

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: NOVA DWIGHT D. EISENHOWER ELEM

District Name: Broward

Principal: Carol Lesser

SAC Chair: Cassandra Pearl-Joseph

Superintendent: Mr. Robert Runcie, Superintendent

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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)
					<p>Principal of Nova Eisenhower for the 2010-2011 school year. Grade: A Reading Mastery: 83% Reading Learning Gains: 68% Reading Lowest 25%: 52% Math Mastery: 84% Math Learning Gains: 72% Math Lowest 25%: 68% Writing Mastery: 94% Science Mastery: 56% AYP Status: The Black and Economically Disadvantaged AYP Subgroups need improvement in Reading and Math.</p> <p>Principal of Nova Eisenhower for the 2009-2010 school year. Grade: A Reading Mastery: 82% Reading Learning Gains: 67% Reading Lowest 25%: 61% Math Mastery: 82% Math Learning Gains: 66% Math Lowest 25%: 61%</p>

Principal	Carol Lesser	<p>BA: Elementary/Primary Education : Pennsylvania State University</p> <p>MA: Reading Nova Southeastern</p> <p>Ed. Leadership: Nova Southeastern</p>	6	13	<p>Writing Mastery: 96% Science Mastery: 52% AYP Status: The Black and Economically Disadvantaged AYP Subgroups need improvement in Math.</p> <p>2008-2009 Data Grade: A Reading Mastery : 86% Reading Learning Gains: 72% Reading Lowest 25%: 67% Math Mastery: 87% Math Learning Gains: 69% Math Lowest 25%: 64% Writing Mastery: 96% 3.5+ Science Mastery: 66% AYP Status: All subgroups achieved AYP</p> <p>2007-2008 Data Grade: A Reading Mastery: 86% Reading Learning Gains: 70% Reading Lowest 25%: 64% Math Mastery: 87% Math Learning Gains: 68% Math Lowest 25%: 57% Writing Mastery: 99% 3.5+ Science Mastery: 60% AYP Status: All subgroups achieved AYP</p> <p>2006-2007 Data Grade: A Reading Mastery: 85% Reading Learning Gains: 73% Reading Lowest 25%: 68% Math Mastery: 88% Math Learning Gains: 66% Math Lowest 25%: 65% Writing Mastery: 93% 3.5+ Science Mastery: 56% AYP Status: All subgroups achieved AYP</p> <p>2005-2006 Data Grade: A Reading Mastery: 86% Reading Learning Gains: 76% Reading Lowest 25%: 66% Math Mastery: 85% Math Learning Gains: 76% Writing Mastery: 96% 3.5+ AYP Status: All subgroups achieved AYP</p>
Assis Principal	Raquel Perez	<p>BS: Childhood Education</p> <p>MS: Elementary Education</p> <p>Ed. D. in Early & Middle Childhood Education</p> <p>ESOL Endorsement</p> <p>Certified in: EducationalLeadership,Early</p>	2	7	<p>Assistant Principal of Nova Eisenhower for the 2010- 2011 school year. Grade: A Reading Mastery: 83% Reading Learning Gains: 68% Reading Lowest 25%: 52% Math Mastery: 84% Math Learning Gains: 72% Math Lowest 25%: 68% Writing Mastery: 94% Science Mastery: 56% AYP Status: The Black and Economically Disadvantaged AYP Subgroups need improvement in Reading and Math.</p> <p>Assistant Principal of Panther Run 2009-2010 Grade: A Reading Mastery: 87% Reading Learning Gains: 66% Reading Lowest 25%: 52% Math Mastery: 87% Math Learning Gains: 65% Math Lowest 25%: 70% Writing Mastery: 90% Science Mastery: 40% AYP Status: The Economically Disadvantaged and Students with Disabilities AYP subgroups need improvement in Math.</p> <p>2008-2009 Grade: A Reading Mastery: 88% Reading Learning Gains: 76% Reading Lowest 25%: 65% Math Mastery: 89% Math Learning Gains: 76% Math Lowest 25%: 59% Writing Mastery: 92% Science Mastery: 68% AYP Status: All subgroups achieved AYP</p>

		Childhood Nursery - Kindergarten, Elementary Education 1-6			<p>2007-2008 Data Grade: A Reading Mastery: 84% Reading Learning Gains: 69% Reading Lowest 25%: 59% Math Mastery: 88% Math Learning Gains: 68% Math Lowest 25%: 65% Writing Mastery: 91% Science Mastery: 52% AYP Status: All subgroups achieved AYP</p> <p>2006-2007 Grade: A Reading Mastery: 86% Reading Learning Gains: 78% Reading Lowest 25%: 74% Math Mastery: 91% Math Learning Gains: 73% Math Lowest 25%: 68% Writing Mastery: 91% Science Mastery: 48% AYP Status: All subgroups achieved AYP</p> <p>2005-2006 Grade: A Reading Mastery: 88% Reading Learning Gains: 75% Reading Lowest 25%: 70% Math Mastery: 92% Math Learning Gains: 76% Writing Mastery: 95% AYP Status: All subgroups achieved AYP</p>
Principal	Carol Lesser	<p>Pennsylvania State University</p> <p>MA: Reading Nova Southeastern</p> <p>Ed. Leadership: Nova Southeastern</p>	7	14	<p>Principal of Nova Eisenhower for the 2011-2012 school year. Grade: A Reading Mastery: 75% Reading Learning Gains: 71% Reading Lowest 25%: 66% Math Mastery: 75% Math Learning Gains: 64% Math Lowest 25%: 49% Writing Mastery: 86% Science Mastery: 69% AMO Status 12-13:</p>
Assis Principal	Raquel Perez	<p>BS: Childhood Education</p> <p>MS: Elementary Education</p> <p>Ed. D. in Early & Middle Childhood Education</p> <p>ESOL Endorsement</p> <p>Certified in: Educational Leadership, Early Childhood Nursery - Kindergarten, Elementary Education 1-6</p>	3	8	<p>Assistant Principal of Nova Eisenhower for the 2011-2012 school year. Grade: A Reading Mastery: 75% Reading Learning Gains: 71% Reading Lowest 25%: 66% Math Mastery: 75% Math Learning Gains: 64% Math Lowest 25%: 49% Writing Mastery: 86% Science Mastery: 69% AMO Status 12-13:</p>

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)
					<p>2010-2011 Data: Grade: A Reading Mastery: 83% Reading Learning Gains: 68% Reading Lowest 25%: 52% Math Mastery: 84% Math Learning Gains: 72% Math Lowest 25%: 68% Writing Mastery: 94%</p>

Reading	Cassandra Pearl-Joseph	BA-Exceptional Student Education MS-Reading ESOL Reading Certification	3	1	Science Mastery: 56% AYP Status: The Black and Economically Disadvantaged AYP Subgroups need improvement in Reading and Math. 2009-2010 Data: Grade: A Reading Mastery: 82% Reading Learning Gains: 67% Reading Lowest 25%: 61% Math Mastery: 82% Math Learning Gains: 66% Math Lowest 25%: 61% Writing Mastery: 96% Science Mastery: 52% AYP Status: The Black and Economically Disadvantaged AYP Subgroups need improvement in Math.
Reading	Cassandra Pearl-Joseph	BA-Exceptional Student Education MS-Reading ESOL Reading Certification	4	2	Reading Specialist at Nova Eisenhower for the 2011-2012 school year. Grade: A Reading Mastery: 75% Reading Learning Gains: 71% Reading Lowest 25%: 66% Math Mastery: 75% Math Learning Gains: 64% Math Lowest 25%: 49% Writing Mastery: 86% Science Mastery: 69% AYP Status: The lowest 25 Percentile need improvement in Math.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Nova Eisenhower Elementary is a training facility for student interns. Therefore, many of the interns are recruited to be teachers at the school. Through the school-based site induction team consisting of the school liaison, instructional coach and teacher leaders new educators are provided an Educator Support System coach. The New Educator Support System Coaches assist new educators to become acclimated to the school, and provide support and on-going assistance through professional learning communities and grade level team meetings.	NESS Facilitator Principal	on-going	
2	2. Nova Eisenhower Elementary requires that all new educators attend Professional Development and participate in Professional Learning Communities.	NESS Facilitator, Administration, Leadership Team	on-going	
3	3. Nova Eisenhower Elementary requires that all new teachers attend the New Teacher Academy.	NESS Facilitator Principal	on-going	

Non-Highly Effective Instructors

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

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

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

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
50	4.0%(2)	12.0%(6)	54.0%(27)	30.0%(15)	60.0%(30)	100.0%(50)	12.0%(6)	20.0%(10)	100.0%(50)

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
Jorge Balmori	Ann Margareth Marousky	Mr Balmori is a new 5th grade teacher. Mrs. Marousky is a former 5th grade teacher who will serve as a Mentor and guide Mr. Balmori in implementing the 5th grade curriculum.	The mentor and mentee will meet bi-weekly to plan reading lessons and monitor student data. The mentor will then meet monthly to assist with class lessons and student data. The mentor will provide in class assistance, presentations on reading content, and provide feedback on lessons. The mentor will provide assistance with setting up the classroom. Overview of and understanding of Grade Level Standards.
Kristina Caro	Thelma Dee Howard	Ms Caro is a new Art/PE teacher. Mrs. Howard is guidance counselor who will serve as a Mentor and guide Ms. Caro in implementing the appropriate curriculum.	The mentor and mentee will meet bi-weekly to review lessons. The mentor will then meet monthly to assist with class lessons. The mentor will provide in class assistance, assist with classroom management, and provide feedback on lessons. The mentor will provide assistance with setting up the classroom. Overview of and understanding of Curriculum Level Standards.

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

Title I, Part A-Monies from Title 1 will be used for instructional teacher, materials and supplies. Parental activities are planned that will assist parents in helping their child improve his/her academic performance. Professional development activities include the following:

- *Communicating and working with parents which will improve the ability of staff to work effectively with parents.
- *Cultural Sensitivity training which will provide information to staff regarding various cultures and economic diversity.
- *Partners In Learning which will promote and build parent/child relationships while enhancing reading, science, math/technology. Parents will be given information and strategies to fortify reading skills, technology and science.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II money is used for teachers to participate in district-developed workshops, in differentiated instruction, and academic standards training.

Title III

Title III monies/resources are provided to the school by the Multi-Cultural Department to support English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Money is used to fund a teacher to create a small learning environment.

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.

Identify the school-based MTSS Leadership Team: Carol Lesser- Principal, Raquel Perez- Assistant Principal, Dee Howard- Guidance Counselor, Mindy Encalada- ESE Specialist, Cassandra Pearl-Joseph, Reading Specialist, and Grade Level Representatives. These staff members are part of the Collaborative Problem Solving team and meet weekly.

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 MTSS Leadership Team has weekly meetings to discuss students with academic concerns and/or behavior concerns. The meetings are coordinated/facilitated by the Guidance Counselor. The case manager is the Guidance Counselor. Strategies are recorded by the committee and implemented by the teacher. Each student in the MTSS process has testing/intervention information in the Nova Eisenhower BASIS the MTSS/RtI tracking database. The progress and/or lack of progress is recorded by the teacher. Parents are invited to attend the MTSS meetings to add input and results are also shared with the parent. The team utilizes graphic representations to note data trends for tier 2 and 3 intervention students for progress monitoring. Depending on the length of the intervention, the teacher meets with the MTSS team to update information. Discussion continues as to the progress made or lack of progress. Interventions are continued or redefined. The students' data sources are the intervention records in the MTSS/RtI database and line graphs for progress monitoring are generated for individual

students to progress monitor the interventions that are in place for the student.

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?

Data is analyzed to determine the areas of strengths and weaknesses. Strategies are developed to address identified areas of weakness or concern. The MTSS Leadership Team utilizes evidence based programs & resources on the Struggling Reader & Math Chart to assist students in meeting their academic needs.

The MTSS Leadership Team coordinates specific staff development targeting classroom teachers using the evidence based programs on the Struggling Reader Chart and Struggling Math Chart. The MTSS Leadership Team members attend SAC meetings to share updates on the RTI process and recommend professional development and parent trainings which would be beneficial to increase student achievement and educate parents on how to assist and promote success in school and at home.

The MTSS Leadership Team assisted in the development of the school improvement plan and progress monitors the action steps. The MTSS Leadership Team works collaboratively with the SAC and SAF members to ensure that the school improvement plan is implemented with fidelity. Regular meetings among administrators, school leadership team members, support personnel, grade chairs, & SAC committees are held to review data to determine effectiveness of related instruction and academic plans. Whenever, it appears something is not working appropriate adjustments are made. The SAC team is provided an update at monthly SAC Curriculum Committee meetings and SAC Team Meetings. Data is monitored and any needed adjustments and program modifications are made.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data:

Data is derived from Benchmark Assessments (FAIR/BAT), FCAT scores, Accelerated Reader, Destination Reading & Destination Math, Moby Math, Mini Assessments, Progress Monitoring and Reporting Network (PMRN) and FCAT Explorer.

Progress Monitoring:

Data is derived from PMRN, FAIR, BAT, Mini Assessments, Computer Generated Programs (Destination Reading and Math)

Midyear: DAR

End of Year: FCAT

MTSS team meets with individual teachers based on above data to formulate an academic plan. Each strategy in each tier is given a specific amount of time to initiate prior to meeting again. Nova Eisenhower Elementary utilizes the BASIS comprehensive FileMaker Pro database to monitor students who are in the MTSS process which can be easily accessed by instructional personnel for the purpose of making academic decisions for the school as a whole, by grade levels and in individual classrooms. The teachers, support staff, leadership team and administration are well versed in the usage of the Data Warehouse, BASIS and virtual counselor. The MTSS Team works collaboratively with the SAC team to assist in the development and implementation of the School Improvement Plan.

Describe the plan to train staff on MTSS.

The staff will be trained on MTSS philosophy/process and the implementation of MTSS during staff preplanning days and faculty meetings. The ESE Specialist, School Psychologist, Reading Specialist, and the Guidance Counselor will coordinate the training sessions. Updates on MTSS will be conducted at grade level meetings, Professional Learning Communities, and during the teacher workdays. Trainings will include all subject area strategies along with ESE and ESOL strategies.

Describe the plan to support MTSS.

The MTSS process at Nova Eisenhower Elementary will be supported through an on-going educational and awareness programs presented during Leadership Team Meetings, Literacy Leadership Team Meetings, SAC, SAF, PTA, and Parent/Community Members training. There will be on-going trainings, PLC, PD, grade level meetings, faculty meeting, parent academies, parent trainings, Title I parent workshops all in support of the MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration, Grade Chairs, Reading Committee Members and Support Staff (Guidance, Reading Coach, ELL Representative & ESE Specialist)

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

The Literacy Leadership Team (LLT) meets monthly (more often if needed) to focus on and discuss literacy initiatives, programs, updates, data analysis, and literacy concerns throughout the school. The LLT focus on adjustments to the literacy curriculum based on data analysis. The LLT determine the progress of current programs and looks at future programs. Support Staff meets weekly with administration and Grade Chairs to act as liaison to administration for questions and concerns. Grade level teams meet weekly with support staff and specials area teachers to monitor, maintain, and develop small group support programs for students in all subgroups. The MTSS Team meets monthly to review progress on literacy initiatives and action step progress for the School Improvement Plan (SIP). The LLT ensures that all school stakeholders understand and support the work of the SIP, the school professional development plan, reading initiatives throughout the school, collaborative problem solving and the Response to Intervention Process. The LLT coordinates Family Literacy Night to train parents in reading and writing strategies to use at home with their children. This provides a school to work to home transition in learning.

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

- Engage in regular, ongoing, literacy professional development stressing common language and CCSS.
- Participate in Professional Learning Communities, CCSS, Differentiated Instruction.
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's individual instructional and intervention needs.
- Implement Comprehensive Core Reading Programs, Comprehensive Intensive Reading Programs, and scientifically based reading instructional strategies with fidelity.
- Participate in ongoing literacy dialogues with peers through PLCs.
- Create and share activities designed to promote literacy.
- Support and participate in classroom demonstrations and modeling of research-based reading strategies stressing CCSS.
- Mentor other teachers and present staff development.
- Reflection on practice to improve instruction.
- Coordinate and Design Partners In Learning - Family Nights focusing on Reading, Math, Science, Writing & Technology
- Implement a Parent Resource Center with materials for parents to use at home to assist with academic areas of concern.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/5/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Information about the Nova Eisenhower Kindergarten Program is provided to local preschools via the school's website and scheduled visitations. Additionally, we assist preschool children and their families in transitioning via:

- Informational Flyers
- Kindergarten Round-Up for transitioning preschool students/parents
- Power Point Presentation highlighting key information for transitioning Preschool students entering Kindergarten.
- Friday Orientation before school year begins
- Open House
- Pre-screening assessment of all new students in Kindergarten
- Podcasts are available on-line via the school's website providing parents with suggestions and information on how to work with their child over the summer in order to make the transition to Kindergarten smoother.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The goal for Nova Eisenhower is to increase the number of students achieving proficiency (FCAT Level 3) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (105)	34%(125)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Oral Reading Fluency K-5	1.1 Teachers will utilize struggling reader chart resources (Foundations, Great Leaps, Quick Reads, Earobics).	1.1 Reading Specialist, Principal	1.1 Monthly Grade Level Meetings, Weekly Leadership team meetings to discuss progress in the programs, Data Chats to progress monitor oral reading fluency progress	1.1 Progress monitoring monthly of Oral Reading Fluency assessment results three times per year.
2	1.2 Test taking strategies	1.2 All students in grades K-5 will receive training and instruction on FCAT Test taking preparation strategies and skills using the QAR program and FCRR website resources.	1.2 Administration /Reading Coach/ Reading Committee	1.2 Data chats to review progress of students utilizing the Test Taking strategies, CWT to monitor usage	1.2 BAT 1/2, Mini BAT, District Assessments, Formative assessments
3	1.3 FCAT Data analysis	1.3 Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for all students.	1.3 Administration, Teachers, Support Staff	1.3 Periodic/frequent Classroom Walkthroughs and Data Chats to discuss feedback on the implementation of data analysis to drive instruction.	1.3 District Assessments, Formative Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The goal for Nova Eisenhower 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:
45.9% (166)	55% (201)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Comprehension skills	2.1 Classes will utilize school wide reading initiative Stop-Think-and-Read (STAR) genres and model FCAT like questions using the FCAT stems provided to them from the Reading Specialist	2.1 Reading Specialist, Principal	2.1 Monthly Grade Level Meetings, Weekly Leadership team meetings, updated Principal Data Review chart focusing on comprehension skills	2.1 Cold Reads, Mini Assessments, BAT, end of book tests
2	2.2 Reading comprehension skills (higher level thinking skills questions)	2.2 Students will utilize newspapers and news-type magazines such as Time For Kids and Storyworks to enhance reading skills and comprehension skills.	2.2 Principal, Assistant Principal	2.2 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews and Data Chats to discuss feedback on the implementation of the strategy.	2.2 Classroom walkthrough during all core subjects determining reading skills being taught
3	2.3 Test taking strategies	2.3 All students in grades K- 5 will receive training and instruction on FCAT Test taking preparation strategies and skills using the QAR program and FCRR website resources.	2.3 Administration /Reading Coach/ Reading Committee	2.3 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews and Data Chats to discuss feedback on the implementation of the strategy.	2.3 BAT, Mini BAT, District Assessments, Formative assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The goal for Nova Eisenhower is to increase the percentage of students making Learning Gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71.9%(181)	73%(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	3.1 Test taking strategies	3.1. All students in grades K-5 will receive training and instruction on FCAT Test taking preparation strategies and skills using the QAR program and FCRR website resources.	3.1 Administration /Reading Coach/ Reading Committee	3.1 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews and Data Chats to discuss feedback on the implementation of the strategy.	3.1 BAT, Mini BAT, District Assessments, Formative Assessments
2	3.2 Teachers are having difficulty interpreting test data	3.2 Each grade level is assigned a data chat liaison to assist weekly with data interpretation and provide training for data interpretation. Additionally, the Data Chat Liaison assists in determining what strategies to use.	3.2 Principal, Data Chat Liaison	3.2 Monthly Grade Level discussions, Data Chat Meetings using to data analysis & interpretation.	3.2 Classroom walkthrough log to determine small group instruction for select economically disadvantaged students
3	3.3 Comprehension Strategies	3.3 Plan differentiated instruction using interventions from the Struggling Reader Chart (Wilson, Buzz About It, Foundations, Fast Track, QAR) during 120 minute reading block.	3.3 Reading Specialist, Principal	3.3 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews and Data Chats to discuss feedback on the implementation of the programs.	3.3 Cold Reads, Mini Assessments, BAT, end of book tests

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The goal for Nova Eisenhower is to increase the percentage of students in the Lowest 25% making learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (44)	78% (50)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1 Comprehension strategies/skills	4.1 Determine core instructional needs by reviewing DAR. Plan differentiated instruction using interventions from the Struggling Reader Chart (Foundations, Wilson, QAR, Fast Track) during 120 minute reading block. Utilize Computer Assisted Instruction (CAI) instruction in the computer lab (Destination Reading, Accelerated Reader, Earobics).	4.1 Reading Specialist, Principal	4.1 Data chats with the classroom teacher & RtI team to discuss progress of the programs.	4.1 Mini Assessments, BAT, end of book tests
2	4.2 Oral Reading Fluency	4.2 Develop Reading Focus highlighting targeted and/or supplemental interventions from the Struggling Reader Chart (QAR, Great Leaps, Foundations, Wilson) for students not responding to core instruction	4.2 Principal, Assistant Principal, Reading Specialist	4.2 Periodic/frequent Classroom Walkthroughs, and Data Chats to discuss feedback on the implementation of the strategy.	4.2 Classroom walkthrough log to determine small group instruction for select students, Progress Monitor monthly Oral Reading Fluency Assessments
3	4.3 Reading Comprehension strategies/skills, Vocabulary Development	4.3 Reading instruction will be incorporated into all core subjects and during afternoon STAR time. Main idea, comparisons and vocabulary will be highlighted using CRISS	4.3 Principal, Assistant Principal	4.3 Periodic/frequent Classroom Walkthroughs and Lesson Plan Reviews to discuss feedback on the implementation of the strategy.	4.3 Classroom walkthrough during all core subjects determining reading skills being taught

		strategies.			
4	4.4 Comprehension skills/strategies, Vocabulary development	4.4 Teachers, Support Staff and Administration will identify the students in grades K – 5 performing at the lowest 40th percentile (struggling readers) in reading for skills grouping information using two or more of the following FAIR, FCAT, Rigby, Treasures, and DAR. Utilize Struggling Reader Chart intervention programs (Foundations, Wilson, Fast Track, Quick Reads)	4.4 Administration /Reading Coach/	4.4 Periodic data chats with the classroom teacher and students to progress monitor the strategy.	Two or more of the following FAIR, FCAT, Rigby, Treasures & Cold Reads, and DAR. Mini Assesments, BAT, End of Book Tests
5	4.5 Vocabulary Development, Comprehension Strategies	4.5 Reading instruction will go beyond the classroom and be reinforced during FCAT Camp. Teachers will provide small group instruction utilizing CRISS strategies for intensive reading remediation.	4.5 Administration /Reading Coach/	4.5 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews and Data Chats to discuss feedback on the implementation of the strategy.	Classroom walkthrough during all core subjects determining reading skills being taught, Mini Assesments, BAT, End of Book FCAT CAMP Tests

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.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	17%	13%	9%	5%	1%	

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 Eisenhower is to decrease the number of students in the Ethnicity subgroups not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (59) Black, 12.5% (10) Hispanic, 17.6% (18) White, 13.3% (2) Asian	24% (53) Black, 8% (6) Hispanic, 12% (12) White, 1% (1) Asian

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A.1 Phonics, Comprehension strategies/skills	5A.1 Utilize supplemental interventions (Foundations, Wilson, Phonics for Reading) for students not responding	5A.1 Principal and Assistant Principal	5A.1 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews and Data Chats to discuss feedback on the	5A.1 Classroom walkthrough during all core subjects determining reading skills being

1		to core instruction. Additionally, provide resources for Parents to use at home with their children targeting areas of need from the Title I Resource Library.		implementation of the strategy.	taught, Mini Assessments, BAT, End of Book Tests and Cold Reads.
2	5A.2 Comprehension strategies/skills	5A.2 Teachers will use QAR & Fast Track found on the Struggling Reading Chart in grades 2-5 to increase comprehension strategies/skills.	5A.2 Reading Specialist, Principal	5A.2 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews and Data Chats to discuss feedback with teachers & students on the progress & implementation of the strategy.	5A.2 Mini Assessments, BAT end of book tests

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The goal for Nova Eisenhower is to decrease the number of English Language Learners (ELL) in the subgroup not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (11)	51% (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 Comprehension strategies/skills	5B.1 Teachers will use QAR found in the Struggling Reading Chart strategies in grades 2-5 to increase comprehension strategies/skills.	5B.1 Reading Specialist, Principal	5B.1 Monthly Grade Level Meetings, Weekly Leadership team meetings to discuss effectiveness of the QAR program, updated Principal Data Review chart	5B.1 Mini Assessments, Benchmark Assessment Test (BAT), end of book tests
2	5B.2 Reading Comprehension strategies/ skills and vocabulary development	5B.2 Reading instruction will be incorporated into all core subjects and during afternoon STAR time. Main idea, comparisons and vocabulary will be highlighted using CRISS and ESOL strategies.	5B.2 Principal, Assistant Principal	5B.2 Monthly Grade Level discussions and data chats to discuss progress using the CRISS Strategies.	5B.2 Mini Assessments, BAT, end of book assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The goal for Nova Eisenhower is to decrease the number of Students with Disabilities (SWD) in the subgroup not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (24)	36% (19)

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 Comprehension strategies/ skills	5C.1 Teachers will use QAR found in the Struggling Reading Chart in grades 2-5 to increase comprehension strategies/skills.	5C.1 Reading Specialist, Principal	5C.1 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews and Data Chats to discuss feedback on the implementation of the strategy.	5C.1 Mini Assessments, Benchmark Assessment Test (BAT), end of book and Cold Reads.
2	5C.2 Reading Comprehension strategies/ skills and vocabulary development	5C.2 Reading instruction will be incorporated into all core subjects and during afternoon Stop-Think-And-Read (STAR) time. Main idea, comparisons and vocabulary will be highlighted using CRISS strategies and FAST Track.	5C.2 Principal, Assistant Principal	5C.2 Periodic Data Chats with Teachers & RtI Team to discuss the implementation strategy.	5C.2 Mini Assessments, BAT, end of book assessments and Cold Reads.

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 Eisenhower is to decrease the number of Economically Disadvantaged students in this subgroup not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.71% (64)	24% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1 Comprehension skills/strategies, Vocabulary development	5D.1 Reading instruction will be incorporated into all core subjects and during afternoon STAR time. Main idea, comparisons and vocabulary will be highlighted using CRISS strategies and Fast Track.	5D.1 Principal and Assistant Principal	5D.1 Frequent & periodic Data Chats with teachers, students and RtI team to discuss the implementation strategy.	5D.1 Classroom walkthroughs during all core subjects determining reading skills being taught, end of book assessments, District Mini Assessments and Cold Reads assessments.
2	5D.2 Interpreting FCAT Data and Aligning the next generation Sunshine State Standards to student needs	5D.2 Determine core instructional needs by reviewing DAR. Plan differentiated instruction using interventions from the Struggling Reader Chart during 120 minute reading block. Identify Data Chat Liaison at each grade level to assist with Data interpretation and analysis. The Liaison will also provide support in identifying student needs and resources.	5D.2 Reading Specialist, Principal	5D.2 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews and Data Chats to discuss feedback on the implementation of the strategy.	5D.2 Cold Reads, Mini Assessments, BAT, end of book tests,

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
Pedagogy training:						
Literacy/PLC training in the areas: 1. Balancing Literary 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	Reading Specialist	PLC, School-wide	Weekly	Classroom Walkthroughs, monthly grade level meetings, FCIM Process (Plan, Do, Check, Act), data chats with teachers and students.	Reading Specialist, Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The implementation plan is aligned with the Common Core State Standards. Communicate the vision and organize resources to implement the Common Core State Standards Align curriculum, instruction, and assessment policies/practices to implement the Common Core State Standards Align professional learning to implement the Common Core State Standards Build accountability for implementing the Common core State Standards	K-2nd-Reading & Writing Informational Text, Nell Duke 3rd-Interactive Comprehension Strategies, Frank Serafini 4th-Engaging Readers and Writers with Inquiry, Jeffrey D. Wilhelm 5th-Building Literacy Through Classroom Discussions, Mary Adler & Eija Rougle	Title 1	\$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
•Increase the rigor of instruction, materials, and assessment •balance knowledge with skills development •focus on higher order thinking questions and			

skills •provide student-centered work •use the literacy practices in all subjects including, more information text that are read closely and deeply • use digital content and technology with students for reading, collaborating, writing, and publishing work •implement short and extended research projects, balance assessment types to include performance tasks, constructed responses, and project artifacts •reduce the number of assessments with all objective (multiple choice/true-false/matching) questions •use rubrics to assess work in all subjects	K-2nd-Reading & Writing Informational Text, Nell Duke 3rd-Interactive Comprehension Strategies, Frank Serafini 4th-Engaging Readers and Writers with Inquiry, Jeffrey D. Wilhelm 5th-Building Literacy Through Classroom Discussions, Mary Adler & Eija Rougle	Title 1	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading instruction will be incorporated into all content areas, Specials and STAR time. Higher level thinking skills will be highlighted. Students will utilize newspapers, news-type magazines to enhance reading, research and comprehension skills.	Time for Kids, Storyworks, Scholastic News, National Geographics	Instructional Materials	\$1,500.00
Reading instruction will go beyond the classroom and reinforced during FCAT Camp. Teachers will provide small group instruction utilizing CRISS strategies and on line resources for intensive reading remediation.	Stipend for Before/After School teaching and web based resources	Accountability	\$3,000.00
Subtotal: \$4,500.00			
Grand Total: \$4,500.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The goal of Nova Eisenhower is to increase the student proficiency level in listening/speaking as measured by the CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
61% (40)					
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	Strong influence of home environment and primary language	Build upon prior knowledge and existing language skills; incorporate familiar topics to introduce academic concepts	ESOL Contact Classroom Teacher Administration	Collection of formal and informal student data	Collection of formal and informal student data
	Difficulty understanding	Provide explicit	ESOL Contact	Collection of formal and	Teacher observation

2	and using grade-level vocabulary and limited knowledge of English grammar and conventions	vocabulary instruction and provide authentic opportunities for social and academic language use across the curriculum; Utilize Rosetta Stone for students who are A1	Classroom Teacher Administration	informal data	and reports, IPT-1 (Listening/Speaking), LEP Committee meetings
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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, 48% (32) of students will score at a proficient level in reading on the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in reading:

45%(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	Difficulty understanding content-area/grade-level vocabulary; increased text complexity to meet 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 English Language Learners; utilize technological resources and data reports: Destination Riverdeep, FCAT Explorer,	ESOL Contact Classroom Teacher Administration	Collection of informal and formal student assessment data	Benchmark data points (FAIR,BAT), IPT-1 & IPT-2 (Reading), LEP Committee meetings, CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013, 36% (24) of students will achieve a proficient score in writing on the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in writing:

35%(23)

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
	Difficulty understanding grade-level vocabulary and limited knowledge and application of	Provide explicit vocabulary instruction and incorporate language objectives	ESOL Contact Administration Classroom Teachers	Collection of informal and formal student assessment data	Benchmark data points (writing prompts), IPT-1 & IPT-2 (Writing),

1	English grammar and conventions	across the content areas, provide on-going modeling of the writing process and authentic purposes for writing		LEP Committee meetings
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be assessed using the IPT to determine language classification for the ESOL program.	Purchase of IPT 1 & 2	School Budget	\$160.00
			Subtotal: \$160.00
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: \$160.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The goal for Nova Eisenhower is to increase the number of students achieving proficiency (FCAT Level 3) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(113)	40% (152)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Poor Number sense concepts	1.1 Increase the use of manipulatives and hands-on activities to reinforce number sense	1.1 Principal, Assistant Principal, Math Contact	1.1 Periodic Data Chats and Monthly Grade Level Meetings will highlight effectiveness of the use of manipulatives and hands-on activities,	1.1 Classroom walkthrough log to assess manipulative usage, End of Book assessments
2	1.2 Algebraic Thinking	1.2 Utilize the Touch Math Program which will enhance Algebraic Thinking Skills.	1.2 Principal and Math Contact	1.2 Lesson Plan review, data chats and monthly Grade Level discussions will highlight effectiveness of the use of the Touch Math Program.	1.2 Classroom walkthrough log to determine effectiveness of Touch Math and End of Book Assessments
3	1.3 Geometry & Spatial Sense	1.3 Teachers will use manipulatives and elison die cuts for hands on experiences in developing an understanding of geometric & spatial sense concepts.	1.3 Math Contact, Principal	1.3 Lesson Plan reviews, data chats and Monthly Grade Level Meetings to review the effectiveness of manipulative usage	1.3 Mini Assessments, Benchmark Assessment Test (BAT), end of book tests

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The goal for Nova Eisenhower is to increase the number of students achieving above proficiency (FCAT Levels 4 and 5) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (159)	52% (195)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Lack of parent assistance on activities to stimulate Number Sense practice at home	2.1 Parents will be trained in a variety of strategies/games to enrich number sense concepts in real life situations during Family Education Night a Partner In Learning Event. Additionally, resources in the Nova Eisenhower Parent Resource Center will be shared with the parents.	2.1 Administration/Math Contact/Title I Liaison/Math Committee	2.1 Follow-up survey of parents use of number sense practice activities at home. Data chats with the students to discuss number sense activities/games used at home.	2.1 Benchmark Assessment Test (BAT), District Mini Assessments,
2	2.2 Algebraic Thinking	2.2 Plan enrichment instruction using thinking blocks and math playground enrichment activities during the math block.	2.2 Math Contact, Math Committee, Administration	2.2 Periodic/frequent Classroom Walkthroughs and Data Chats to discuss feedback on the implementation of thinking blocks and math playground activities and games.	2.2 Mini Assessments, BAT, end of book tests

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The goal for Nova Eisenhower is to increase the percentage of students making Learning Gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64.5% (161)	75% (188)

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 Number Sense	3.1 All teachers will increase the use of manipulatives and hands-on activities to reinforce number sense. Individual benchmarks will be concentrated on each week in math lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	3.1 Principal, Assistant Principal	3.1 Periodic/frequent Classroom Walkthroughs and Data Chats to discuss feedback on the implementation of the strategy.	3.1 Classroom walkthrough log to assess manipulative usage, mini assessments, Big Idea assessments
2	3.2 Algebraic Thinking	3.2. Provide a Partner In Learning Night to assist parents in learning strategies to help their children increase Algebraic Thinking at home by using manipulatives.	3.2 Principal, Assistant Principal	3.2 Survey the parents to identify the success of number sense activities/games used at home. Periodic data chats with the students to determine the success of Partner In Education Night activities and games used at home.	3.2 BAT assessments, Mini assessments and Big Idea assessments
3	3.3 Geometry & Spatial Sense	3.3. Determine instructional needs by reviewing beginning of the year assessments. Plan differentiated instruction using interventions on the Struggling Math Chart (Touch Math, Soar to Success, Destination Math and manipulatives) during the 90 minute math block.	3.3 Math Contact, Principal	3.3 Periodic/frequent Classroom Walkthroughs and Data Chats to discuss feedback on the implementation of the strategy.	3.3 Mini Assessments, BAT, end of book tests

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The goal for Nova Eisenhower is to increase the percentage of students in the Lowest 25% making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (32)	60% (39)

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 Measurement	4.1 Plan differentiated instruction using interventions from the Struggling Math Chart during 90 minute math block. Teachers will use real life scenarios to assist with measurement concepts.	4.1 Math contact, Principal, Assistant Principal	4.1 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews and Data Chats to discuss feedback on the implementation of the strategy.	4.1 Mini Assessments, Benchmark Assessment Test (BAT), end of book tests (Big Idea Assessments)
2	4.2 Algebraic Thinking	4.2 Utilize the Struggling Math Chart Program (Touch Math, Soar to Success and Destination Math) to further develop Algebraic Thinking.	4.2 Principal, Assistant Principal	4.2 Lesson Plan review and data chats to discuss progress with students & teachers on the implementation strategy.	4.1 Mini Assessments, Benchmark Assessment Test (BAT), end of book tests (Big Idea Assessments)
3	4.3 Number Sense	4.3 Increase the use of manipulatives and hands-on activities to reinforce number sense	4.3 Principal, Assistant Principal	4.3 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews and Data Chats to discuss feedback on the implementation of the strategy.	4.3 Classroom walkthrough log to assess manipulative usage
4	4.4 Geometry & Spatial Sense	4.4 Plan differentiated instruction utilizing manipulatives and elison press die cuts to develop geometry & spatial sense concepts.	4.4 Math contact, Principal, Assistant Principal	4.4 Lesson Plan review and data chats to discuss progress with students & teachers on the implementation strategy.	4.4 Mini Assessments, BAT, teacher made assessments
5					
6	4.5 Measurement Number Sense Algebraic Thinking Geometry & Spatial Sense	Mathematics instruction will go beyond the classroom and reinforced during FCAT Before and Afterschool Camps. Teachers will provide	4.5 Principal, Assistant Principal, Classroom Teachers	4.5 Periodic/frequent Classroom Walkthroughs during Camp sessions, Lesson Plan Reviews and Data Chats to discuss feedback on the	4.5 Mini Assessments, BAT I & II, teacher made assessments

	small group instruction utilizing CRISS strategies for intensive reading remediation.	implementation of the strategy
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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 Eisenhower will reduce the achievement gap by 50% in the area of mathematics.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	16%	13%	10%	7%	4%	

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 Eisenhower is to decrease the number of students in the Ethnicity subgroups not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (61) Black, 23% (19) Hispanic, 18% (20) White, 13.3% (2) Asian, NA American Indian	27% (44) Black, 13% (10) Hispanic ,8% (9) White, 3% (1) Asian, NA American Indian

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 Number Sense	5A.1 Increase the use of manipulatives and hands-on activities to reinforce number sense	5A.1 Principal, Assistant Principal, Math Contact	5A.1 Lesson Plan reviews and monthly Grade Level Meetings will highlight effectiveness of the use of manipulatives and hands-on activities	5A.1 Mini Assessments, Benchmark Assessment Test (BAT), teacher made assessments
2	5A.2 Algebraic Thinking	5A.2 Utilize the Touch Math, Soar to Success and Destination Math Programs which will enhance Algebraic Thinking Skills.	5A.2 Math contact, Principal	5A.2 Lesson Plan reviews and monthly Grade Level discussions will highlight effectiveness of the use of the Touch Math Program.	5A.2 Mini Assessments, BAT, teacher made assessments
3	5A.3 Geometry & Spatial Sense	5A.3 Teachers will use manipulatives and elison die cuts for hands on experiences in developing an understanding of geometric & spatial sense concepts.	5A.3 Math contact, Principal	5A.3 Frequent & periodic data chats and monthly Grade Level Meetings to review the effectiveness of manipulative usage	5A.3 Mini Assessments, BAT, end of book tests
4	5A.4 Number Sense	5A.4 Increase the use of basic facts to reinforce number sense concepts. The students will use manipulatives to practice daily basic fact drills in the cafeteria.	5A.4 Administration, Teacher Assistants	5A.4 Monthly Grade level Meetings and Frequent & periodic Data Chats to review the effectiveness of the implementation strategy.	5A.4 Mini assessments, end of book tests and Cafeteria walkthroughs to assess manipulative usage and basic fact drills

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 Eisenhower is to decrease the number of English Language Learners (ELL) students not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58.8% (10)	48% (8)

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 Number Sense	5B.1 Increase the use of manipulatives and hands-on activities to reinforce number sense	5B.1 Principal, Assistant Principal, Math Contact	5B.1 Lesson Plan reviews, Frequent & periodic Data Chats and Monthly Grade Level Meetings will highlight effectiveness of the implementation strategy.	5B.1 Mini Assessments, Benchmark Assessment Test (BAT), teacher made assessments
2	5B.2 Algebraic Thinking	5B.2 Utilize the Touch Math, Soar to Success and Destination Math Program which will enhance Algebraic Thinking Skills.	5B.2 Math contact, Principal	5B.2 Frequent & periodic periodic Data Chats and Monthly Grade Level discussions will highlight effectiveness of the implementation strategy.	5B.2 Mini Assessments, BAT, teacher made assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The goal for Nova Eisenhower is to decrease the number of students with disabilities in the subgroup not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54.7% (29)	44% (23)

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.2 Number Sense	5C.2 Increase the use of manipulatives and hands-on activities to reinforce number sense	5C.2 Principal, Assistant Principal, Math Contact	5C.2 Periodic and frequent data chats and Monthly Grade Level Meetings will highlight effectiveness of the use of the implementation strategy.	5C.2 Mini Assessments, Benchmark Assessment Test (BAT), teacher made assessments
2	5C.1 Geometry & Spatial Sense	5C.1 Teachers will use manipulatives and elison die cuts for hands on experiences in developing an understanding of geometric & spatial sense concepts.	5C.1 Math contact, Principal	5C.1 Frequent & periodic data chats, Lesson Plan Reviews and Monthly Grade Level Meetings to review the effectiveness of implementation strategy.	5C.1 Mini Assessments, BAT, end of book tests

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The goal for Nova Eisenhower is to decrease the number of Economically Disadvantaged students not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (36)	61% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1 Number Sense	5D.1 Increase the use of manipulatives and hands-on activities to reinforce number sense	5D.1 Principal, Assistant Principal	5D.1 Periodic & frequent data chats, Monthly Grade Level Meetings, Weekly Leadership team meetings, updated Principal Data Review chart to review the implementation strategy.	5D.1 Classroom walkthrough log to assess manipulative usage
2	5D.2 Algebraic Thinking	5D.2 Provide a Partner In Learning Night to assist parents in learning strategies to help their children increase Algebraic Thinking at home by using manipulatives.	5D.2 Principal, Assistant Principal	5D.2 Parent survey and Parent teacher conferencing to discuss the progress of the implementation strategy.	5D.2 Classroom walkthrough log to access use of manipulatives, end of book tests
3	5D.3 Geometry & Spatial Sense	5D.3 Determine instructional needs by reviewing beginning of the year assessments. Plan differentiated instruction using interventions on the Struggling Math Chart (Touch Math & manipulatives) during the 90 minute math block.	5D.3 Math Contact, Principal, Assistant Principal	5D.3 Lesson Plan review and periodic data chats to discuss progress with students & teachers of the implementation strategy.	5D.3 Mini Assessments, Benchmark Assessment Tests (BAT), end of book tests
4	5D.4 Number Sense Algebraic Thinking	5D.4 Students will use manipulatives to respond to the districts daily extended response math openers to remediate number sense & algebraic thinking concepts.	5D.4 Grade chairs, Principal	5D.4 Periodic/frequent data chats and lesson plan reviews to discuss progress with students & teachers of the implementation strategy.	5D.4 District math openers, end of book assessments

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

PD Content/ Touch Math Training	K-5	ESE Department	PD representatives from grade level	on-going	Classroom Walkthroughs, monthly grade level meetings	Math Contact, STEM teacher, Principal, and Assistant Principal
PLC on how to effectively: <ul style="list-style-type: none"> •use deeper and more focused strategies in teaching as outlined in the Mathematical Practices that combine math content and math practices •ask students to explain their work/engage students in rich mathematical discussions •use strategies to help students make sense of problems and integrate concepts into real life •make connections across math standards and across grades. 	K-5	Administration, STEM teacher, Reading Specialist and Teachers	PLC, School-wide	on-going	Classroom Walkthroughs, monthly grade level meetings	Math Resource teacher, STEM teacher, Principal, and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize the Touch Math Program which will enhance Algebraic Thinking Skills.	Touch Math Program	PTA Budget	\$4,857.00
			Subtotal: \$4,857.00
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
Professional Books for PLC Trainings	Professional Books-Scholastic	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics instruction will go beyond the classroom and reinforced during FCAT Before and Afterschool Camps. Teachers will provide small group instruction utilizing CRISS strategies and web based programs for intensive mathematics remediation.	Stipend for Before/After School teaching and web based programs	Accountability	\$3,000.00
			Subtotal: \$3,000.00

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 Eisenhower is to increase the number of students achieving proficiency (FCAT Level 3) in science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
37.7% (46)		48% (59)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students lack content area knowledge of the NGSSS in Science	1.1 The school will follow the District Instructional Focus Calendar (IFC), BEEP Lessons, Broward County Hands-On Science Kits, Florida Science Fusion, FCAT Explorer, Florida Achieves and Science Journals to increase content area knowledge of the NGSSS in Science.	1.1 Principal, Assistant Principal	1.1 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews, Data Chats, and Science Journal Reviews to discuss feedback on the implementation of the strategy.	1.1 Science BAT I and II, Florida Science Fusion Benchmark Tests, CWT checklists, Lesson Plan Checklists and Science Journal Rubrics.
2	1.2 Students having difficulty comprehending what is being asked- understanding the question (poor reading comprehension in the content area).	1.2 Use of Differentiated Instruction & Extension ideas located in BEEP Lessons, Broward County Hands-On Science Kit Activity Guides, and Florida Science Fusion to assist in the acquisition of the Big Idea-Nature of Science.	1.2 Reading Specialist, Administration	1.2 Periodic/frequent use of CWT and Science Journal Reviews using quarterly timeline to discuss progress.	1.2 Florida Science Fusion Assessments, BAT I and II tests, Science Journal Rubrics and CWT checklists.
3	1.3 Students performing below grade level lack Science content area knowledge	1.3 Provide an additional after school weekly intensive science lesson for students utilizing hands-on experiments & investigations to develop key concepts for Physical & Chemical Science.	1.3 Principal and Assistant Principal	1.3 Periodic/frequent use of CWT and Science Journal Reviews using quarterly timeline to discuss progress	1.3 Florida Science Fusion Assessments, BAT I and II tests, Science Journal Rubrics and CWT checklists.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:			NA		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:			The goal for Nova Eisenhower is to increase the number of students achieving above proficiency (FCAT Levels 4 and 5) in science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
31% (38)			41% (50)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Review of the Nature of Science for proficient students	2.1 Students will participate in real world applications & investigations using hands-on inquiry projects involving the Nature of Science. Students will use Science Journals, use of differentiated instruction/enrichment ideas from the Broward Hands-On Kit Activity Guides and Florida Science Fusion. Students in grades K-5 will showcase class science projects during a Family Science/Science Fair Night demonstrating the Nature of Science.	2.1 Administration / Science Committee/	2.1 Periodic/frequent Classroom Walkthroughs, Lesson Plan Reviews, Data Chats, and Science Journal Reviews to discuss feedback on the implementation of the strategy.	2.1 Science Journal/Project rubrics, FCAT Explorerand CWT checklists

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.	NA				
Science Goal #2b:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
NA	NA				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC/Aligning district science standards with Science Ideas.	K-5	Science committee chair	PLC, School Wide	The Science Committee meets every teacher planning day.	Science committee will meet every other month.	Science Committee chair, principal
PLC/Science Mini Boards	K-5	Science Committee chair	PLC, School Wide	The Science committee meets every teacher planning day.	Science committee will meet every other month.	Science Committee chair, principal

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
Family Science Night			\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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:	The goal for Nova Eisenhower is to increase the number of students achieving level 3.0 and higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (110)	96% (123)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Writing conventions	1.1 Students will participate in weekly dialogue journals and conference with their teachers one on one to discuss writing conventions/skills.	1.1 Administration and Reading Specialist	1.1 Periodic/frequent data chats, lesson plan review and Classroom Walkthroughs to monitor the implementation of the strategy.	1.1 Compare progress on Writing Prompts that are graphed in writing journal logs
2	1.2 Authentic writing	1.2 Teachers will provide small group support providing Model/Guided Writing/Writing Tutorials; and schoolwide WRITENITE - writing assignments on Wednesday nights for homework in grades K-5.	1.2. Administration, and Reading Specialist	1.2. Frequent/periodic Data Chats with students to monitor the implementation of the strategy.	1.2 Progress between pre-test prompt and mid-year prompt using writing rubric
3					
4	Writing from Sources	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. Students will develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.	Administration, and Reading Specialist	Frequent lesson plan review and classroom walkthroughs to monitor the implementation of the Common Core State Standards.	Writing 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:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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
FCAT 2.0	grade 4/writing	District Training	fourth grade teachers	October 2012 through January 2013	Classroom walk throughs, student writing samples	administration, reading specialist, 4th grade team leader

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

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:		The goal for Nova Eisenhower is to decrease the number of absences and tardies during the school year.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96.6		98			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
18		9			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
42		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	1.1 Students' tardiness	1.1. Tardy note each time tardy that must be signed by parent, Parent Link Call, staff telephone call, letter to parent or conference, BTIP letters, newsletter articles on importance of being in school on time.	1.1. Administration, Designated attendance staff person (IMT/BTIP),	1.1. Attendance record review	1.1. Comparative analysis to the previous school year: Reduction in the number of days tardy and a reduction in the number of tardy minutes
2	1.2. Possible Increase in absences on early release days	1.2. Personal telephone call to the parent to discuss the absence, BTIP Letter, newsletter articles on importance of being in school everyday.	1.2. Administration with support from the classroom teachers	1.2. Attendance record review	1.2. Decrease in the number of students absent as compared to the previous year's data
3	1.3. Possible Increase in absences on days before a holiday and /or planning day	1.3. Personal telephone call to the parent to discuss the absence, BTIP Letter, newsletter articles on importance of being in school everyday.	1.3. Administration with support from the classroom teachers	1.3. Review attendance record	1.3. A reduction in the number of absences on days immediately preceding a planned day off (Teacher Planning

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
CHAMPS	K-5	District Trainer	School-wide	Preplanning	Reduction in referrals to the guidance counselor and BTIP	Administration, Classroom Teacher, Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development CHAMPS	CHAMPS Materials	District Grant	\$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
Professional Development CHAMPS	CHAMPS Materials	District Grant	\$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:	The goal for Nova Eisenhower is to decrease the number of student suspensions. The Alternative to External Suspension program (AES) is made available to students instead of external suspensions. The strategies in the Problem-Solving Process portion of this goal reflect the school's action plan to reduce the number of days out-of-class for all suspensions, including AES.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
6	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4	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	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	1.1. Lack of student motivation	1.1. Pair up students needing additional assistance with mentor or advisor, infuse the character traits in the school via classroom, newsletter articles, and morning announcements.	1.1. Administration/Guidance Counselor	1.1. CWT, student observation	1.1. A reduction in the number of student disciplinary referrals
2	1.2. Referrals increase during the month of December and May	1.2. Teachers to review classroom rules, expectations and procedures daily. Individual behavior plans for students who need them. Utilize newsletter articles and morning announcements to reinforce character traits on morning announcements.	1.2. Administration with the support of the classroom teachers/Guidance Counselor	1.2. CWT	1.2. A reduction in the number of student disciplinary referrals
3	1.3. Fidelity of implementation	1.3. PLC to "refresh" strategies. CHAMPS TRAINING	1.3. Administration, Support staff, Grade chairs/Guidance Counselor	1.3. CWT	1.3. A reduction in the number of student disciplinary referrals

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
Professional Development CHAMPS	K-5	District	School-wide	Preplanning days	reduction in the number of referrals, CWT	Administration, guidance counselor, Classroom teachers

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CHAMPS	CHAMPS Resources	District Grant	\$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
CHAMPS	CHAMPS Resources	District	\$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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The goal for Nova Eisenhower is to increase the number of parents who participate in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
55% (200)	68% (250)
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	"See PIP"	"See PIP"	"See PIP"	"See PIP"	"See PIP"

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Literacy Trainings (Curriculum & Assessments, Reading, Math, Writing, and Science).	Instructional Books, Teacher Leader Salaries, Child Care Refreshments	Title I	\$2,728.00
			Subtotal: \$2,728.00
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
Literacy/PLC training in the areas: 1. Balancing Literary and Informational Text 2. Knowledge in the Disciplines 3. Text-based Answers 4. Staircase of Complexity 5. Writing from Sources 6. Academic Vocabulary	K-2nd-Reading & Writing Informational Text, Nell Duke 3rd-Interactive Comprehension Strategies, Frank Serafini 4th-Engaging Readers and Writers with Inquiry, Jeffrey D. Wilhelm 5th-Building Literacy Through Classroom Discussions, Mary Adler & Eija Rougle	Title I	\$3,251.00
			Subtotal: \$3,251.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum training	Substitutes salary for 35 teachers	Title I	\$7,000.00
			Subtotal: \$7,000.00
			Grand Total: \$12,979.00

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:		Increase student involvement in STEM events, such as Science Fair and Science and Math competitions.			
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.	<p>Students in grades K-5 will be taught to use higher-order thinking skills through inquiry-based learning.</p> <p>Teachers will display essential questions in lesson plans and visually for students.</p> <p>Teachers will present the learning goals in the lesson plan and will state the goal clearly, accompanied by a scale that describes level of performance relative to the learning goal for the students.</p> <p>Teachers will use stem questions covering the essential benchmarks, based on the IFCs.</p>	Administration Support Staff Science Liaison	<p>The trend report of the Snapshot formal and informal I-Observations will be used to modify needed areas of improvement.</p> <p>Teachers will use data analysis meetings to help focus on areas of strengths and weaknesses.</p> <p>Evidence in lesson plans, Snapshot, formal and informal I-Observations.</p>	BAT -3-5 Mini-Benchmarks
2	Students have difficulty using technology in creative and innovative ways to solve problems and apply knowledge in Math and Science.	<p>Students will participate in higher-order project-based learning and performance tasks.</p> <p>Teachers will display essential questions in lesson plans and visually for students.</p> <p>Teachers will present the learning goals in the lesson plan and will state the goal clearly, accompanied by a scale that describes level of performance relative to the learning goal for the students.</p> <p>Teachers will use stem questions covering the essential benchmarks, based on the IFCs.</p>	Administration Support Staff Science Liaison	<p>The trend report of the Snapshot formal and informal I-Observations will be used to modify needed areas of improvement.</p> <p>Teachers will use data analysis meetings to help focus on areas of strengths and weaknesses.</p> <p>Evidence in lesson plans, Snapshot, formal and informal I-Observations.</p>	BAT -3-5 Mini-Benchmarks

(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 Inquiry-Based Learning	K-5	Science Contact	K-5 Teachers	On-going	Lesson Plans	Administration, Science Contact, Grade Chairs

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	The implementation plan is aligned with the Common Core State Standards. Communicate the vision and organize resources to implement the Common Core State Standards Align curriculum, instruction, and assessment policies/practices to implement the Common Core State Standards Align professional learning to implement the Common Core State Standards Build accountability for implementing the Common core State Standards	K-2nd-Reading & Writing Informational Text, Nell Duke 3rd-Interactive Comprehension Strategies, Frank Serafini 4th-Engaging Readers and Writers with Inquiry, Jeffrey D. Wilhelm 5th-Building Literacy Through Classroom Discussions, Mary Adler & Eija Rougle	Title 1	\$0.00
CELLA	Students will be assessed using the IPT to determine language classification for the ESOL program.	Purchase of IPT 1 & 2	School Budget	\$160.00
Mathematics	Utilize the Touch Math Program which will enhance Algebraic Thinking Skills.	Touch Math Program	PTA Budget	\$4,857.00
Attendance	Professional Development CHAMPS	CHAMPS Materials	District Grant	\$0.00
Suspension	CHAMPS	CHAMPS Resources	District Grant	\$0.00
Parent Involvement	Parent Literacy Trainings (Curriculum & Assessments, Reading, Math, Writing, and Science).	Instructional Books, Teacher Leader Salaries, Child Care Refreshments	Title 1	\$2,728.00
				Subtotal: \$7,745.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	NA	NA	NA	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	<ul style="list-style-type: none"> •Increase the rigor of instruction, materials, and assessment •balance knowledge with skills development •focus on higher order thinking questions and skills •provide student-centered work •use the literacy practices in all subjects including, more information text that are read closely and deeply • use digital content and technology with students for reading, collaborating, writing, and publishing work •implement short and extended research projects, balance 	K-2nd-Reading & Writing Informational Text, Nell Duke 3rd-Interactive Comprehension Strategies, Frank Serafini 4th-Engaging Readers and Writers with Inquiry, Jeffrey D. Wilhelm 5th-Building Literacy Through Classroom Discussions,	Title 1	\$0.00

	assessment types to include performance tasks, constructed responses, and project artifacts •reduce the number of assessments with all objective (multiple choice/true-false/matching) questions •use rubrics to assess work in all subjects	Mary Adler & Eija Rougle		
Mathematics	Professional Books for PLC Trainings	Professional Books-Scholastic	Title I	\$0.00
Attendance	Professional Development CHAMPS	CHAMPS Materials	District Grant	\$0.00
Suspension	CHAMPS	CHAMPS Resources	District	\$0.00
Parent Involvement	Literacy/PLC training in the areas: 1. Balancing Literary and Informational Text 2. Knowledge in the Disciplines 3. Text-based Answers 4. Staircase of Complexity 5. Writing from Sources 6. Academic Vocabulary	K-2nd-Reading & Writing Informational Text, Nell Duke 3rd-Interactive Comprehension Strategies, Frank Serafini 4th-Engaging Readers and Writers with Inquiry, Jeffrey D. Wilhelm 5th-Building Literacy Through Classroom Discussions, Mary Adler & Eija Rougle	Title I	\$3,251.00
				Subtotal: \$3,251.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading instruction will be incorporated into all content areas, Specials and STAR time. Higher level thinking skills will be highlighted. Students will utilize newspapers, news-type magazines to enhance reading, research and comprehension skills.	Time for Kids, Storyworks, Scholastic News, National Geographic	Instructional Materials	\$1,500.00
Reading	Reading instruction will go beyond the classroom and reinforced during FCAT Camp. Teachers will provide small group instruction utilizing CRISS strategies and on line resources for intensive reading remediation.	Stipend for Before/After School teaching and web based resources	Accountability	\$3,000.00
Mathematics	Mathematics instruction will go beyond the classroom and reinforced during FCAT Before and Afterschool Camps. Teachers will provide small group instruction utilizing CRISS strategies and web based programs for intensive mathematics remediation.	Stipend for Before/After School teaching and web based programs	Accountability	\$3,000.00
Science	Family Science Night			\$500.00
Parent Involvement	Curriculum training	Substitutes salary for 35 teachers	Title I	\$7,000.00
				Subtotal: \$15,000.00
				Grand Total: \$25,996.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/17/2012)

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
Reading & Math instruction will go beyond the classroom and reinforced during FCAT Camp. Teachers will provide small group instruction utilizing CRISS strategies and on line resources for intensive reading remediation.	\$6,000.00

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

- *Ongoing training for SAC members in working as a team
- *Examine the budget
- *Review FCAT results, FAIR, BAT, I & II results
- *Discussions on updated partnership plan
- *Discussions on additional school needs
- *Discussions on Title I Parent Compact and Parent Involvement Plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District NOVA DWIGHT D. EISENHOWER ELEM 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	84%	94%	56%	317	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	68%	72%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	68% (YES)			120	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					577	
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 DWIGHT D. EISENHOWER ELEM 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	82%	96%	52%	312	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	67%	66%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	61% (YES)			122	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					567	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested