FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NOVA BLANCHE FORMAN ELEMENTARY

District Name: Broward

Principal: Charles McCanna

SAC Chair: Lisa Dalachinsky

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					*2005-2006 School Grade A *AYP Achieved – provisional in 2006 *Meeting High Standards in Reading: 81% Meeting High Standards in Math: 82% Meeting High Standards in Writing: 73% Learning Gains in Reading: 73% Learning Gains in Math: 67% Learning Gains(Lowest 25%) in Reading: 63% *2006-2007 School Grade achieved in A *AYP Achieved *Meeting High Standards in Reading: 82% Meeting High Standards in Math: 80% Meeting High Standards in Writing: 88% Meeting High Standards in Science: 60% Learning Gains in Reading: 79% Learning Gains in Math: 60% Learning Gains(Lowest 25%) in Reading: 72% Learning Gains(Lowest 25%) in Math: 54% *2007-2008 School Grade achieved in A *AYP Achieved

Principal	Charles McCanna	*Bachelors Degree: Elementary Education *M.Ed in Science Education *Certifications: School Principal, Educational Leadership, and 6-9 Science *Endorsements: ESOL	9.5	21	*Meeting High Standards in Reading:80% Meeting High Standards in Math:79% Meeting High Standards in Writing:94% Meeting High Standards in Science:45% Learning Gains in Reading: 70% Learning Gains in Math: 63% Learning Gains(Lowest 25%) in Reading: 68% Learning Gains(Lowest 25%) in Math: 62%
					*2008-2009 School Grade achieved A *AYP Achieved *Meeting High Standards in Reading:86% Meeting High Standards in Math:84% Meeting High Standards in Writing:90% Meeting High Standards in Science:59% Learning Gains in Reading: 76% Learning Gains in Math: 66% Learning Gains(Lowest 25%) in Reading: 64% Learning Gains(Lowest 25%) in Math: 59%
					*2009-2010, Black, Economically Disadvantaged did not make AYP in Math School Grade A *Meeting High Standards in Reading:88% Meeting High Standards in Math:85% Meeting High Standards in Writing:97% Meeting High Standards in Science:71% Learning Gains in Reading: 73% Learning Gains in Math: 62% Learning Gains(Lowest 25%) in Reading: 65% Learning Gains(Lowest 25%) in Math: 66%
					*2010-2011, Black, Economically Disadvantaged did not make AYP in Reading *Meeting High Standards in Reading:86% Meeting High Standards in Math:87% Meeting High Standards in Writing:98% Meeting High Standards in Science:64% Learning Gains in Reading: 70%(290) Learning Gains in Math: 70% Learning Gains(Lowest 25%) in Reading: 56% Learning Gains(Lowest 25%) in Math: 79%
					*2011-2012, Black, Economically Disadvantaged did not make AYP in Reading
					*Meeting High Standards in Reading:70% Meeting High Standards in Math:74% Meeting High Standards in Writing:95% Meeting High Standards in Science:63% Learning Gains in Reading: 74% Learning Gains in Math: 75% Learning Gains(Lowest 25%) in Reading: 80% Learning Gains(Lowest 25%) in Math: 77%
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| Assis Principal | Janet Calamaro | *Bachelors Degree: Elementary Education - *Master's Degree in Education Leadership *Certified: School Principal, Educational Leadership, Elementary Education, *Endorsements: ESOL | 16 | 9 | Reading: 68%
Learning Gains(Lowest 25%) in Math: 62%

*2008-2009 School Grade achieved A *AYP Achieved
*Meeting High Standards in Reading: 86%
Meeting High Standards in Math: 84%
Meeting High Standards in Writing: 90%
Meeting High Standards in Science: 59%
Learning Gains in Reading: 76%
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Learning Gains(Lowest 25%) in Reading: 64%
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Meeting High Standards in Math: 85%
Meeting High Standards in Writing: 97%
Meeting High Standards in Science: 71%
Learning Gains in Reading: 73%
Learning Gains in Math: 62%
Learning Gains(Lowest 25%) in Reading: 65%
Learning Gains(Lowest 25%) in Math: 66%

*2010-2011, Black, Economically Disadvantaged did not make AYP in Reading

*Meeting High Standards in Reading: 86%
Meeting High Standards in Math: 87%
Meeting High Standards in Writing: 98%
Meeting High Standards in Science: 64%
Learning Gains in Reading: 70%(290)
Learning Gains in Math: 70%
Learning Gains(Lowest 25%) in Reading: 56%
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*Meeting High Standards in Reading: 70%
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Meeting High Standards in Writing: 95%
Meeting High Standards in Science: 63%
Learning Gains in Reading: 74%
Learning Gains in Math: 75%
Learning Gains(Lowest 25%) in Reading: 80%
Learning Gains(Lowest 25%) in Math: 77% |

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 Achieved – provisional in 2006 *Meeting High Standards in Reading: 81% Meeting High Standards in Math: 82% Meeting High Standards in Writing: 73% Learning Gains in Reading: 73% Learning Gains in Math: 67% Learning Gains(Lowest 25%) in Reading: 63% *2006-2007 School Grade achieved in A *AYP Achieved *Meeting High Standards in Reading: 82% Meeting High Standards in Math: 80% Meeting High Standards in Writing: 88% Meeting High Standards in Science: 60% Learning Gains in Reading: 79% Learning Gains in Math: 60% Learning Gains(Lowest 25%) in

| Literacy Coach | Phyllis Gelman-Mash | *B.S. in Elementary Education *Masters Degree: Computer Technology in Education *Endorsements: ESOL, Reading | 9 | 9 | Reading: 72%
Learning Gains(Lowest 25%) in Math: 54%

*2007-2008 School Grade achieved in A
*AYP Achieved
*Meeting High Standards in Reading:80%
Meeting High Standards in Math:79%
Meeting High Standards in Writing:94%
Meeting High Standards in Science:45%
Learning Gains in Reading: 70%
Learning Gains in Math: 63%
Learning Gains(Lowest 25%) in Reading: 68%
Learning Gains(Lowest 25%) in Math: 62%

*2008-2009 School Grade achieved A *AYP Achieved
*Meeting High Standards in Reading:86%
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Meeting High Standards in Science:59%
Learning Gains in Reading: 76%
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Learning Gains(Lowest 25%) in Reading: 64%
Learning Gains(Lowest 25%) in Math: 59%

*2009-2010, Black, Economically Disadvantaged did not make AYP in Math School Grade A
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Meeting High Standards in Science:71%
Learning Gains in Reading: 73%
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*2010-2011, Black, Economically Disadvantaged did not make AYP in Reading

*Meeting High Standards in Reading:86%
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Meeting High Standards in Writing:98%
Meeting High Standards in Science:64%
Learning Gains in Reading: 70%(290)
Learning Gains in Math: 70%
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*2011-2012, Black, Economically Disadvantaged did not make AYP in Reading

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*Meeting High Standards in Reading:70%
Meeting High Standards in Math:74%
Meeting High Standards in Writing:95%
Meeting High Standards in Science:63%
Learning Gains in Reading: 74%
Learning Gains in Math: 75%
Learning Gains(Lowest 25%) in Reading: 80%
Learning Gains(Lowest 25%) in Math: 77% |

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	NESS (induction team)	Mrs. Claudia Dorf	N/A	This is an ongoing program for new teachers.
2	Orientation at the beginning of the school year	Mrs. Calamaro and administrative team	August 2012	
3	New teachers are assigned a peer teacher, who serves as a mentor and a buddy.	Mrs. Calamaro and administrative team	N/A	This is an ongoing strategy for mentoring new teachers.
4	Grade level collaboration	Grade level chairs and teachers	06/2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	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
48	0.0%(0)	25.0%(12)	27.1%(13)	47.9%(23)	43.8%(21)	100.0%(48)	8.3%(4)	22.9%(11)	91.7%(44)

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
Ethiel L. Portuondo	Eric Salgaldo	Eric is new to the fifth grade team	Collaborative planning, modeling lessons, and curriculum assistance
Laura Munro	Jeanette Lopez	Jeanette is new to the fifth grade team	Collaborative planning, modeling lessons, and curriculum assistance
Pamela Brown	Majorie Archer	Marjorie is new to the specials grade team.	Collaborative planning, modeling lessons, and curriculum assistance
Phyllis Gelman-Mash	All teachers	Mrs. Gelman-Mash is our reading coach	Collaborative planning, modeling lessons, resource person, curriculum assistance, facilitating book chats, conduct parent trainings, and head professional development activities
Pamela Brown	Nichola Clarke	Nichola is new to the specials team	Collaborative planning, modeling lessons, and curriculum assistance

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

Paid through Title I:
*(1) teacher
*parental involvement activities
*professional development(as needed)

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Paid With SAI funds:
*(1) ALL teacher

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Lisa Dalachinsky (ESE Specialist)
- Pat McCoy (ESE Teacher)
- Gwynn Norell (Speech Pathologist)
- Phyllis Gelman (Reading Coach)
- Janet Calamaro (Administrator)

- Sandra Whelan (School Psychologist)
- Kathy McCullough (School Social Worker)
- These individuals each bring in their area of expertise to the group and in this way we get to see the whole child and not just one side of the child.

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 school-based RtI Leadership functions as follows:
Meetings are held every other week. Team members include the school psychologist-Sandra Whelan, School Social Worker Kathy McCullough, Reading Resource Specialist Phyllis Gelman-Mash, Primary Resource Teacher/ ELL Coordinator - Susan Dawson-Kurtz, ESE Specialist -Lisa Dalachinsky, Assistant Principal-Janet Calamaro, Classroom Teacher, and parent is invited. A Case Manager is assigned based on student concern for each student that moves to Tier 2 and Tier 3 interventions. The Case Manager follows up and assists the classroom teacher with providing Tier 2 interventions and assigns a person to do the Tier 3 intervention. This person provides the intervention based on the student's deficiency. They keep baseline and weekly data for at least six weeks. This information is then brought back to CPST/RtI coordinator who graphs (using www.chartdog.com or a similar graphing site) and analyzes the data with the school psychologist.
- Teachers identify student needs (academic, social, behavioral, emotional or all of the above).
- Staff member completes an observation prior to the meeting.
- Teacher completes appropriate paper work (i.e. parent-teacher conference, behavior charts, interims, anecdotal records).
- If appropriate, Social Worker will get involved if not already involved
- Focus of the meeting is to develop proper interventions and accommodations to best meet students' needs.
- Reconvene six weeks later to ascertain and discuss whether interventions are successful; if they are not new ones are put into place. Flexibility of team is such that an emergency meeting can be held if, and when, necessary.

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?

- All staff members are stakeholders in the development of the SIP and the RtI team. These team members are the advocates for students who exhibit a need for intervention (academic, social, behavioral, emotional or all of the above). Tier 1 data is inspected in the areas of reading, math, writing, science, and behavior by members of the RtI/CPST Team on an on-going basis through classroom walk throughs, observations, lesson plan inspections, instructional focus, classroom objectives being implemented. We use Tier 1 data to improve core curriculum and school-wide behavior plan. We analyze data such as FCAT scores, BATs, Beginning of the year Reading and Math Inventory Tests, level 1 students, grade level requirements, STAR, DAR, TEMA, TOMA, behavior referrals, social worker referrals, behavior charts and plans, and previously retained students. This data as well as teacher observations, grades, and input is used as means of screening to help identify students who are struggling academically and behavior that may need a Tier 2 and Tier 3 intervention. The role of the RtI Team/CPST in implementing the SIP Plan is to target students that are not make grade level academic progress and that need interventions in order to close the achievement gap. If the student response to intervention does not close the student achievement gap adequately in order for the student to meet grade level promotional criteria they may be referred for a formal psycho-educational evaluation by the RtI Team.

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.

- For Tiers 2 and 3 the data sources that are the intervention records and progress monitoring graphs generated for the individual students are determined by the student's FCAT scores, BATs, Beginning of the year Reading and Math Inventory Tests, level 1 students, grade level requirements, STAR, DAR, TEMA, TOMA, behavior referrals, social worker referrals, behavior charts and plans, and previously retained students. We analyze this information to target the student's specific area of need. We provide Tier 2 and 3 interventions for the student in their academic or behavior specific area of need. We collect baseline data and at least 4-6 additional data points for progress monitoring on the specific area of need. This information is then graphed and analyzed by the ESE Specialist and the school psychologist to determine the student's response to the specific intervention. Based in this information we determine if this intervention was sufficient to close the achievement gap or if the student may need an additional intervention or be referred for a psych-educational evaluation.

During Rti meetings, one staff member takes notes.
- Different individuals are involved and collect data.
- Data is kept and stored in a binder in the ESE conference room.
- Data is reviewed by all present and recommendations are made to best meet the student's needs.

Describe the plan to train staff on MTSS.

• The RtI Leadership team will review the Three Tier Process with faculty in the Fall of 2011 and during on going at Grade Chair monthly meetings, and at faculty meetings. Updates/best practices on the RtI Process will be conducted at grade level meetings and teacher workdays.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

* Lisa Dalachinsky(ESE Specialist)
* Susan Dawson(ELL representative)
* Phyllis Gelman-Mash(Reading Specialist)
* Amy Levine(Guidance Counselor)
* Charles McCanna(Principal)
* Janet Calamaro(Assistant Principal)
* Chrisitne Smith(K Grade Chair)
* Carrie Bush (1st Grade Chair)
* Shawn Feller(2nd Grade Chair)
* Marjorie Archer (3rd Grade Chair)
* Kelly Addeo(4th Grade Chair)
* Elithel Portuondo(5th Grade Chair)

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

• Promote and guide Common Core Standards in reading instruction
• Promoting literacy to achieve Reading goals.
• Encouraging the use of small group and workstations for differentiated instruction
• Guide faculty on phonics, comprehension and other reading skills needed for reading fluency
• Team is available for continuous assistance
• Common Core Standards

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

• Provide incentives to promote reading
• Barnes & Noble night
• DEAR
• Accelerated Reader goals

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

* Our website is accessible to all incoming future students
* Information is giving to parents of students who have been accepted to Nova Schools
* Broward schools' website(under Nova Schools)

*Grades 6-12 Only

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

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

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:	The goal for Nova Blanche Forman is to increase the number of students achieving proficiency (FCAT Level 3) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Total 27% (101)	Total: 30% (113)

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	Parental ability to assist their children.	Parents will attend parent nights, learn about on-line resources available to them, and learn how to become an active participant in their child's education on a daily basis.	Administration, Support Staff, and Reading Specialist	Parent surveys, increased attendance at parent workshops, conferences, and school events.	Survey and parent sign in sheets.
2	New faculty members on the grade level team.	New teacher will be assigned a peer teacher on the same grade level.	Administration	Monthly grade level meetings and bi-monthly PLC's	Observations
3	Students have limited vocabulary knowledge	All students in grades K-5 will participate in read alouds from the reading series anthology.	Reading Specialist	Monthly grade level meetings, bi-monthly PLC's, quarterly data chats to discuss reading scores.	Story Selection Test, Mid-Year and End of Year Reading and Test, Mini Assessments, BAT 1&2.
4	Students have limited comprehension skills	All students in grades K-5 will be taught to utilize graphic organizers to assist with comprehension.	Reading Specialist	Monthly grade level meetings, bi-monthly PLC's, quarterly data chats to discuss reading scores.	Story Selection Test, Mid-Year and End of Year Reading Test, Mini Assessments, BAT 1&2. Science FCAT
5	Children lack stamina and time spent on independent reading.	Encourage independent reading, AR, increase time spent on mini assessments.	Administration, Support Staff, and Reading Specialist	*Frequent Progress Monitoring *Gradel level meetings *PLC *Data Chat	*End of story comprehension check *Mid-Year and End of Year Reading Test *Mini-Assessments *BAT 1& 2 *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 reading. Reading Goal #1b:	The areas that need improvement are reading fluency and reading comprehension.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	100% (1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to read, comprehend and infer.	Incorporate comprehension and inferring skills into goals into their Individualized Education Plan (IEP).	ESE Specialist	On-going assessments and IEP.	Florida Alternative Assessment

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:	The Goal for Nova Blanche Forman is to increase the number of students achieving above proficiency (FCAT Levels 4 and 5) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level of current performance: 44% (164)	Level of Expected performance: 45% ((170)

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	New staff members on the grade level team.	New teacher will be assigned a peer teacher on the same grade level.	Administration	Monthly grade level meetings and bi-monthly PLC's	Marzano Evaluation Tool
2	Lack of Project Based Learning	Students will participate in project based through technology integration.	Administration and technology specialist	CWT,iObservations	Rubric
3	Students require increased text complexity.	Students will utilize more non-fiction text to enhance reading and comprehension skills.	Reading Specialist	Lesson plan reviews /CWTs	Story Selection Test, Mid-Year and End of Year Reading Test, Mini Assessments, BAT 1&2.
4	Implementing of Blended NGSS and CCSS	Training, PLC's, Modeling, Peer Observations, Peer Collaboration, incorporate the monthly county shifts for literacy.	Administration, Support Staff, and Reading Specialist	Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC, CWT	Story Selection Test, Mid-Year and End of Year Reading Test, Mini Assessments, BAT 1&2.
5	Students have limited vocabulary knowledge	Training, PLC's, Modeling, Peer Observations, Peer Collaboration, Board Configuration	Reading Specialist	Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC, CWT	Story Selection Test, Mid-Year and End of Year Reading Test, Mini Assessments, BAT 1&2.

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

reading.

Reading Goal #2b:

	The areas in need of improvement are higher level vocabulary and real world experiences.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	100% (1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack real world knowledge	Students will be exposed to real world vocabulary and experiences.	ESE Specialist	Individual Education Plan (IEP)	Individual Education Plan (IEP) and Florida Alternative Assessment.

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:	The goal for Nova Blanche Forman is to increase students' reading application and reading comprehension

2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of Performance: 74% (192)	Expected level of performance: 77% (199)

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.Students have difficulty determining the main idea of the text through inferencing, summarizing, and and paraphrasing .	3.1.Use graphic organizers, read and retell, and prediction.	3.1. Administration, Support Staff, and Reading Specialist	3.1. Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	3.1.Mini Benchmarks, BAT 1 &2, weekly assessments, FCAT explorer.
2	3.2. Consistent exposure to resources /strategies, and materials in the classroom	3.2. PLC's to share best practices, Use graphic organizers, read and retell, and prediction.	3.2.. Administration, Support Staff, and Reading Specialist	3.2. Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	3.2. Mini Benchmarks, BAT 1 &2, weekly assessments, FCAT explorer.
3	3.3. Time spent on independent reading/stamina	3.3.Encourage independent reading, AR, increase time spent on mini assessments	3.3. Administration, Support Staff, and Reading Specialist	3.3. Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	3.3. Mini Benchmarks, BAT 1 &2, weekly assessments, FCAT explorer, Data Binder
4	Transitioning from NGSS to CCSS	Training on CCSS/PLCs on CCSS	Administration	iObservations, Frequent Progress Monitoring, Grade level meetings, PLC	Lesson Plans and iObservations

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:	Maintain the percentage of students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students plateau.	Continue rigorous instruction.	ESE Specialist	Individualized Education Plan (IEP).	Individualized Education Plan (IEP). Florida Alternative Assessment (FAA).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The goal for Nova Blanche Forman is to increase students' comprehension skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance: 81% (55)	Expected level of performance: 83% (56)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1 Consistent exposure to resources /strategies, and materials in the classroom	4.1. PLC's to share best practices, Use graphic organizers, read and retell, and prediction.	4.1. Administration, Support Staff, and Reading Specialist, classroom teacher	4.1. Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	4.1.. Mini Benchmarks, BAT 1 &2, weekly assessments, FCAT explorer.
2	4.2. Time spent on independent reading/stamina	4.2. Encourage independent reading, AR, increased time spent on mini assessments.	4.2. Administration, Support Staff, and Reading Specialist	4.2. Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	4.2. Mini Benchmarks, BAT 1 &2, weekly assessments, FCAT explorer.
3	4.3 Students lack comprehension skills	4.3.Plan/implement differentiated instruction using interventions from the struggling reader chart (QAR, Wislon) Utilize Individual Learning Systems (IRLs)	4.3. Administration, Support Staff, and Reading Specialist	4.3. Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC, CWT, Lesson Plan Review	4.3. CWT during all core subjects determining reading skills being taught
4	Parental Assistance	Parent communication and trainings, parental exposure to data, parent resource room	Administration, Support Staff, and Reading Specialist, classroom teacher	Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	Sign in sheets, survey results, increased use of resource room

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	The goal for Nova Eisenhower is to reduce the achievement gap by 50% by 2016-2017.					
	5A :					

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	17%	12%	8%	4%	2%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The goal for Nova Blanche Forman is to decrease the percentage of students not satisfactory progress in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Met Target students there are 20%(16) white students not making satisfactory progress in reading, Black: 44% (69), there are currently students not making satisfactory progress in reading Hispanic: 21% (20), Asian: 4% (1), American Indian 50% (2)	White: 18% (2) Black: 39% (7), Hispanic: 17%(2), Asian 0% (0), American Indian 0% (0)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1. Parental Inability to assist students	5A.1.Parent Trainings, Parent Resource Room, Increase home to school communication, Multi Lingual user friendly website	5A.1. Administration, Support Staff, and Reading Specialist	5A.1. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	5A.1.Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
2	5A.2. Real life experiences/exposure	5A.2. Virtual Fieldtrips, Field trips, guest speakers, Career Day	5A.2. Administration, Support Staff, and Reading Specialist	5A.2. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	5A.2. Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
3	5A.3. Limited vocabulary	5A.3. Utilize higher level vocabulary, define, example, ask-Treasures vocabulary	5A.3. Administration, Support Staff, and Reading Specialist	5A.3. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	5A.3. Mini Benchmarks, BAT 1 &2, weekly assessments, FCAT explorer.
4	*Children have low comprehension skill.	Teachers to use story maps, graphic organizers, summarizing skills.	*Clasroom teacher *Reading Coach *Administrators	*Frequent Progress Monitoring *Gradel level meetings *PLC *Running records *End of story comprehension check	*Mid-Yearand End of Year Reading Test *Mini-Assessments *BAT 1& 2

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	*The goal for Nova Blanche Forman is to decrease the percentage of ELL students not meeting proficiency in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Current Level of Performance: 83% (10)		Expected Level of performance: 75% (9)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Parental Inability to assist students	5B.1. Parent Trainings, Parent Resource Room, Increase home to school communication, Multi Lingual user friendly website	5B.1. Administration, Support Staff, and Reading Specialist	5B.1. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	5B.1. .Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
2	5B.2. Real life experiences/exposure	5B.2. Virtual Fieldtrips, Field trips, guest speakers, Career Day	5B.2. Administration, Support Staff, and Reading Specialist	5B.2. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5B.2. .Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
3	5B.3. Limited vocabulary	5B.3. Utilize higher level vocabulary, define, example, ask-Treasures vocabulary	5B.3. Administration, Support Staff, and Reading Specialist	5B.3. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5B.3. Mini Benchmarks, BAT 1 &2, weekly assessments, 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The goal for Nova Blanche Forman is to decrease the percentage of SWD students not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance: 48% (31)	Expected level of performance: 43% (28)

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. Parental Inability to assist students	5C.1. Parent Trainings, Parent Resource Room, Increase home to school communication, Multi Lingual user friendly website	5C.1. . Administration, Support Staff, and Reading Specialist, classroom teacher	5C.1. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5C.1. Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
2	5C.2. Real life experiences/exposure	5C.2. Virtual Fieldtrips, Field trips, guest speakers, Career Day	5C.2. . Administration, Support Staff, and Reading Specialist	5C.2. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5C.2. Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
3	5C.3. Limited vocabulary	5C.3. Utilize higher level vocabulary, define, example, ask-Treasures vocabulary	5C.3. . Administration, Support Staff, and Reading Specialist	5C.3. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress	5C.3. . Mini Benchmarks, BAT 1 &2, weekly assessments,

				Monitoring, Grade level meetings, PLC	FCAT explorer.
4	* Low comprehension skills	*Teachers to use story maps, graphic organizers, summarizing skills	*Classroom teacher *Reading Coach	*Frequent Progress Monitoring *Grade level meetings *PLC	*Running records *End of story vocabulary check *Classroom walkthrough *Mini-Assessments *BAT 1& 2

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The goal for Nova Blanche Forman is to decrease the percentage of students students not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current Level of Performance: 38% (82)	Expected Level of performance: 34% (74)

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	Parental Inability to assist students	5D.1. Parent Trainings, Parent Resource Room, Increase home to school communication, Multi Lingual user friendly website	5D.1. Administration, Support Staff, and Reading Specialist	5D.1. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5D.1. . Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
2	5D.2. Real life experiences/exposure	5D.2. Virtual Fieldtrips, Field trips, guest speakers, Career Day	5D.2. Administration, Support Staff, and Reading Specialist	5D.2. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5D.2. . Parent Ticket out the Door
3	5D.3. Limited vocabulary	5D.3. Utilize higher level vocabulary, define, example, ask-Treasures vocabulary	5D.3. Administration, Support Staff, and Reading Specialist	5D.3. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5D.3. Mini Benchmarks, BAT 1 &2, weekly
4	* Low comprehension skills	*Teachers to use story maps, graphic organizers, summarizing skills	*Classroom teacher *Reading Coach	*Frequent Progress Monitoring *Grade level meetings *PLC	*Running records *End of story vocabulary check *Classroom walkthrough *Mini-Assessments *BAT 1& 2

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
Literacy/PLC training in the areas 1. Balancing Literacy and Informational Text 2. Knowledge in the Disciplines 3. Text-based Answers 4. Staircase of Complexity 5. Writing from Sources 6. Academic Vocabulary	K-5	Literacy Coach	PLC, School-wide	Weekly	Classroom Walkthroughs, monthly grade level meetings, FCIM (Plan, Do, Check, Act), data chats with teacher and students.	Literacy Coach, Principal, and Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate higher order vocabluary into the daily instruction.	Vocabulary Workshop	Instructional Material Funds	$475.72
Incorporate FCAT practice into the daily routine.	Houghton Mifflin FCAT Weekly	Instructional Material Funds	$453.60
			Subtotal: $929.32
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$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: $929.32

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.	The goal for Nova Blanche Forman is to increase the

CELLA Goal #1:	student profieiency level in listening/speaking as measured by the CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

2012 Current Percent of Students Proficient in Listening/Speaking. 56% (30)

	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	Stong influence at home enviornment and primary language.	Build upon prior knowledge and existing language skills. Incorporate familiar topics when introducing academic concepts.	ESOL Coordinator	Collection of formal and informal student data.	CELLA
2	Difficulty understanding and using grade level vocabulary and limited knowledge of Englisg grammer and conventions.	Provide explicit vocabulary instruction and provide authentic opportunities for social and academic language use across the curriculum.	ESOL Coordinator	Collection of formal and informal student data.	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By June 2013, 47% (26) of students will score at a proficient level in reading on the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in reading:

Nova Blanche Forman's 2012 current Percent of ELL Students that are proficient in Reading are 44% (24).

	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	Difficulty understanding content area grade level vocabulary; increased text complexity to meet Common Core State Standards (CCSS)	Provide explicit vocabulary instruction and provide authentic opportunities for language use; Introduce model, and practice reading strategies; Supplement core curriculum materials with the classroom libraries for ELL,utalize technology resources and data and instrucitonal learning sysytems.	ESOL Coordinator	Collection of informal and formal student assessment data.	Benchmart Data points (LEP Meetings and BAT).

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing.	By June 2013, 45% (24) of students will achieve a

CELLA Goal #3:			proficient score in writing on the 2013 CELLA Assessment.	

2012 Current Percent of Students Proficient in writing:

41% (22)

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	Difficulty understanding grade-level vocabulary and limited knowledge and application of English grammar and conventions	Provide explicit vocabulary instruction and incorporate language objectives across the content areas, provide on-going modeling of the writing process and authentic purposes for writing	ESOL Coordinator	Collection of informal and formal student assessment data.	Benchmark data points (writing prompts), IPT-1 &IPT-2 (Writing), LEP Committee meetings.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate language and vocabulary strategies into the daily curriculum.	Updated IPT Tests	Instructional Materials	$425.60
			Subtotal: $425.60
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
			Grand Total: $425.60

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The goal for Nova Blanche Forman is to increase the number of students achieving proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 29% (110)	Expected level of performance 32% (121)

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	Parental ability to assist their children.	Parents will attend parent nights, learn about on-line resources available to them, and learn how to become an active participant in their child's education on a daily basis.	Administration, Support Staff, and Reading Specialist	Parent surveys, increased attendance at parent workshops, conferences, and school events.	Survey and parent sign in sheets.
2	New faculty members on the grade level team.	New teacher will be assigned a peer teacher on the same grade level.	Administration	Monthly grade level meetings and bi-monthly PLC's	Observations
3	Students have limited comprehension skills	All students in grades K-5 will be taught to utilize graphic organizers to assist with comprehension.	Reading Specialist	Monthly grade level meetings, bi-monthly PLC's, quarterly data chats to discuss reading scores.	Story Selection Test, Mid-Year and End of Year Reading Test, Mini Assessments, BAT 1&2. Science FCAT
4	1.2 Lack of math vocabulary	1.2. implement math word wall, review chapter vocabulary, math journal	*Grade Chair *Administrators	1.2. Frequent progress monitoring of vocabulary terms	1.2 Chapter Assessments and Big Idea Assessments , BAT Scores, FCAT scores
5	1.3 Students lack critical thinking skills.	1.3 *Teachers to provide higher order questions	1.3 Administrators and Grade Chair	1.3 Ongoing evaluations, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	1.3 Go Math Assessments, FCAT scores
6	Transitioning from NGSS to CCSS	Training on CCSS/PLCs on CCSS	Administration	iObservations, Frequent Progress Monitoring, Grade level meetings, PLC	Lesson Plans and iObservations

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:	Students taking the Florida Alternative Assessment (FAA) will achieve a level 4 or above on the (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:

	100% (1)		100% (1)		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Plateau	Expose students to real world high level math applications	ESE Specialist	FAA and IEP	FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The goal for Nova Blanche Forman is to increase the number of students achieving proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 45% (168)	Expected level of performance 49% (185)

	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	New staff members on the grade level team.	New teacher will be assigned a peer teacher on the same grade level.	Administration	Monthly grade level meetings and bi-monthly PLC's	Marzano Evaluation Tool
2	Lack of Project Based Learning	Students will participate in project based through technology integration.	Administration and technology specialist	CWT,iObservations	Rubric
3	2.1. Lack of sufficient enrichments activities (Project Based Learning)	2.1. Students will participate in project based through technology integration.	2.1 .Administration and technology specialist	CWT	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 mathematics. Mathematics Goal #2b:	The areas in need of improvement are higher level problem solving skills, computation, and application skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	100% (1)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack real world knowledge	Students will be exposed to real world vocabulary	ESE Specialist	Individual Education Plan (IEP)	Individual Education Plan

1		and experiences.			(IEP) and Florida Alternative Assessment.
2	Students lack higher level problem solving skills, computation, and application skills.	Provide higher level problem solving skills, computation, and application instruciton.	ESE Specialist ESE Teacher	IEP and FAA	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The goal for Nova Blanche Forman is to increase the number of students making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 75% (192)	Expected level of performance 77% (199)

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	3.2. Consistent exposure to resources /strategies, and materials in the classroom	3.2. PLC's to share best practices, Use graphic organizers, read and retell, and prediction.	3.2.. Administration, Support Staff, and Reading Specialist	3.2. Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	3.2. Mini Benchmarks, BAT 1 &2, weekly assessments, FCAT explorer.
2	Transitioning from NGSS to CCSS	Training on CCSS/PLCs on CCSS	Administration	iObservations, Frequent Progress Monitoring, Grade level meetings, PLC	Lesson Plans and iObservations
3	3.1 Students are unable to read key math terms and vocabulary	3.1. Identify key math vocabulary and key terms when used in word problems	3.1.Administrators and Grade Chair	3.1. Frequent progress monitoring of vocabulary terms	3.1. Chapter Assessments and Big Idea Assessments and BAT scores
4	3.3. Students lack critical thinking skills.	3.3 Teachers to provide higher order questions	3.3 Administrators and Grade Chair	3.3 Ongoing evaluations, Frequent Progress Monitoring of higher level questions	3.3 Chapter Assessments and Big Idea Assessments , BAT Scores

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:	By 2013 Nova Blanche Forman will maintain the percentage of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

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	Students plateau.	Continue rigorous instruction.	ESE Specialist	Individualized Education Plan (IEP).	Individualized Education Plan (IEP). Florida Alternative Assessment (FAA).
2	Plateau of student acheivement.	Continue rigorous instruction.	ESE Specialist ESE Teacher	IEP/FAA	FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The goal for Nova Blanche Forman is to increase the number of students in the lowest 25% making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 77% (41)	Expected level of performance is 79% (43)

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 Consistent exposure to resources /strategies, and materials in the classroom	4.1. PLC's to share best practices, Use graphic organizers, read and retell, and prediction.	4.1. Administration, Support Staff, and Reading Specialist, classroom teacher	4.1. Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	4.1.. Mini Benchmarks, BAT 1 &2, weekly assessments, FCAT explorer.
2	4.3 Students lack comprehension skills	4.3.Plan/implement differentiated instruction using interventions from the struggling reader chart (QAR, Wislon) Utilize Individual Learning Systems (IRLs)	4.3. Administration, Support Staff, and Reading Specialist	4.3. Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC, CWT, Lesson Plan Review	4.3. CWT during all core subjects determining reading skills being taught
3	4.2. Lack of math vocabulary	4.2. Implement math word wall, review chapter vocabulary, math journal	4.2. Administrators and Grade Chair	4.2. Frequent progress monitoring of vocabulary terms	4.2. Chapter Assessments and Big Idea Assessments , BAT Scores
4	4.3 Students lack critical thinking skills.	4.3 Teachers to provide higher order questions	4.3 Administrators and Grade Chair	4.3 Ongoing evaluations, Frequent Progress Monitoring of higher level questions	4.3 Chapter Assessments and Big Idea Assessments , BAT Scores

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # By 2016-2017 Nova Blanche Forman will reduce the achievement gaol by 50% in the area of mathematics. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	13%	11%	9%	7%	5%	

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:	The goal for Nova Blanche Forman is to decrease the number of students not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 25% (20) Black:35% (55) Hispanic:20% (19) Asian:4% (1) American Indian:0% (0)	White: 23% (18) Black:31% (49) Hispanic: 18% (17) Asian: Maintain 0%(0) American Indian: Maintain

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.1. Parental Inability to assist students	5A.1.Parent Trainings, Parent Resource Room, Increase home to school communication, Multi Lingual user friendly website	5A.1. Administration, Support Staff, and Reading Specialist	5A.1. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	5A.1.Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
2	5A.2. Real life experiences/exposure	5A.2. Virtual Fieldtrips, Field trips, guest speakers, Career Day	5A.2. Administration, Support Staff, and Reading Specialist	5A.2. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	5A.2. Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
3	5A.3. Limited vocabulary	5A.3. Utilize higher level vocabulary, define, example, ask-Treasures vocabulary	5A.3. Administration, Support Staff, and Reading Specialist	5A.3. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	5A.3. Mini Benchmarks, BAT 1 &2, weekly assessments, FCAT explorer.
4	5.2. Lack of math vocabulary	5.2. Implement math word wall, review chapter vocabulary, math journal	5.2. Administrators and Grade Chair	5.2. Frequent progress monitoring of vocabulary terms	5.2. Chapter Assessments and Big Idea Assessments , BAT Scores
5	5.3 Students lack critical thinking skills.	5.3 Teachers to provide higher order questions	5.3 Administrators and Grade Chair	5.3 Ongoing evaluations, Frequent Progress Monitoring of higher level questions	5.3 Chapter Assessments and Big Idea Assessments , BAT Scores

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:	The goal for Nova Blanche Forman is to decrease our number of ELL students not achieving AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
English Language Learners (ELL) not making satisfactory progress in mathematics 33% (8)	The expected level of performance for English Language Learners (ELL) not making satisfactory progress in mathematics is 29%(7)

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	5B.1. Parental Inability to assist students	5B.1. Parent Trainings, Parent Resource Room, Increase home to school communication, Multi Lingual user friendly website	5B.1. Administration, Support Staff, and Reading Specialist	5B.1. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC.	5B.1. .Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
2	5B.2. Real life experiences/exposure	5B.2. Virtual Fieldtrips, Field trips, guest speakers, Career Day	5B.2. Administration, Support Staff, and Reading Specialist	5B.2. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5B.2. .Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
3	5B.3. Limited vocabulary	5B.3. Utilize higher level vocabulary, define, example, ask-Treasures vocabulary	5B.3. Administration, Support Staff, and Reading Specialist	5B.3. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5B.3. Mini Benchmarks, BAT 1 &2, weekly assessments, FCAT explorer.
4	5A. 1Students are unable to read key math terms and vocabulary	5A. 1 Identify key math vocabulary and key terms when used in word problems	5A.1 Administrators and Grade Chair	5A.1. Frequent progress monitoring of vocabulary terms	5A.1 Chapter Assessments and Big Idea Assessments , BAT Scores
5	5a. 2 Lack of math vocabulary	5A.2 Implement math word wall, review chapter vocabulary, math journal	5A.2 Administrators and Grade Chair	5A.2 Frequent progress monitoring of vocabulary terms	5A.2. Chapter Assessments and Big Idea Assessments , BAT Scores
6	5A.3. Students lack critical thinking skills.	5A.3. Teachers to provide higher order questions	5A.3.*Administrators	5A.3. Ongoing evaluations, Frequent Progress Monitoring of higher level questions	5A.3. Chapter Assessments and Big Idea Assessments , BAT Scores

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:	The goal for Nova Blanche Forman is to decrease our number of SWD students not achieving AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance of students with Disabilities (SWD) not making satisfactory progress in mathematics 43% (28)	The expected level of performance Students with Disabilities (SWD) not making satisfactory progress in mathematics is 39% (25)

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. Parental Inability to assist students	5C.1. Parent Trainings, Parent Resource Room, Increase home to school communication, Multi Lingual user friendly website	5C.1. . Administration, Support Staff, and Reading Specialist, classroom teacher	5C.1. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5C.1. Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
	5C.2. Real life experiences/exposure	5C.2. Virtual Fieldtrips, Field trips, guest	5C.2. . Administration,	5C.2. Team Data Chat-Quarterly, Parent survey,	5C.2. Parent Ticket out the

2		speakers, Career Day	Support Staff, and Reading Specialist	Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	Door, Sign in sheets, survey results, increased use of resource room
3	5C.3. Limited vocabulary	5C.3. Utilize higher level vocabulary, define, example, ask-Treasures vocabulary	5C.3. . Administration, Support Staff, and Reading Specialist	5C.3. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5C.3. . Mini Benchmarks, BAT 1 &2, weekly assessments, FCAT explorer.
4	Math series involves more reading/vocabulary terms	Identify key math terms and vocabulary. Math word wall.	*Administrators	*PLC data chats *Frequent progress monitoring with weekly math assessments and Big Idea Assessments	* Classroom walkthrough *Mini-Assessments *Surveys *Assessment Data review *Benchmark Assessment 1 and 2.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The goal for Nova Blanche Forman is to decrease our number of FRL students not achieving AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance of Economically Disadvantaged students not making satisfactory progress in mathematics 34% (75)	The expected level of performance Economically Disadvantaged students not making satisfactory progress in mathematics 30% (67)

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	Parental Inability to assist students	5D.1. Parent Trainings, Parent Resource Room, Increase home to school communication, Multi Lingual user friendly website	5D.1. Administration, Support Staff, and Reading Specialist	5D.1. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5D.1. . Parent Ticket out the Door, Sign in sheets, survey results, increased use of resource room
2	5D.2. Real life experiences/exposure	5D.2. Virtual Fieldtrips, Field trips, guest speakers, Career Day	5D.2. Administration, Support Staff, and Reading Specialist	5D.2. Team Data Chat-Quarterly, Parent survey, Data Chat War Room Plan, Frequent Progress Monitoring, Grade level meetings, PLC	5D.2. . Parent Ticket out the Door
3	Math series involves more reading	*Teacher training *Grade level collaborative planning *small centers *differentiated instruction	*Classroom Teacher *Grade Chair *Administrator	*PLC data chats *Frequent progress monitoring	* Classroom walkthrough *Mini-Assessments *Surveys *Assessment Data review *Benchmark Assessment 1 and 2.

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	K-5	Tanya Hutkowski	all grade levels	PLCs bimonthly, early release and planning days	iObservation, lesson plans, PLC minutes, grade level meeting minutes	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Assessment Guides K-5	Instructional Materials	General Budget	$1,544.00
			Subtotal: $1,544.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,544.00

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:	The goal for Nova Blanche Forman is to increase the number of students achieving proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance Students scoring at Achievement Level 3 in science 32% (41)	Expected level of performance of students scoring at Achievement Level 3 in science 35%(45)
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	Parental ability to assist their children.	Parents will attend parent nights, learn about on-line resources available to them, and learn how to become an active participant in their child's education on a daily basis.	Administration, Support Staff, and Reading Specialist	Parent surveys, increased attendance at parent workshops, conferences, and school events.	Survey and parent sign in sheets.
2	New faculty members on the grade level team.	New teacher will be assigned a peer teacher on the same grade level.	Administration	Monthly grade level meetings and bi-monthly PLC's	Observations
3	Students have limited comprehension skills	All students in grades K-5 will be taught to utilize graphic organizers to assist with comprehension.	Reading Specialist	Monthly grade level meetings, bi-monthly PLC's, quarterly data chats to discuss reading scores.	Story Selection Test, Mid-Year and End of Year Reading Test, Mini Assessments, BAT 1&2. Science FCAT
4	Transition from NGSS to CCSS blended	CCSS training and PLCs	Administration, Support Staff, and Reading Specialist	Monthly grade level meetings, bi-monthly PLC's, quarterly data chats to discuss reading scores.	Science FACT

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:	The goal of Nova Blanche Forman is for students taking the Florida Alternative Assessment to score at levels 4,5,and 6 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	100% (1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students lack higher level thinking skills.	Provide hands on science activities.	ESE Specialist ESE Teacher	FAA, BAT, Classroom Assessments	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The goal for Nova Blanche Forman is to increase the number of students achieving levels 4 & 5 proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT 2.0 students scoring at or above Achievement Level 4 in science. Current level of performance 31% (40)	Students scoring at or above Achievement Level 4 in science Expected level of performance: 34% (44)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New staff members on the grade level team.	New teacher will be assigned a peer teacher on the same grade level.	Administration	Monthly grade level meetings and bi-monthly PLC's	Marzano Evaluation Tool
2	Lack of Project Based Learning	Students will participate in project based through technology integration.	Administration and technology specialist	CWT,iObservations	Rubric
3	Transition from NGSS to CCSS	CCSS Training and PLCs.	*Grade Chair *Administration	*Classroom walkthroughs *iObservations *Data chats	*Data Collection *iObservation notes *BAT 1&2 *FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The goal of Nova Blanche Forman is for students taking the Florida Alternative Assessment to score at level 7 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	100% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack real world knowledge	Students will be exposed to real world vocabulary and experiences.	ESE Specialist	Individual Education Plan (IEP)	Individual Education Plan (IEP) and Florida Alternative Assessment.
2	Students lack higher level thinking skills.	Provide hands on science activities.	ESE Specialist ESE Teacher	FAA, BAT, Classroom Assessments	FAA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Integration	K-5	Grade Chairs/STEM Teacher Mrs. Archer	All instructional staff K-5	Planning days	iObservations and lesson plans	Administration

Science Budget:

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

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our goal is to maintain the number of students achieving proficiency in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 95% (117)	The expected level is to Maintain performance

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having difficulty with vocabulary, grammar, ideas	*Monthly demand writing samples *Daily writing practice *Extensive vocabulary lessons	*Teachers *Administration *Literacy Coach	*iObservation *Data chats *Progress monitoring	*Writing samples *rubrics

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:	NA

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	0% (1)	NA no students

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

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
CCSS Writing	ALL	Literacy Coach	School-Wide	Planning Days	Writing Prompts	Literacy Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal is to decrease the number absences and tardies during the school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.9%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
3%	1%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
6%	4%

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	Our barrier is that Nova Blanche Forman is not a neighbor school.	*Students are continuously verbally encouraged to attend school everyday. *School awards for quarterly perfect attendance *CPST	*Guidance *Administration	Monitor attendance percentages on a frequent basis	*Pinnacle *Terms reports *BTIP reports Student Support Services
2	Parents may not be aware of the impact of tardies /truancy	Teacher training in Pinnacle attendance and reviewing reports	Micro-tech Guidance Administration	Monitor attendance percentages on a frequent basis	DPC, Guidance, Administration, ETS

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI/Basis Training	K-5	ESE Specialist	K-5 all instructional staff	Planning days	Survey, RtI strategies implemented with fidelity, Basis documentation	ESE Specialist Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal is to decrease the number of suspensions during the school year.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
1	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1 Students	0 Students
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 parent involvement	Guidance counselor will work with parents to encourage involvement	Guidance counselor	Review of suspension documentation	Discipline Management System, ETS

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI/Basis Training	K-5	ESE Specialist	K-5 all instructional staff	Planning days	Survey, RtI strategies implemented with fidelity, Basis documentation	ESE Specialist Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement	

	Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	We will increase parental involvement for the 2012-2013 school year.
	2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
	We have had between 20% of our parent population attend school activities.	We are expecting the percentage of parent involvement to increase to 25%.

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	A barrier that our school faces is that we are not a neighborhood school.	Incorporate various night activities to increase parental participation.	Phyllis Gelman-Mash Administrators	Sign in sheets	*Sign in sheets
2	Parents have other obligations (work, outside activities)	Provide more information on our website.	Micro Tech	Survey	Survey

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
Customer Service/Conferencing Skills	K-5	Literacy Coach/Guidance Counselor	School-Wide	Quarterly	Customer Survey School Report Card	Literacy Coach

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	100% of Nova Blanche Forman's students will be exposed to STEM concepts/Curriculum.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty applying higher order thinking skills in math and science.	Students will be taught to us higher-order thinking skills through inquiry-based learning.	STEM Teachers Administration	I-Observations. Data analysis, Evidence in lesson plans	BAT 3-5 FCAT

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
Technology Integration	K-5	Micro Tech	School-Wide	Planning days/Techy Thursdays	iObservations, lesson plans, project based learning.	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	Incorporate higher order vocabluary into the daily instruction.	Vocabulary Workshop	Instructional Material Funds	$475.72
Reading	Incorporate FCAT practice into the daily routine.	Houghton Mifflin FCAT Weekly	Instructional Material Funds	$453.60
CELLA	Incorporate language and vocabulary strategies into the daily curriculum.	Updated IPT Tests	Instructional Materials	$425.60
Mathematics	Florida Assessment Guides K-5	Instructional Materials	General Budget	$1,544.00
				Subtotal: $2,898.92
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	na	na	na	$0.00
CELLA	na	na	na	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	na	na	na	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	na	na	na	$0.00
				Subtotal: $0.00
				Grand Total: $2,898.92

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
teachers for FCAT Camp	$3,500.00

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

On going SAC training
Examine Budget
Review FCAT Results,FAIR,BAT I & II results
Discussions on updated partnership plan
Discussions on additional school partnership
Discussions on Title I Parent Compact and Parent Involvement Plan

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
NOVA BLANCHE FORMAN ELEMENTARY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	87%	98%	64%	335	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%	70%			140	3 ways to make gains: - Improve FCAT Levels - Maintain Level 3, 4, or 5 - Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	79% (YES)			135	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					610	
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
NOVA BLANCHE FORMAN ELEMENTARY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	85%	97%	71%	341	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	73%	62%			135	3 ways to make gains: - Improve FCAT Levels - Maintain Level 3, 4, or 5 - Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	66% (YES)			131	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					607	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested