2.2. 1.Students will practice with timed tests. 2.Students in Grade 5 will practice using computer generated math assessments.	2.2. Administration	2.2. Teacher Observation, Anecdotal, Student Portfolios and assessment data will be analyzed	2.2. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer
	2.3. Lack of ability to apply high order thinking skills in the area of math and	2.3. 1.Students will use Math Superstars as an enrichment activity.	2.3. Administration	2.3. On-going progress monitoring data and teacher observation will	2.3. BAT 1 & 2 2012 Math FCAT results

3	problem-solving skills	2.Students will use Go-Math enrichment activities. 3.Students will participate in school-based and district based competitions.	be analyzed in monthly grade level meetings.	Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal # 2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	By June 2013, 71.3% of grade 4 and 5 students will make learning gains on the FCAT Mathematics Assessment Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
68.3% (201.4/295)	71.3% (210.3/295)

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	3.1. Non-mastery of grade level expectations	3.1. 1.Students will receive small group instruction. 2.Teachers will use spiral review of previously taught lessons on a daily basis.	3.1. Administration	3.1. Assessment data will be analyzed in monthly monthly teacher/administration Data Chats.	3.1 BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer
	3.2. Non-mastery of Operations and Problems Benchmarks	3.2. 1.Parents will receive training at FCAT Night in a variety of strategies to	3.2. Administration	3.2. Assessment data will be analyzed in monthly PLCs as well as monthly grade	3.2. BAT 1 & 2 2012 Math FCAT results

2		help reinforce Mathematics NGSSS involving Big Ideas in Grades 3-5. 2. Students will use the reteach material from Go-Math. 3. Students will complete "40 Days to FCAT". 4. Students will receive small group instruction.		level meetings.	Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer
3	3.3. Non-mastery of Geometry and Measurement Benchmarks	3.3. 1. Teachers will utilize BEEP lessons, IFC's, Go-Math reteach material and other supplemental resources to guide lessons. 2. Teachers will use math manipulatives to provide hands on instruction in geometry and measurement.	3.3. Administration	3.3. Assessment data gathered through weekly CWTs as well as on-going progress monitoring assessments will be analyzed as monthly teacher/administration Data Chats.	3.3. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 67% of students previously scoring in the lowest 25% will demonstrate learning gains on the FCAT Mathematics Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (49.9/78)	67% (52.3/78)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Lack of acquisition of basic facts	4.1 1. Teachers will utilize BEEP lessons, computer assisted software, flashcards, games, grade level competitions, and manipulatives to help students with mastery of basic facts.	4.1. Administration	4.1. On-going progress monitoring assessment data will be used to determine the effectiveness of this strategy. Instruction will be modified as necessary.	4.1. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer
2	4.2. Students have limited knowledge of test taking skills	4.2. 1. Teachers will model test taking skills using think alouds during instruction of problem solving. 2. Students will be given practice tests to demonstrate test taking skills such as underlining, etc. 3. Students in Grade 5 will practice taking computer generated assessments.	4.2. Administration	4.2. Monthly PLCs, Data Chats, and on-going progress monitoring assessment data will be used to determine the effectiveness of this strategy. Instruction will be modified as necessary.	4.2. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer
3	4.3. Lack of reading skills necessary for comprehension of word problems	4.3. 1. Students will receive double dose math group instruction. 2. Students will review grade appropriate math vocabulary. 3. Teacher will model word problems using think alouds and other comprehension strategies.	4.3. Administration	4.3. On-going progress monitoring, Rti data, Monthly Data Chats with teacher/administration, monthly PLC's, will be used to determine the effectiveness of this strategy. Instruction will be modified as necessary.	4.3. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer
4	4.4 Lack of mastery of pre-requisite skills	4.4 1. Students will attend after school or before school tutoring using Pearson Resource Library, Florida Achieves or FCAT Explorer. 2. Teachers will use Go-Math re-teacher or intervention materials in lessons. 3. Students will use supplemental materials such as Multiplication Madness or Multiplication in Seven Days. 4. Students will use CAI such as Destination Success, Soar to Success or FCAT Explorer. 5. Teachers will apply Singapore Math strategies in their lessons.	4.4 Administration	4.4 Pre/Post assessment data will be used to determine the effectiveness of this strategy. Instruction will be modified as necessary.	4.4 BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explore

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

Elementary School Mathematics Goal #

By June 2017, North Andrews Gardens Elementary will reduce the achievement gap in math to 18%.

by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	33%	30%	27%	24%	21%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013, a 3% decrease in not making satisfactory progress in math will be evident in all ethnic subgroups.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 30% (38/128) Black: 41% (29/71) Hispanic: 30% (61/200) Asian: N/A American Indian: N/A	White: 24% (31/128) Black: 45% (32/71) Hispanic: 29% (58/200) Asian: N/A American Indian: N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.2. Lack of mastery of Operations and Problems Benchmarks	5A.2. 1. Teachers will use mathematics CAI such as Destination Success and Soar to Success to individualize student lessons according to their specific needs. 2. Teachers will use Think Alouds to model problem solving strategies. 3. Teachers will use student achievement to drive instruction. 4. Go-Math reteach or intervention materials will be used in instruction.	5A.3. Administration	5A.2. Weekly CWTs, monthly Data Chats with teachers/administration to analyze assessment data will be used to determine the effectiveness of this strategy. Instruction will be modified as necessary.	5A.2. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer
2	5A.3. Lack of mastery of Geometry and Measurement Benchmarks.	5A.3. 1. Teachers and students will participate in weekly district made distance learning lessons. 2. Go-Math reteach and intervention materials will be used in instructions.	5A.3. Administration	5A.3. On-going progress monitoring data will be used to determine the effectiveness of this strategy. Instruction will be modified as necessary.	5A.3. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, a 17% decrease in not making satisfactory progress in math will be evident in the ELL subgroup.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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49% (17/36)	32% (12/36)
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Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Lack of understanding of mathematical vocabulary.	5C.1. Students will receive small group math intervention 3x per week.	5C.1. Classroom Teacher, Administration	5C.1. Teacher Observation, Lesson Plans, Weekly CWTs	5C.1. Math Chapter Tests, Mini-BATS, 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, a 5% decrease in not making satisfactory progress in math will be evident in the SWD subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (27/59)	41% (27/65)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, a 3% decrease in not making satisfactory progress in math will be evident in the Economically Disadvantaged subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (124/310)	37% (115/310)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	1. FCAT Math Nights for parents will provide Math strategies, tips, websites and activities to use at home. (struggling students parents will be targeted) 2. Parent/teacher conferences will address student's strengths and weaknesses. 3. NAGE newsletter and	Administration	Conference Forms Sign-in sheets at parent trainings	Sign-in sheets from Math Nights On-going progress monitoring Go-Math assessment Florida Achieves FCAT Explorer BAT 2 2012 Math FCAT results

		other home communication will provide FCAT information as well as other academic support/reinforcement strategies.			
2	5D.1. Lack of understanding of Operations and Problems benchmarks	5D.1. 1.NAGE will provide after school tutoring for students at risk of not achieving AYP if available. 2.Teachers will use CAI such as Destination Success and Soar to Success to individualize student lessons according to their specific needs. 3.Teachers will utilize think alouds to model problem solving strategies. 4.Teachers will use the IFC and BEEP lessons to drive instruction. 5.Teachers will utilize the Go-Math reteach material.	5D.1. Administration	5D.1. Monthly Data Chats, teacher grade books and on-going progress monitoring data will be used to determine the effectiveness of this strategy. Instruction will be modified as necessary.	5D.1. BAT 1 & 2 2012 Math FCAT results Ongoing progress monitoring Go-Math assessment Florida Achieves FCAT Explorer

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
Common Core State Standards for Math	Math	Jennifer Greenblatt Julie Padgett JoAnn Jarvis Danielle Arnold Lisa Ingle Sandra Banaszak	School-Wide	August 2012-June 2013	Submitted Minutes	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use the new Go Math! Series and Common Core Framework to guide instruction	Go Math! Materials	Internal Funds	\$2,000.00
			Subtotal: \$2,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Grade 5 will utilize Computer-Based testing for Mathematics.	Technology supplies such as power cords, laptop batteries, etc.	Accountability Funds	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use the new Go Math! series and Common Core Framework to guide instruction	Temporary Coverage for Staff Development	Title I Funds	\$800.00
Teachers will apply Singapore Math strategies in their lessons.	Stipend to pay teachers for Staff Development	Title I Funds	\$3,000.00
			Subtotal: \$3,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring	Stipend to pay teachers for tutoring services.	Accountability Funds	\$3,500.00
			Subtotal: \$3,500.00
			Grand Total: \$10,300.00

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:		By June 2013, 37.7% of 5th grade students will achieve proficiency (FCAT Level 3) on the FCAT Science Assessment Test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
34.7% (52/150)		37.7% (51/135)			
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	1.1. Lack of mastery of the Science process skills.	1.1. Teacher's will use IFC's, Broward County Hands- On Science Kits, Florida Science Fusion and BEEP lessons to plan lessons and experiment labs which integrate the science process skills into science content activities. 2. Students will use science journals to document science experiences such as recording data, writing about experiences, and documenting the use of inquiry skills.	1.1. Administration	1.1. Weekly CWTs, monthly teacher/administrative meetings to review IFCs, Lesson Plans and student performance. Teachers will monitor and review student science journals and provide feedback to the student.	1.1. Performance tasks (i.e. science project), student journals, Science BAT 1&2, Science Mini-BATS, Florida Achieves, FCAT Explorer

2	1.2. Lack of familiarity with new 2.0 standards	1.2. 1. Teachers will use Florida Science Fusion textbooks, Broward County Hands- On Science Kits, new 2.0 IFC's, BEEP lessons, small group instruction and K-5 curriculum maps to implement NGSSS.	1.2. Administration	1.2. Weekly CWTs, PLCs. Effectiveness of this strategy will be monitored. Instruction will be modified as necessary.	1.2. Science BAT 1&2, Florida Achieves, FCAT Explorer, Unit Assessments, Mini-BATS, and student journals
3	1.3. Lack of mastery of scientific vocabulary	1.3. 1. Teachers will post scientific vocabulary word lists and plan lessons which focus on student mastery of science vocabulary.	1.3. Administration	1.3. PLCs, Weekly CWTs. Effectiveness of this strategy will be monitored through monthly Data Chats.	1.3. Student Journals, BAT 1&2, Mini-BATS, Florida Fusion Assessments, teacher-made tests
4	1.4 Lack of authentic assessment/lab experience	1.4 1. Teachers will utilize Broward County Hands- On Science Kits and/or virtual labs on a weekly basis.	1.4 Administration	1.4 PLCs, Weekly CWTs. Effectiveness of this strategy will be monitored through monthly Data Chats.	1.4 BAT 1&2, Rubrics, Unit Assessments, Mini-BATS, and student journals

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:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	By June 2013, 17% of 5th grade students will achieve above proficiency (FCAT Levels 4 and 5) on the FCAT Science Assessment Test.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
14% (21/150)	17% (23/135)			
Problem-Solving Process to Increase Student Achievement				
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lack of authentic assessment/ Lab experience	2.1. 1. Teachers will utilize Broward County Hands On Science Kits to use during hands-on science lab time with the students.	2.1. Assistant Principal	2.1. Lesson Plans, Peer Observation, Weekly CWTs. Effectiveness of this strategy will be monitored through monthly Data Chats.	2.1. Science BATS, Student Journals/ Portfolios, Mini-BATS, Rubrics
2	2.2. Lack of mastery of previous grade level material	2.2. 1. Students will use FCAT skill review such as Measuring Up, Soaring Into Science, and BEEP lessons.	2.2. Administration	2.2. Lesson Plans, PLCs. Effectiveness of this strategy will be monitored through monthly Data Chats.	2.2. Science BAT 1&2, Student Journals/ Portfolios, Mini-BATS
3	2.3 Lack of Knowledge on the Science Process skills.	2.3 1. Students will independently complete a science project demonstrating science process skills using individual mini boards. 2. Students will use Science journals to develop science process skills during inquiry experiences.	2.3 Administration	2.3 Teacher rubrics will be used to monitor if students understand the science process.	2.3 Science BAT 1&2, Science Mini-BATS, Science Project Rubric

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
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
Informational Text: ELA COMon Core State Standards	Content Area/Science	Jennifer Greenblatt Julie Padgett JoAnn Jarvis Danielle Arnold Lisa Ingle Sandra Banaszak	School-Wide	August 2012-June 2013	Administrative Walk Through Lesson Plans	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use Florida Science Fusion textbooks, Common Core Frameworks, BEEP lessons, and small group instruction implement NGSSS/CCSS	FUSION/DELTA materials	Instructional Materials Funds Internal Funds	\$1,991.00
			Subtotal: \$1,991.00
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
Science Fusion Common Core State Standards/Content Area Reading	Temporary coverage for Staff Development	Internal Funds	\$1,000.00
Science Fusion Common Core State Standards/Content Area Reading	Temporary coverage for Staff Development	Title I Funds	\$800.00
			Subtotal: \$1,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use Hands On Science Kits during instruction	Supplemental materials for hands on lessons	Accountability Funds	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$4,791.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, 88% of students will achieve proficiency (FCAT Level 3) in writing as measured by FCAT Writing Assessment Test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
84.9% (118/139) of the 4th grade students scored level 3 or above on the FCAT Writing Assessment.	88% (119/135) of the 4th grade students will score level 3 or above on the 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	1.1. Lack of sufficient knowledge of narrative style of writing	1.1. 1.Students will participate in a daily, 45 minute writing block. 2.Students will write to a timed narrative prompt bi-monthly. 3.Teachers will expose students to a variety of writing styles using fiction and informational text examples. 4.Teachers will model the narrative writing style. 5. Teachers will use FCAT writing anchor papers to help students identify elements of writing as described on the FCAT scoring rubric. 6. Students will be exposed to writing responses to excerpts from various reading genres.	1.1. Administration	1.1. Weekly CWTs, monthly Data Chats with teacher /administration to review data and plan instruction, bi-monthly Data Chats with teacher/students to discuss progress	1.1. FCAT Writing Rubric/ anchor papers used to score student writing samples bi-monthly. Writing samples will also be shared within monthly 4th grade meetings.
2	1.2. Lack of sufficient knowledge of expository writing framework.	1.2. 1.Students will participate in a daily, 45 minute writing block. 2.Students will write to a timed expository prompt bi-monthly. 3.Teachers will expose students to a variety of writing styles using fiction and non-fiction examples. 4.Teachers will model the expository writing style. 5. Teachers will use FCAT writing anchor papers to help students identify elements of writing as described on the FCAT scoring rubric. 6. Teachers will integrate writing through the content areas.	1.2. Administration	1.2. Weekly CWTs, monthly Data Chats with teacher /administration to review data and plan instruction, bi-monthly Data Chats with teacher/students to discuss progress	1.2. FCAT Writing Rubric/ anchor papers used to score student writing samples. Writing samples will also be scored within 4th grade monthly meetings.
3	1.3. Inability to complete a writing prompt in 60 minutes.	1.3. 1.Students will participate in timed writing prompts at least twice a month.	1.3. Administration	1.3. Weekly writing prompts, monthly Data Chats, Teacher Observation, journal writing	1.3. Writing BATS 1&2, anecdotes, Student writing portfolios. Writing samples will also be shared within 4th

					grade monthly meetings.
4	1.4. Lack of application of language conventions	1. Teachers will use daily grammar lesson and mini-writing lessons which focus on editing for conventions and revising for details.	Administration	Weekly Grammar Assessments, bi-monthly writing prompts, Teacher Observation, weekly CWTs, monthly Data Chats	Writing BATS 1&2, Student writing portfolios to be scored by the teacher using the FCAT Scoring rubric and to be shared within monthly PLC's and results discussed in monthly data chats..

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
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						

Writing Budget:

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

Teachers will utilize ELA Common Core Standards during instruction.	Temporary Coverage for Staff Development	Title I Funds	\$800.00
			Subtotal: \$800.00
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: \$800.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		By June 2013, NAGE will have a 98% attendance rate.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96% (142795/148670)		98% (145697/148670)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
32		20			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
145		120			
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	1.1. School begins at 8:30 a.m.	1.1. NAGE will offer before and after school care through Sunshine Aftercare Programs.	1.1. NAGE will offer before and after school care through Sunshine Aftercare	1.1. Parent Surveys	1.1. Attendance Records

			Programs		
2	1.2. Lack of awareness of school calendar	1.2. 1.NAGE will post relevant student holiday dates in the school newsletter and/or phone call-out and teacher/school websites.	1.2. Administration, TLC, classroom teacher	1.2. Parent Surveys, Pinnacle Attendance reports, BTIP	1.2. Attendance Records
3	1.3. Non- English speaking parents	1.3. 1.NAGE will provide school information in multiple languages.	1.3. Administration	1.3. Parent Surveys	1.3. Attendance Records
4	1.4 Students develop pattern of non-attendance.	1.4 1.Interventions will be put in place following the BTIP process and policy 5.5 Consequences for Non-Attendance. 2. "Attendance Matters" workshop will be held for parents.	1.4. 1. Administration 2. Reading Coach	1.4 1. Pinnacle Attendance reports, BTIP 2. Sign-in Sheets, Attendance Reports	1.4 1. Attendance Records 2. Reflection Sheets

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
"Attendance Matters" parent workshop.	Stipend to pay Reading Coach as trainer.	Title I Funds	\$60.00

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 2013, NAGE's school suspension rate will decrease by 50%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
11	6
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
9	4
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
7	3
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	2

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	1.1. Students choose not to comply to School Expectations.	1.1. 1. Teachers will review classroom rules with students weekly and Broward's Code of Conduct quarterly with students. 2. Student motivation will be provided through our school wide positive PANTHER behavior intervention support program. This includes supporting behavior through our Panther Paws program, which supports school spirit and citizenship by encouraging students to work together to	1.1. Administration	1.1. Decrease in student referrals	1.1. Disciplinary Referrals

		display positive behavior. Messages will be shared on morning announcements, monthly recognition of Kids of Character and PTA's Catch 'Em Being Good program. 3.Student kindness and empathy is encouraged through our Panther Pats recognition program in which students recognize other students for acts of kindness.			
2	1.2. Students are unfamiliar with rules/expectations outside of the classroom.	1.2. 1.Administration and Guidance will conduct behavior/ discipline assemblies at least twice per year. 2.Guidance Counselor will meet with each class to conduct positive behavior sessions. 3.Students use the PANTHER acronym to describe behavior. PANTHER stands for P-Pride,A-Attendance,N-Nice to all,T-Teamwork,H-Honesty,E-Etiquette and R-respect. Charts are posed in each classroom citing examples of PANTHER behavior in each part of the day (classroom, transition,cafeteria, buses)	1.2. Assistant Principal	1.2. Decrease in student referrals	1.2. Disciplinary Referrals
3	1.3. Individual students who are repeat offenders.	1.3. 1.Students will be referred to Rtl to develop Individual Behavior Plans as appropriate. 2.Parent conferencing regarding behavior concerns will be conducted.	1.3. Administration	1.3. Behavior Data Collection, Anecdotal	1.3. 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 (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:		By June 2013, 97% of parents will be involved in their child's education.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
95% (800/842)		97% (756/780)			
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						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Resources	Periodicals for Parent Resource Center	Title I Funds	\$700.00
			Subtotal: \$700.00
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
Agendas as a Communication Tool	Student Agendas	Title I Funds	\$676.00
			Subtotal: \$676.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Trainings	Refreshments for Parent Trainings	Title I Funds	\$500.00
Annual Parent Seminar	Registration Fee-10 parents	Title I Funds	\$400.00
Parent Trainings	Salaries for Para-Childcare	Title I Funds	\$150.00
Reading, Math, Science, Writing, Technology Family Nights	Salaries for Teacher presenters	Title I Funds	\$1,500.00
Parent Training	Salary for Reading Coach as presenter	Title I Funds	\$120.00
			Subtotal: \$2,670.00
			Grand Total: \$4,046.00

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:	By June 2013 52% of 5th grade students will score proficient on the FCAT Science 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	1.1 Exposure the science process skills	1.1 1. Students will participate in science fair to apply science process skills. 2. Selected science fair projects will be presented at the District Academic Showcase. 3. Students will demonstrate the use of science process skills by using science journals to document scientific inquiry activities. 4. Students will participate in at least one cooperative hands on inquiry activity a week.	1.1 Administration	1.1. Weekly CWTs, monthly teacher/administrative meetings to review IFCs, Lesson Plans and student performance. Teachers will monitor and review student science journals and provide feedback to the student.	1.1. Performance tasks (i.e. science project), student journals, Science BAT 1&2, Science Mini-BATS, Florida Achieves, FCAT Explorer
2	1.2 Ability to integrate STEM across the curriculum	1. Students will learn how to apply reading and writing skills to assist in the application and mastery of science and math 2. Students will utilize the Florida Science Fusion text along with science trade books to master Informational Text Common Core Standards. 3. Students will be exposed to the use of Promethian Boards, Discovery Education on Virtual Labs to integrate stem across the curriculum.	1.2. Administration	1.2. Weekly CWTs, PLCs. Effectiveness of this strategy will be monitored. Instruction will be modified as necessary.	1.2. Science BAT 1&2, Florida Achieves, FCAT Explorer, Unit Assessments, Mini-BATS, and student journals
3	1.3 Real World Application of STEM	1.3 Students will participate on Week of the Ocean activities to apply science concepts to life in the ocean.	1.3 Administration	1.3 Weekly CWT, Review of Ocean projects	1.3 Project Rubric

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
ELA Common Core Standards/Content Area Reading	K-5/Science and Math	Kimberly Calvert	School-Wide	August 2012- June 2013	Administrative Walk throughs, Lesson Plans	Administration

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	Students will receive reading instruction using intervention programs such as Foundations, Wilson, Phonics for Reading, or Triumphs	Foundations, Wilson, Phonics for Reading, Triumphs	Instructional Materials Budget	\$1,000.00
Reading	Students will use vocabulary development programs such as Sadlier-Oxford, Words Their Way, Elements of Reading Vocabulary, or Building Vocabulary	Words Their Way, Elements of Reading Vocabulary, Building Vocabulary	Instructional Materials Budget	\$2,000.00
Reading	Students will be exposed to instruction that integrates reading skills with informational text.	Social Studies Materials	Instructional Materials Budget	\$1,000.00
Mathematics	Teachers will use the new Go Math! Series and Common Core Framework to guide instruction	Go Math! Materials	Internal Funds	\$2,000.00
Science	Teachers will use Florida Science Fusion textbooks, Common Core Frameworks, BEEP lessons, and small group instruction implement NGSSS/CCSS	FUSION/DELTA materials	Instructional Materials Funds Internal Funds	\$1,991.00
Writing	Teachers will utilize ELA Common Core Standards during instruction.	Temporary Coverage for Staff Development	Title I Funds	\$800.00
Parent Involvement	Parent Resources	Periodicals for Parent Resource Center	Title I Funds	\$700.00
				Subtotal: \$9,491.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will be encouraged to participate in Reading Across Broward and Accelerated Reader	Renaissance Learning (Accelerated Reader)	Accountability Funds	\$4,423.00
Reading	Students will utilize the internet based Spelling City program to improve their spelling and vocabulary skills.	Spelling City	Accountability Funds	\$1,000.00
CELLA	Students will use Rosetta Stone Software to gain exposure to the English language orally.	Technology supplies such as batteries, power cords, etc.	Accountability Funds	\$250.00
Mathematics	Grade 5 will utilize Computer-Based testing for Mathematics.	Technology supplies such as power cords, laptop batteries, etc.	Accountability Funds	\$1,000.00
				Subtotal: \$6,673.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will receive reading instruction using intervention programs such as Foundations, Wilson,	Temporary Coverage for Staff Development	Title I Funds	\$800.00

	Phonics for Reading, or Triumphs			
Reading	Data chats will be conducted to review student progress.	Temporary Coverage for Staff Development	Internal Funds	\$1,000.00
Reading	Data analysis will be conducted to review the school's yearly progress.	Stipend to pay teachers for after school planning.	Internal Funds	\$2,000.00
Reading	Teachers will participate in PLCs focusing on ELA Common Core State Standards	Temporary Coverage for Staff Development	Title I Funds	\$4,800.00
Reading	Students will receive reading instruction which focuses on the infusion of ELA Common Core State Standards.	Temporary Coverage for Staff Development	Internal Funds	\$2,000.00
Reading	Teachers will participate in PLCs focusing on ELA Common Core State Standards	Professional Books Associated with CCSS and PLCs.	Title I Funds	\$1,000.00
Reading	Teachers will participate in PLCs focusing on ELA Common Core State Standards	Stipends to pay teachers for after hour Staff Development.	Title I Funds	\$2,428.00
Mathematics	Teachers will use the new Go Math! series and Common Core Framework to guide instruction	Temporary Coverage for Staff Development	Title I Funds	\$800.00
Mathematics	Teachers will apply Singapore Math strategies in their lessons.	Stipend to pay teachers for Staff Development	Title I Funds	\$3,000.00
Science	Science Fusion Common Core State Standards/Content Area Reading	Temporary coverage for Staff Development	Internal Funds	\$1,000.00
Science	Science Fusion Common Core State Standards/Content Area Reading	Temporary coverage for Staff Development	Title I Funds	\$800.00
Parent Involvement	Agendas as a Communication Tool	Student Agendas	Title I Funds	\$676.00
				Subtotal: \$20,304.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After school tutoring	Stipend to pay teachers for tutoring services.	Accountability Funds	\$3,500.00
Reading	Students will use computers assisted software 15 minutes per day to remediate deficient reading skills.	Technology supplies such as batteries, power adapters, etc. to replace worn items for our needed technology.	Accountability Funds	\$1,250.00
Mathematics	After School Tutoring	Stipend to pay teachers for tutoring services.	Accountability Funds	\$3,500.00
Science	Teachers will use Hands On Science Kits during instruction	Supplemental materials for hands on lessons	Accountability Funds	\$1,000.00
Attendance	"Attendance Matters" parent workshop.	Stipend to pay Reading Coach as trainer.	Title I Funds	\$60.00
Parent Involvement	Parent Trainings	Refreshments for Parent Trainings	Title I Funds	\$500.00
Parent Involvement	Annual Parent Seminar	Registration Fee-10 parents	Title I Funds	\$400.00
Parent Involvement	Parent Trainings	Salaries for Para-Childcare	Title I Funds	\$150.00
Parent Involvement	Reading, Math, Science, Writing, Technology Family Nights	Salaries for Teacher presenters	Title I Funds	\$1,500.00

Parent Involvement	Parent Training	Salary for Reading Coach as presenter	Title I Funds	\$120.00
				Subtotal: \$11,980.00
				Grand Total: \$48,448.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District NORTH ANDREWS GARDENS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	81%	96%	50%	301	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	65%	69%			134	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	58% (YES)	67% (YES)			125	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					560	
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 NORTH ANDREWS GARDENS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	81%	93%	55%	304	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	70%	73%			143	3 ways to make gains: <ul style="list-style-type: none"> ● 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)	66% (YES)			129	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested