FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NORTH LAUDERDALE ELEMENTARY

District Name: Broward

Principal: Latosha Williams

SAC Chair: Nicole Neunie

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

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)
					North Lauderdale Elementary 2011-C (459) 1. Reading Mastery: 41% 2. Math Mastery: 56% 3. Writing Mastery: 70% 4. Science Mastery: 28% 5. Learning Gains in Reading: 59% 6. Learning Gains in Math: 66% 7. Lowest Quartile making leaning Gains in Reading 67% 8. Lowest Quartile making Learning Gains in Math 72% AYP: Economically Disadvantage, Black, Students with Disabilities did not meet Reading Proficiency ELL did meet AYP
Principal	Latosha Williams	BS – Elementary Education MS – TESOL Cert. – Educational Leadership	1	7	Broward Estates Elementary 2010-C (482) 1.Reading Mastery: 61% 2.Math Mastery: 66% 3.Writing Mastery: 88% 4.Science Mastery: 34% 5.Learning Gains in Reading: 61% 6.Learning Gains in Math: 52%

					7.Lowest Quartile making leaning Gains in Reading 62% 8.Lowest Quartile making Learning Gains in Math 58% 2009 – A (547) 1.Reading Mastery: 71% 2.Math Mastery: 63% 3.Writing Mastery: 96% 4.Science Mastery: 30% 5.Learning Gains in Reading: 74% 6.Learning Gains in Math: 62% 7.Lowest Quartile Learning Gains in Reading 64% 8.Lowest Quartile Learning Gains in Math: 78 AYP: Black & Economically Disadvantage did not meet Math and Reading Proficiency
Assis Principal	Karen Harrison	BS - Elementary Educatio Minor in Early Childhood Education MS - Educational Leadership		8	Tamarac Elementary 2011-A (559) 1. Reading Mastery: 76% 2. Math Mastery: 83% 3. Writing Mastery: 96% 4. Science Mastery: 51% 5. Learning Gains in Reading: 65% 6. Learning Gains in Math: 68% 7. Lowest Quartile making leaning Gains in Reading 55% 8. Lowest Quartile making Learning Gains in Math 65% AYP: Did not meet Reading Proficiency in any subgroup. Met Math Prooficiency in Whites and Hispanics 2010-A (537) 1. Reading Mastery: 79% 2. Math Mastery: 82% 3. Writing Mastery: 93% 4. Science Mastery: 42% 5. Learning Gains in Reading: 64% 6. Learning Gains in Math: 64% 7. Lowest Quartile making leaning Gains in Reading 57% 8. Lowest Quartile making Learning Gains in Math 56% AYP: Economically Disadvantage, Black, Students with Disabilities did not meet Reading and Math Proficiency 2009-A (559) 1. Reading Mastery: 85% 2. Math Mastery: 89% 3. Writing Mastery: 92% 4. Science Mastery: 41% 5. Learning Gains in Reading: 70% 6. Learning Gains in Math: 70% 7. Lowest Quartile making leaning Gains in Reading 67% 8. Lowest Quartile making Learning Gains in Math 72% AYP: Students with Disabilities did not meet Reading and Math Proficiency

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)
		BA-Elementary 1-6 MA-Instructional Technology			North Lauderdale Elementary School 2010-2011. Grade: C (459) 1. Math Mastery: 56 2. Learning Gains in Math: 66 3. Lower Quartile Learning Gains in Math: 72% AYP: ELL students did meet AYP in

Subject	Name	Certifications	Yrs	Yrs at	Performance Record
Math	Joseph Fursetzer	National Board Certified Gifted Endorsed ESOL Endorsed Certified Middle School Integrated Curriculum Certified Business (computer) education 6-12	3	3	Mathematics. Black, Economically Disadvantaged,Students with Disabilities did not make AYP in Mathematics North Lauderdale Elementary School 2009-2010. Grade: F (387) 1. Math Mastery: 54 2. Learning Gains in Math: 47 3. Lower Quartile Learning Gains in Math: 44% Black, Economically Disadvantaged and English Language Learners did not make AYP in Mathematics Tamarac Elementary: Grade A 2008-2009 Math Mastery 89% Student Math Learning Gains 70% Lowest 25 percentile 72% All AYP Subgroups were met
Reading/ Writing	Venetta McCullough	Early Childhood/Elementary, BS Elementary Education, MS	3	11	North Lauderdale Elementary School 2010-11. Grade: C (459) 1.Reading Mastery: 41 2.Learning Gains in Reading: 59 3.Lower Quartile Learning Gains in Reading: 67% AYP: English Language Learners did make AYP. Black, Economic Disadvntage and Students with Disabilities did not make AYP in Reading North Lauderdale Elementary School 2009-10. Grade: F (387) 1.Reading Mastery: 43 2.Learning Gains in Reading: 52 3.Lower Quartile Learning Gains in Reading: 54% AYP: English Language Learners, Black & Economic Disadvntage students did not make AYP in Reading Larkdale Elementary: Grade C 2008-2009 Writing Mastery 100% Sunland Park Elementary: Grade F 2008-2009 Writing Master 88% Cypress Elementary: Grade A 2007-2008 Reading Mastery 70% Student Reading Learning Gains: 69 Lowest 25 percentile 69% ELL students did not meet AYP
Science	Nicole Neunie		2	4	North Lauderdale Elementary School 2010-11. Grade: C (459) Science Mastery: 28 Sawgrass Elementary School 2009 - 2010 Garde:A 5th Grade Science Mastery: 66% Reading Mastery: 80% Reading Gains: 81% Math Mastery: 80% Math Gains:81% 2008-2009 3rd Grade Reading Mastery: 67% Math Mastery: 67% 2007 - 2008 3rd Grade Reading Mastery: 80% Math Mastery: 65%

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. North Lauderdale Elementary has a teacher mentoring program. Both the Instructional Coach and New Educator benefit from relationships that encourage reflection on the			

	practice of teaching. NLE's administration provides resources (especially time for mentoring teams to meet), observes each other's classroom techniques, models promising practices, and discusses how improvements can be made to classroom and instructional practices.	Instructional Coach	June, 2012	
1				
2	2. Advertisement of teacher vacancies and shortages have been made via the district Employment Information website, teacher recruitment job fairs, and in cities throughout the United States where teachers are being laid off.	District Human Resource Department & Administration	June, 2012	
3	3. Utilize uniformed iterviewing questions that match school's vision and mission.	Principal	June, 2012	
4	4. Reading Resource Specialist and Math Coach will model strategies and lessons to teachers in order to assist in effective lesson delivery.	Reading Resource Specialist and Math Coach	June, 2012	
5	5. Professional Learning Communities are planned for teachers to communicate and share best practices in scientific researched based activities.	Administration and Curriculum Coaches	June, 2012	
6				

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	0.0%(0)	12.8%(5)	46.2%(18)	41.0%(16)	30.8%(12)	100.0%(39)	2.6%(1)	12.8%(5)	100.0%(39)

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
Desiree Clay	Traci Kurtz	The Mentee, Ms. Kurtz is new to the grade level and the mentor Ms. Clay has many years of experience as a third grade teacher and team leader.	Paired with another teacher for assistance throughout the school year. Classrooms are in close proximity for convenience. Regularly opportunities for collaboration, lesson planning, and sharing or best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.
			Paired with another teacher for assistance

Elizasbeth Castillos	Ray Gleason	The Mentor Ms. Castillo is the First Grade Team Leader. She will assist Mr. Gleason during the school year.	throughout the school year. Classrooms are in close proximity for convenience. Regularl opportunities for collaboration, lesson planning, and sharing or best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.
Kathi Curtis	Maureen Golaub	The Mentor Ms. Curtis is a veteran teacher who will assist Ms. Golaub during the school year.	Paired with another teacher for assistance throughout the school year. Classrooms are in close proximity for convenience. Regularl opportunities for collaboration, lesson planning, and sharing or best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.
Glenda Parker	Robin Kessler	The Mentor Ms. Parker is a veteran teacher who will assist Ms. Kessler during the school year.	Paired with another teacher for assistance throughout the school year. Classrooms are in close proximity for convenience. Regular opportunities for collaboration, lesson planning, and sharing or best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.
Katrina Bernard	Angela Gibson	The Mentor Mrs. Bernard is a veteran teacher a who will assist Ms.Gibson during the school year.	Paired with another teacher for assistance throughout the school year. Classrooms are in close proximity for convenience. Regular opportunities for collaboration, lesson planning, and sharing or best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.

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

Tutoring and mentoring programs are aligned to meet the differentiated needs of students. We analyze assessment data for correctly placing students in tutoring programs that will support each students' area of deficit. Each student is instructed according to the analysis of the results of his/her mini assessments and with appropriate programs.

A variety of extended learning opportunities are conducted during the year. Students who
attend the after school program or Saturday camps(6 weeks) are invited to participate based on data criteria: students performing at Level 1 or Level 2 on the FCAT Reading and Math mini assessments. Students who are recommended for the writing camp have pretest scores 3.0 or below using the FCAT Writing Rubric. Students are grouped according to their needs,
Title I, Part A
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performing at Level 1 or Level 2 on the FCAT Reading and Math mini assessments. Students who are recommended for the
writing camp have pretest scores 3.0 or below using the FCAT Writing Rubric. Students are grouped according to their needs,
including ESE and LEP students who did not meet proficiency levels for NCLB. There are also opportunities for students that
are meeting proficiency or above in during the day activities/camps.

Opportunities for Instructional Staff Development are:
A+ Rise,
Broward Education Enterprise Portal (BEEP) Math, Reading, Science & Writing
ELL English Language Learners Reading and Math,
Understanding AYP
Technology Integration GLIDES
Understanding a Framework of Poverty
Florida Continuous Improvement Model (FCIM)
Dissagregate Assess Reteach Test (DART)
Building Background Knowledge (Vocabulary)
7 Correlates of Effective Schools
9 High Yield Strategies

Funds are allocated for teacher salaries, Parental Involvement and Professional Development.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Supplemental funds are utilized to provide additional In Service/Staff Developments and tutorial programs which focus on the
core curriculum areas for Tier II and III students in the areas of reading, Writing, Mathematics and Science.

Title III

Coaches will be a member of the reading team at the school level. Coaches work with the leadership team to analyze data
and assure that all students are receiving appropriate instruction. Additionally, as staff development issues are identified, the
reading coach will either provide the staff development or identify the resources to meet the needs. A District ESOL Coach is
provided to assist with ELL students and teachers in sheltered environment classrooms.

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

North Lauderdale Elementary provides a variety of alternative instructional delivery methods during the year such as after-
school tutoring. Students are grouped according to their academic needs, including ESE or LEP students who did not meet
proficiency levels for NCLB. In addition, students participate in Supplemental Educational Service Programs and they also
attend After School Programs during the school year and summer . Students who attend the after-school program are
primarily students performing at level 1 or level 2 on the FCAT Reading and Math Assessments. Their parents are personally
contacted at the start of the academic year, and are given the opportunity to pre-register for the program. Additionally, their
attendance is closely monitored and absenteeism is addressed promptly.

Violence Prevention Programs

North Lauderdale Elementary participates in an Anti Bullying Program which correlates with policy 5.9: Anti-Bullying. Students
learn about the different types of bullying: Adult Bullying, Harassment, Cyberstalking, Cyberbullying. Students also participate
in assemblies by performing in skits and they respond to narrative and expository prompts about bullying. North Lauderdale
Elementary also adheres to the Policy 5.9 whenever there is an issue of bullying amongst students.

Nutrition Programs

North Lauderdale Elementary participates in Nutrition Art programs that are held in October and March of each school year.
The purpose is to celebrate National School Lunch Week and National Nutrition Month. North Lauderdale Elementary Students
also participate in Broward County's Commit 2b Fit program.

Housing Programs

NA

Head Start

Towards the end of the school year and throughout the summer parents and incoming students are invited to our Kindergarten Round-Up. Kindergarten Round-Up is a school orientation program to introduce pre-school students and their parents to our school environment. It is also an opportunity for the Kindergarten teachers and school administrators to share their expectations of the students.
In addition to our transition meetings North Lauderdale also offers preschool classes for children ages 3-5. The program provides children the opportunity to become acquainted with the school in advance. The Reading Coach will coordinate and administer the SRUSS and FAIR. The Reading Coach will also coordinate the Kindergarten Roundup to help parents transition their child from preschool to elementary school. Translators are present for ELL parents. There are two orientations provided to parents each year (May and August).

ECHOS is an assessment tool designed to collect information and monitor the progress and seven domains of learning. These domains include: Language and Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness and Creative Arts.

The staff provides parents with packets of kindergarten activities, registration materials, and offers workshops to train parents to assist their child(ren) at home. An exit Interview and assessment is administered to each student before the transition to kindergarten, which is designed to determine overall readiness and/or identify the need for any remediation. Testing helps in the determination of student placement and assignment of learning groups.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based MTSS/RtI Leadership Team consists of the administrators (Principal and Assistant Principal), Teacher of the student referred to the Collaborative Problem Solving (CPS) team, guidance counselor, school psychologist, school social worker, reading coach (for all cases involving reading problems, math coach (for all cases involving math problems).

Supplemental Members: Speech/Language Pathologist, Social Worker, School Psychologist, ESOL contact (when necessary).

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 meets weekly to discuss struggling students and the implementation of effective intervention strategies. The staff is trained in throle of RtI in insuring that all students are rendered services that are prescriptive to their needs. This training is facilitated by Mrs. Lina Palacios, the Assistant Principal during pre-planning. An in-depth knowledge of the role of RtI and the flow of the RtI process is provided during this training. Paperwork is explained and the need for follow through by staff is emphasized. The members of the RtI team are introduced and their roles in the process are also explained. Time is allotted for questions and answers. The Guidance Counselor is the case manager for RtI. As the case manager the Guidance Counselor follows up on services provided to teachers such as sharing strategies and techniques to get struggling students to reach the level of proficiency. She schedules meetings and follow-ups for the team on student referrals. And, if needed, she is the first line of contact for parents. The RtI team reviews and analyzes the results of assessments, which will include FAIR, to ensure that instruction is data driven and prescriptive to the needs of the students served. By combining the curriculum and support teams, the plans and strategies implemented for struggling students address the whole child instead of focusing on just academics or just behavior and by looking at grade level results and

talking with grade levels in the creation of collaborative plans for struggling students, trends in both behavior and academics can be spotted and dealt with proactively.

The RtI Team also schedules weekly meetings with grade levels. If the need arises, individual members of the RtI team will meet with and model lessons for individual teachers. They will focus their meetings around meeting the needs of struggling students.

Data sources used for students on tier 2 and 3 are the intervention records and progress monitoring graphs generated for individual students.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The role of the MTSS Leadership Team is to provide input in the decision-making process for all sections of the SIP. The evaluation process entails examining current data and strategies to evaluate the overall effectiveness. The MTSS Leadership Team is charged with the responsibility of progress monitoring of SIP goals and making recommendations to adjust delivery models within support services.

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: 2012 FCAT Results Data, District Benchmark Assessment Test (September Administration), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR), and Oral Reading Fluency (ORF).

Progress Monitoring data: District Mini-Benchmark Assessments, FAIR (AP1), Go Math! Benchmark Tests, Riverdeep (Smart Tutorials) and iStations.

Mid-year data: District Benchmark Assessment 2 (December Administration), FAIR (AP2), Diagnostic Assessment for Reading (DAR) as needed, FCAT Simulated Assessments,

End of year data: FAIR (AP3), 2013 FCAT results, 2013 Q-BAT results, End of Year Assessments in Reading and Math.

Frequency of Data Days: Bi-weekly for data analysis

Describe the plan to train staff on MTSS.

Professional development on the MTSS process for classroom teachers will be held on August 16, 2012. A technology component will ensure that all teachers can appropriately utilize Excel files and create progress monitoring graphs to record and track student goal progress. Further training will take place in department meetings throughout the school year.

Describe the plan to support MTSS.

The MTSS will be supported by administration, instructional coaches, ESE Specialist and the Guidance Counselor to ensure students academic and social needs are being met. Administration and the support team will continuously educate teachers on the MTSS process in order for them to understand the importance of the process, and ultimately gain their support. Ultimately, teachers will refer students in need of the MTSS and follow through the process until students' needs have been met.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consist of:
Principal,Latasha Williams
Assistant Principal, Karen Harrison
Math Coach, Joseph Fursetzer
Reading Coach, Venetta McCullough
Science Coach, Nicole Neunie
Speech, Giselle Kriegel
Guidance Counselor, Maurice Smith

Kindergarten Team Leader, Susan Barbera
First Grade Team Leader, Elizabeth Castillo
Second Grade Team Leader, Glenda Parker
Third Grade Team Leader, Desiree Clay
Fourth Grade Team Leader, Katrina Bernard
Fifth Grade Team Leader, Traci Cohen

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

The literacy team will focus on the improvement of student achievement in the area of literacy.
The team meets weekly in order to participate in the following:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding grade level benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the information above, the team will identify professional staff development and necessary resources. The team will collaborate regularly, problem solve, share effective practices, evaluate the implementation of the plan, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

What will be the major initiatives of the LLT this year?
The Major Initiative of the Literacy Leadership Team will be to research and provide strategies that will enable K-5 student to improve in the areas of vocabulary and comprehension. Parents and Students will participate in activities such as: Book Clubs, E-DEAR Everybody-Drop Everything and Read, Accelerated Reading, The March Madness Literacy Fair, Quarterly Family Literacy Nights, Family Book Reports and Summer Parent Resource Day

The focus, goals, and initiatives of the LLT will be led by the needs of the students. Student needs are assessed by reviewing student achievement data and teacher data. The goals and initiatives will be aligned to the School Improvement Plan's reading goals, its strategies, and professional development plan. The LLT will also monitor and support the implementation of the Comprehensive Intervention Reading Programs and strategies to ensure that they are implemented with fidelity. The LLT will participate and lead professional learning communities that have been created to support the School Improvement Plan's.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

We have two Pre-K classrooms at North Lauderdale Elementary School for students who qualify. Additionally, During the spring, the Kindergarten Team Leader sponsors tours of the school for children from local day care facilities who will be enrolling in kindergarten in the fall of 2010. Materials regarding registration information and readiness for kindergarten are sent home with students who tour the school. The school marquee and newsletter are used to advertise when registration begins. Parents are provided with readiness for kindergarten information when they register.

To ensure school readiness, the Head Start (HS) Program has implemented a new
literacy, math, and science curricula in the 119 HS classrooms. The program has
aligned the literacy and math standards with the K3 national standards to improve
educational outcomes. This transparent connection between curricula and child
expectations has contributed to better prepare students to succeed in kindergarten.
An end of the year Creative Curriculum Continuum report, detailing students' ongoing
assessment, is placed in the students' cumulative folder to familiarize kindergarten
teachers with the HS students' progress in the program.
Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing
guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

In addition to our transition meetings North Lauderdale also offers preschool classes for children ages 3-5. The program provides children the opportunity to become acquainted with the school in advance.

Reading First Coach will coordinate and administer the SRUSS and DIBELS. The Coach will also coordinate Kindergarten Roundup to help parents transition their child from preschool to elementary school. Translators are present for ELL parents. There are two orientations provided to parents each year (May and August).

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	As of June 2012, students in grades 3-5 achieving proficiency (Level 3)will increase from 27% to 29% on FCAT Reading during the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (64) of grades 3-5 students achieved proficiency on FCAT Reading during the 2011-2012 school year.	29% (69) of students in grades 3-5 will meet expected level of performance on FCAT Reading during the 2011-2012 school year.

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	Monitoring the mastery of reading benchmarks-FCIM	Utilize the Beep Instructional Focus which incorporate the Sunshine State Standards in reading K-12 Reading Plan and Broward	Administration; Reading Coach	Non Negotiable Chart to identify Research Based Strategies PLC for Small Group Instruction & Best Practices Classroom Walkthroughs	Using Data from School Wide Assessments, ongoing mini bats, Benchmark Assessmentadministered in September and December, results of the above assessmentsin FAIR (K-5)/Oral Reading Fluency (1-5) will be analyzed to guide class instruction.
2	Technology availability to the state network to ensure the ability to the use of FAIR.	Students will be assessed using appropriate assessments such as FAIR, Mini Bats, DRA and BAT I & II to monitor and Differentiate Instruction for K-5 students.	Administration & Reading Coach	Assement Data such as FAIR, Mini Benchmark Scores, BAT I & II will be analyzed during DATA Chats with Individual Teachers and Grade Level Groups to ensure that Differentiated Instruction is appropriately prescribed.	Data Reports Print Outs.
3	Grade Level planning needs to occur for support.	The Broward Enterprise Portal Links such as United Streaming and Online Textbook connections will be utilized for instruction.	Reading Coach & Grade Level Team Leaders	Classroom Walk Throughs will used to monitor use of BEEP.	District Mini Benchmarks
4	Limited application of critical thinking skills, higher order processing for problem solving	•Daily instructional practices and strategies which stimulate and facilitate application and expansion of critical thinking skills, higher order processing for problem solving •Lesson Plans to determine use of revised instructional practices and strategies	Administration, Reading Coach	•Professional development •PLC meeting records •CWT /twice a week	•Professional development records •PLC meeting records •Observation records from CWT student engagement •BAT I & II •FCAT Pro Checkpoints
	Lack of identification of	•Identify areas of focus	Administration,	•Professional	•Professional

5	instructional practices and strategies to increase academic achievement and development	for improvement of instructional practices and higher order thinking strategies •Implement professional development processes to achieve improvements •Lesson Plans to determine use of revised instructional practices and strategies •Collaboratively plan professional development supporting development of instructional practices (High Yield Strategies) •Monitor progress of development processes to achieve those improvements	Reading Coach	development •PLC meeting records •CWT/daily	development records •PLC meeting records •Observation records from CWT student engagement •BAT I & II •Mini BAT Assessments •FCAT Pro Checkpoints

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	As of June 2012, students in grades 3-5 achieving above proficiency (Levels 4 & 5)will increase from 14% to 16% on FCAT Reading during the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (33) of grades 3-5 students are above proficiency.	16% (38) of students in grades 3-5 will be above proficiency (Levels 4&5).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The need for higher order	Teachers will utilize	Administration &	Classroom Walk Through	Log of Classroom

1	thinking strategies, assignments, and questions for students performing on or above level.	research based higher order thinking depth of knowledge questions during lessons. district trainings to support high-order thinking strategies Lesson Plans	Reading Coach	(CWT). Data Chats	Walk Through FAIR
2	In order to maintain or increase the amount of students achieving at above proficiency in reading, teachers must consider emotional and/ or social differences that students experience and adjust their educational climates to adapt to their students' level and pace of learning.	Teachers will plan differentiated instruction using evidence-based interventions within 90 minute reading blocks (including listening stations)	Administration Classroom Teacher and Reading Coach	Observations Data Chats Review of Lesson Plans	FAIR
3	Student mobility and parent conferences are an ongoing challenge	Grade Level Team Meetings will be conducted to identify strengths and weaknesses of grade level and review best practices.Grade Level Team Meetings will be conducted to identify strengths and weaknesses of grade level and review best practices.	Administration, Support Staff & Classroom Teachers	Feedback from Teachers	Data Monitoring Sheets FAIR
4	Teachers must be able to motivate students to want to achieve learning gains in reading.	Students in grades K-5 will participate in the Accelerated Reader program.	Administration Teachers Media Specialist	AR points earned by students.	Accelerated Reader Assessment FAIR
5	Lack of vocabulary skills.	•Meet with teachers to discuss research based vocabulary strategies that will be used in daily instruction. • Lesson Plans to determine use of revised instructional practices and strategies •Enforce a school-wide incentive and points plan for all students. •Select students who are performing above grade level to form book clubs •Create an AR folder for each student •Discuss AR data weekly •Assessed quarterly using STAR	Administration, Reading and Media Specialist.	•Review vocabulary assessments aligned to AR •Data Chats/Bi-weekly •CWT	•AR Quizzes •Quarterly STAR Assessments •FCAT Pro Checkpoints •BAT I & II •Monthly reports will determine incentives
6	Lack of identification of students with the greatest potential for achievement gains.	•Analysis of student summative assessment results in the subject and sub-content clusters, and monitoring of student progress as demonstrated on formative assessments of subject and sub-content clusters during PLCs and monthly data chats. •Guided reading plans •Lesson Plans	Administration Reading Coach	Leadership team review of: •Professional development processes •PLC meeting records •Student skill proficiency development as demonstrated in formative assessments and grade records. •CWT	•Professional development records •PLC meeting records

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	As of June, 2012, 64% of students in grades 3-5 will demonstrate annual learning gains on the Reading during the 2011 FCAT
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
59%(108) of student in grades 3-5 made learning gains on the 2009-2010 FCAT.	64% (113) of students in grades 3-5 will make learning gains in reading on the 2010-2011 FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Making sure that students attend ELO programs	Targeted Students will participate in Math, Reading, Science and Writing Tutorials before school/After School Tutorial Programs.	Administration, Reading Coach, Math Coach, Classroom Teacher	RTI meetings will be conducted to discuss targeted student performance. Differentiated Instruction will be provided to meet the needs of all students.	BAT Mini Assessments and End of the Book Reading Assessments.
2	Students have a deficiency in comprehension/fluency skills:	Fluency practice will be provided through the use of Quick Reads	Administration, Reading Coach & Classroom Teacher.	Data Chats with administration and grade groups will be conducted bi-weekly to discuss in-house benchmark assessments.	Trend Analysis and Data Review
3	Lack of rigor and relevance in instruction and center activities based on the student weaknesses to increase student achievement.	•Professional development on analyzing Next Generation Sunshine State Standards •Questioning techniques to ensure teacher instructional knowledge on how to embed higher	Administration and Reading Coach	•Professional development processes •PLC meeting records •Teachers will monitor students progress and collaborate with the Reading Coach for planning.	FAIR •Classroom walk-through observations •Lesson Plans •Guided reading plans •CWTs

		order questions using Blooms with fidelity.			•Measure continued use of materials during instruction	•District Assessment Tests •Weekly/Bi-weekly Assessments •Rubric
4	Limited usage of portfolios to monitor student progress with fidelity.	•Develop a grade-level protocol for student portfolios •Incorporate student work samples •Create a student checklist with mastery criteria	Administration, Reading Coach	•Data chat with the students bi-weekly to assess and align students' needs according to weekly assignments •Reading Coach meets bi-weekly with classroom teachers during grade level meetings to review portfolios		•Student Work Samples •FAIR •AR Quizzes/STAR •Weekly/Bi-weekly Assessments •Rubric •CWT
5	Limited instructional opportunities for Tier 2 and Tier 3 students in a small group setting.	•Identify students and place in appropriate Tier 2 and 3 intervention groups within the first two weeks the 2011-2012 school year. •Monitor student progress	Administration, Reading Coach, RtI Leadership Team	•RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of the program delivery using data. •Lesson Plans to determine use of revised instructional practices and strategies		•FAIR •Classroom walk-through observations •Lesson Plans •Guided reading plans •CWT •District Assessment Tests •Weekly/Bi-weekly 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	As of June, 2012, students in the Lowest 25% will increase learning gains from 67% to 71% on the 2012 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(30)of the students in the lowest 25% made learning gains in reading.	71%(32)of the students in the lowest 25% will make learning gains in reading.

	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 a deficiency in comprehension/fluency skills	Dissaggregate school and students data to identify areas of weakness and determine needed curriculum instruction.	Administration Leadership Team Reading Coac	Individual Class Data Monitoring Sheet	Analysis of data sheets and Classroom Walk Through
2	Scheduling may be difficult to coordinate with ESE Pull Outs and other academic blocks of time.	An uninterrupted reading block will be provided to ensure 120 minutes of instruction.	ESE Specialist	Assessment Data such as FAIR Reports, Mini Benchmark Print Out s, BAT Results wil be analyzed during Data Chats with individual teachers and Grade Level Groups to ensure that Differentiated is appropriately prescribed.	BAT Results
3	Students within the lowest 25% may not receive additional assistance outside of school because of financial limitations.	Title One Tutoring Provided after school. As well as SES tutoring will be provided.	Administration & Reading Coach	SES Provider assessments SES Student Learning Plans	Analysis of data sheets, Classroom Walk Through FAIR
4	Students' deficiencies are not being addressed with fidelity during the uninterrupted 90-minute reading block.	*Provide training for the Special Area and or support staff teachers in reading strategies. *Develop a push-in and or pullout model to address the students' deficiencies. *Create a schedule during the day for additional instruction given by the classroom teacher *Select appropriate materials to meet the students' needs. Lesson Plans to determine use of revised instructional practices and strategies	Reading Coach, and Administration	•Progress monitoring of assessments and attendance data Classroom Walk Through	•FCAT Pro Checkpoints •Weekly/Bi-weekly Assessments •FAIR •CWT
5	Students' prerequisite knowledge and skills related to NGSSS	•Implement Tier 1 reading instruction with fidelity in all grade levels •Collaboratively plan professional development for instructional practices and strategies that foster higher order comprehension skills •Develop the calendar based on 2011 FCAT starting with the weakest benchmarks (Power-Benchmarks) •Create a school based instructional focus calendar.	Reading Coach and Administration	•PLC meeting records •Teachers will monitor students progress and collaborate with the Reading Coach for planning. •Student engagement records from classroom walkthrough observations	•FCAT Pro Checkpoints •Weekly/Bi-weekly Assessments •FAIR •District Assessment Tests •Weekly/Bi-weekly Assessments •Lesson Plans

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 # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	As of June, 2011, the AYP subgroup of Black students will increase from 35% to 42% on the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(77)of black student made adequately Yearly Progress in Reading as measured by the 2009-2010 FCAT.	42% (92) of black students will make Adequately Yearly Progress in Reading as measured by the 2010-2011 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance during Extended Learning Opportunities.	Students will participate in Extended Learning Opportunities such as after school programs and Saturday School. Differentiated Instruction will be provided to meet the needs of all students.	Administration, Reading Coach, Math Coach, Classroom Teacher	RTI meetings will be conducted to discuss targeted student performance. Classroom Walk Through	BAT Mini Assessments and End of the Book Reading Assessments
2	Monitoring and providing flexible grouping for students.	Grade level Teachers will meet weekly to discuss planning, curriculum concerns, pacing and information exchange. Grade Level Teams will also differentiate their classroom instruction to meet the needs of students.	Administration & Reading Coach	Team Leaders will share best practices and discuss the effectiveness of the lesson.	Reading Mini Assessments And Sept. & November Benchmark Assessments.
3	All technology equipment is sufficiently working.	Students will use Integrated Learning Systems and other forms of technology to increase knowledge in skills (Resources from FCAT Explorer, Compass Odyssey, Riverdeep, Starfall and Accelerated Reader) to increase reading skills and to motivate independent reading.	Administration Leadership Team Reading Coach	Ongoing Progress Monitoring	Analysis of data sheets, Classroom Walk Through
	Lack of recognition of the need for differentiated instruction in reading	•Targeting additional individual interventions and materials for students who are struggling in particular	Reading Coach	•Professional development processes •PLC meeting records •Teachers will monitor students progress and	•FAIR •District Assessment Tests •Weekly/Bi-weekly •Classroom walk-

4		areas •Place students in appropriate programs based on weaknesses •Differentiate instruction of specific reading skills		collaborate with the Reading Coach for planning. •Measure continued use of materials during instruction	through observations •Lesson Plans •Guided reading plans •CWT

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:	As of June, 2012, the AYP subgroup of ELL students will increase from 27% to 35% on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (16) of the ELL students met Adequate Yearly progress.	35% (21) of the ELL students will meet Adequate Yearly progress.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>Students are not proficient in oral language/fluency</td>
<td>Teachers will provide differentiated instruction to at least three reading groups in their classes based on their students' needs and reading levels for a 90 minute uninterrupted reading block.
They will use appropriate reading groups as per the Struggling Readers Chart.</td>
<td>Administration & Reading Coach</td>
<td>When visiting the classroom, lesson plans will be reviewed during classroom walk through (CWT).</td>
<td>BAT Mini Assessment</td>
</tr>
<tr>
<td>2</td>
<td>Insufficient ELL strategies used with Lesson Planning.</td>
<td>Students will be instructed using research based instructional techniques for ELLs: graphic organizers such as character webs, beginning and end charts, Main Idea & Detail Charts and Problem Solution Chart.</td>
<td>Administration, ESOL Coordinator & Reading Coach</td>
<td>Assessmernts will be administered according to Reading IFC. Assessments will include End of Unit Reading Assessments, Weekly Reading Comprehension Selections and Mini Bats will be administered and monitored for improvement.</td>
<td>Fluency Assessments</td>
</tr>
<tr>
<td>3</td>
<td>Lack of English Proficiency</td>
<td>Utilize effective strategies such as: Content Area Vocabulary Instructional Framework for Developing Language Arts through ESOL & the District's Struggling Readers Chart.</td>
<td>Administration, ESOL Coordinator & Reading Coach</td>
<td>When visiting the classroom, lesson plans will be reviewed during classroom walk through (CWT).</td>
<td>BAT Mini Assessment</td>
</tr>
<tr>
<td>4</td>
<td>Lack of equal readiness skills resulting in gaps in English language proficiency, prior knowledge, and comprehension skills</td>
<td>•Collaboratively plan professional development supporting development of instructional practices and strategies that would most benefit higher quality writing.
•Continued use of FCIM lessons</td>
<td>Classroom Teacher and Reading Coach</td>
<td>•Professional development processes
•PLC meeting records
•Teachers will monitor students progress and collaborate with the Reading Coach for planning.
•Measure continued use of materials during instruction</td>
<td>•FCAT Pro Checkpoints
•Weekly/Bi-weekly Assessments
•FAIR
•District Assessment Tests
•Weekly/Bi-weekly Assessments
•CWT</td>
</tr>
</table>

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:	As of June, 2012, the AYP subgroup of Student swith Disabilities (SWD) will increase from 26% to 34% on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (11) of the Students with Disabilities (SWD)met Adequate Yearly progress.	34% (15) of the Students with Disabilities (SWD)will meet Adequate Yearly progress.

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
2	Lack of sufficient data analysis to inform targeted instruction	Teachers will attend regularly scheduled data meetings to review and analyze assessment data to plan for effective instruction.	Administration and Reading Coach	•Review student performance data in data meetings and grade level team meetings. •Professional development processes •PLC meeting records •Teachers will monitor students progress and collaborate with the Reading Coach for planning. •Measure continued use of materials during instruction	•FAIR •Progress Monitoring Assessments •District Assessment Tests •Weekly/Bi-weekly Assessments •CWT
3	Lack of Phonemic Awareness	Teachers will use alphabet letters to manipulate phonemes. Focus on one or two rather than several types of phoneme manipulation in primary grades. Students work with manipulating sounds and sounds in words Work with primary teachers to provide multiple strategies for improving phonemic awareness	Administration and Reading Coach	•Professional development processes •PLC meeting records •Teachers will monitor students progress and collaborate with the Reading Coach for planning. •Measure continued use of materials during instruction	•Progress Monitoring Assessments •FAIR Classroom Walk Through

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:	As of June, 2012, the AYP subgroup of Economically Disadvantage students will increase from 37% to 44% on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (97)of Econically Disadvantaged students met AYP as measured by 2011-2012 FCAT.	44%(114)of Economically Disadvantaged students will meet AYP as measured by the 2011-2012 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance during Extended Learning Opportunities.	Students will participate in Extended Learning Opportunities such as before, during, after school programs and Saturday School Programs	Administration, Reading Coach, Classroom Teacher	RTI meetings will be conducted to discuss targeted student performance. Differentiated Instruction will be provided to meet the needs of all students.	BAT Mini Assessments and End of the Book Reading Assessments.
2	Some students need more practical input that relates to everday life.	Utilize Engaged Classrooms, incorporating smart boards, document cameras, laptops, LCD projectors in grades 3-5 classrooms to provide more student engagement into our reading curriculum	Administration Leadership Team Reading Coach	Observations Data chats Review of Lesson Plans	Analysis of data sheets, Classroom Walk Through FAIR
3	Utilization of the 9 High Yield Strategies to meet the needs of different student grade levels.	Grade level teams will meet weekly to discuss planning, curriculum concerns, pacing and information exchange.	Administration & Reading Coach	Ongoing Progress Monitoring	Analysis of data sheets, Classroom Walk Through
4	Lack of research based Tier 3 interventions in place to utilize with low performing students	Train a cadre of highly qualified teachers to implement research based interventions. (Wilson Phonics)	Administration and Reading Coach	•Professional development processes •PLC meeting records •Teachers will monitor students progress and collaborate with the Reading Coach for planning. •Measure continued use of materials during instruction	•FAIR •FCAT •Classroom walk-through observations •Lesson Plans •Guided reading plans •CWT •District Assessment Tests •Weekly/Bi-weekly Assessments
5	Explicit vocabulary instruction is not occurring with fidelity in all classrooms.	Research based vocabulary instruction will occur in all classrooms.	Administration and Reading Coach	•Professional development processes •PLC meeting records •Teachers will monitor students progress and collaborate with the Reading Coach for planning. •Measure continued use of materials during instruction	•FAIR •Macmillan Treasures FCAT-format Assessment •CWT

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						

Reading 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 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:	
2012 Current Percent of Students Proficient in listening/speaking:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	
2012 Current Percent of Students Proficient in reading:	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

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

CELLA Budget:

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

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

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:	As of June, 2011, students achieving proficiecy will increase their level in math proficiency from 31% to 32% on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(73) of students met proficiency on the 2010-2011 FCAT.	32%(76) of students will meet proficiency on the 2011-2012 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to new math series	Teachers will meet as grade levels with the math coach twice each month to discuss concerns and best practices used in the classroom. Teachers will follow the instructional focus calendar provided by the school to assist in staying on schedule and covering all necessary skills	Administration, Math Coach	Data from school wide assessments, ongoing Mini-Bats, the Benchmark Assessment administered in September and December, results of the above assessments will be analyzed to guide classsroom instruction.	Chapter Test, September & November BATS Classroom Walk Throughs
2	Progress monitoring with new seris	Maintain a record of strategies and interventions utilized with students.	Administration, Math Coach, and Classroom Teachers	Review student data reports to ensure teachers are assessing students accordingly to the BEEP Instructional Focus Calendars	Increased achievement between BAT I and BAT II
3	All Technology Equipment is efficiently working for student use	Go Math (K-5) web-based materials via the Broward Enterprise Education Portal will be used to focus on topics of instruction.	Administration, Teacher& Math Coach	Classroom Walkthroughs will be conducted by administration. Data will be entered into Teachscape® to examine patterns and trends in classroom instruction	Go Math Chapter Test, September & November BATS
4	Keeping Math Center Updated	Math Coach will assist teachers in the creation of centers and administration will ensure activities are implemented	Administration, Math Coach, and Classroom Teachers	Classroom Walkthroughs/Ongoing progress monitoring	Chapter Test, September & November BATS
5	Consistency of tutoring schedule and curriculum	Develop schedule of support and implement specific curriculum with fidelity	Math Coach, Reading Coach, Administration	Evaluate student growth as measured FCAT Test Maker, BAT 1, and BAT 2	Checklist or Rubric to evaluate scheduling, curriculum, transitions, student achievement
6	Scheduling issues restrict mathematics instruction to only one hour	Implement "crunch-time" calendar earlier in year allowing for 50% more math instruction.	administration, math coach, classroom teachers	CWT to determine ease of implementing math block with center rotations for remediation	Graph comparing average chapter test scores last year to current year

7	Consistent Implementation of FCAT Test Maker	Implement testing from outset of school year and provide diagnostic feedback quickly after each test. Also staggered testing dates.	Math Coach	Student achievement will be measured as part of the program functionality	Assessment Calendar will be created and provided to teachers at beginning of year

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency (FCAT Level 4 & 5) will increase from 25% to 26% on the 2011 FCAT.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
25% (60) of students achieved above proficiency on the 2010-2011 FCAT.	26%(62) of students will achieve above proficiency on the 2011-2012 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing enrichment opportunities in the new math series.	Teachers and students will utilize the BEEP educational Portal and Go Math Online Resources.	Administration, Math Coach, and Team Leaders	Administration, Math Coach, Classroom Teachers	Chapter (Summative) Test, September & November BATS
2	Providing Technology for student enrichment	Students will use FCAT Explorer	Administration, Math Coach	FCAT Explorer results will be printed out and analyzed by the classroom teacher. Data will also be discussed during regular data chats.	FCAT Explorer printouts
3	Monitoring and providing flexible grouping for students.	Teachers will differentiate instruction based on student data	Administration, Math Coach	CWT, Lessons Plans & Student Centers	Trend Analysisand Data Review

		by means of small group instruction.			
4	Functioning hardware in all classrooms and associated professional development needed to use effectively	Distribute computers evenly across grade levels and provide promethean trainings for all teachers	Mr. Marino (tech support) and county tech support personnel (Randy Stephens)	Measure continued use and advanced techniques for utilizing equipment effectively during instruction	CWT
5	Professional development opportunities to expand and enhance instruction	Coordinate and plan Big Idea Workshops and Unwrapping the Standards reviews with Sharon Greenwald and Cindee Rubenstein	Math Coach, Administration	Progress monitoring of student achievement on chapter tests and weekly assessments from FCAT TestMaker	Comparison data between BAT 1 and BAT 2, FCAT scores, and comparisons of Beginning of Year and End of Year 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 mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	As of June, 2011, students making learning gains in mathematics will increase from 66% to 71% on the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (120) of students made adequate yearly progress.	71% (85) of students in grades 3-5 will make adequate yearly progress.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>All technology equipment is sufficiently working.</td><td>Students will use Integrated Learning Systems and other forms of technology to increase knowledge in Math Skills (Resources from FCAT</td><td>Administration Leadership Team Reading Coach</td><td>Ongoing Progress Monitoring</td><td>Analysis of data sheets, Classroom Walk Through</td></tr>
</table>

		Explorer, Compass Odyssey, Riverdeep, and Destination Math.			
2	Student Attendance during Extended Learning Opportunities.	Students will participate in Extended Learning Opportunities such as before, Before School, After School and Saturday School Programs	Administration, Reading Coach, Classroom Teacher	RTI Meetings will be conducted to discuss targeted student performance. Differentiated Instruction will be provided to meet the needs of all students during Push In Assistance	Chapter (Summative) Test, September & November BATS, Benchmark Mini Assessment Test
3	Monitoring and providing flexible grouping for students	Grade level teams will meet weekly to discuss planning, curriculum concerns,, pacing and information exchange	Administration & Team Leaders	Team Leaders will facilitate the sharing of best practices and discuss the effectiveness of the lesson.	Chapter (Summative) Test, September & November BATS, Benchmark Mini Assessment Test
4	Communication between grade levels is inconsistent	TLC will be developed to provide opportunities for vertical planning	Math coach	Math coach will ensure that TLC schedules are created and followed and procedures for sharing are instituted.	CWT, Team Leader responses, and teacher discussions, data chats
5	Soar to Success program is inconsistent and training is needed	Updates to program are under way and new training will be provided to help teachers utilize program effectively.	Math Coach	Monitor teacher data on Soar to Success	Think Central

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the Lowest 25% will increase their learning gains from 44% to 52% during the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(23)of students made adequate yearly progress.	52%(144) of students in grades 3-5 will make adequate yearly progress.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance during Extended Learning Opportunities.	Students will participate in Extended Learning Opportunities such as Before School, After School and Saturday School Programs	Administration, Math Coach	RTI Meetings will be conducted to discuss Level I, II, & III student performance.	Chapter (Summative) Test, September & November BATS, Benchmark Mini Assessment Test
2	Monitoring and providing flexible grouping for students	Differentiated Instruction will be provided to meet the needs of all students during Push In Assistance	Administration, Math Coach, and Team Leaders	Classroom Walkthroughs will be conducted by administration. Data will be entered into Teachscape® to examine patterns and trends in classroom instruction	Chapter (Summative) Test, September & November BATS, Benchmark Mini Assessment Test
3	Math PLC will share effective, best practices. Math coach will provide modeling and coaching to select teachers.	Manipulatives will be used during lessons to provide a concrete, hands on opportunities.	Math Coach	Classroom walkthroughs will take place regularly to monitor.	Classroom walkthrough reports
4	Inadequate understanding of the RTI process	Staff development on correct ways to progress monitor and provide templates for teachers to use to ease paperwork concerns as well as standardize process	Math coach, ESE Specialist	Students will be targeted based on specific criteria early in the year and RTI data will be tracked with more fidelity	Evaluation of chapter tests, weekly assessments, BAT 1 and BAT 2, and FCAT scores

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	As of June, 2011, the AYP subgroup of Black students will increase from 48% to 54% on the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (105)of students made adequate yearly progress.	54 (51%) of students in grades 3 - 5 will make adequate yearly progress.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of understanding mathematics vocabulary	Teachers in K-5 will implement Content	Administration, Math Coach, and	Classroom Walkthroughs will be conducted by	Chapter Test, BAT Minis, September &

1		Vocabulary System. Math Chapter Vocabulary Words will be found on word walls within the classroom.	Team Leaders	administration. Data will be entered into Teachscape® to examine patterns and trends in classroom instruction	November BATS
2	Monitoring and providing flexible grouping for students	Teachers will differentiate instruction based on student data by means of small group instruction.	Administration, Math Coach	CWT, Lessons Plans & Student Centers	Chapter Test, BAT Minis, September & November BATS
3	Monitoring and providing flexible grouping for students	Opportunities will be provided for 3rd, 4th and 5th grade AYP subgroup students to receive extra support in Math through participation in after school camps, double dose instruction, Supplemental Educational Services (SES) program and/or Saturday Math Tutorial Camp	Administration, Math Coach	CWT, Onsite SES monitoring	Chapter Test, BAT Minis, September & November BATS
4	Consistent tutoring push-in and pullout support	Target same group of kids all year rather than switching up groups, times, and content.	Math coach	Evaluate student growth as measured FCAT Test Maker, BAT 1, and BAT 2	FCAT Test Maker progress monitoring software

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 AYP Subgroup of English Language Learner students will increase from 47% to 53% on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(28) of students made adequate yearly progress.	53%(32) of students will make adequate yearly progress.

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 grasping math concepts	Teachers will provide differentiated instruction to math groups in their classes based on their students' needs and mathematics levels for a 60 minute uninterrupted math block. They will use appropriate math interventions as per the Struggling Mathematics Chart.	Administration Teachers & Mathematics Coach	Classroom walkthroughs- review student progress, interactive multimedia and multimodal strategies and testing accommodations used in the classroom with ELL students.	BAT Mini Assessment, Chapter Test
2	Consistency in instructional time.	Teachers will adhere to class schedule and utilize Instructional Focus/Calendar (ICF) in order to assure structure and consistency for struggling students	Administration, Mathematics Coach	Classroom Walkthroughs/Monitoring Lesson Plans	BAT Mini Assessment,Chapter Test
	Selecting appropriate interventions	Teachers will utilize the Go Math Strategic	Administration, Math Coach	Classroom Walk Through/Informal	BAT Minis, Chapter Test, and Big Idea

3		Intervention Materials to provide remediation as well as increase the use of manipulatives and hands on activities to reinforce math concepts.		Assessments	Assessments
4	Inadequate understanding of the RTI process	Staff development on correct ways to progress monitor and provide templates for teachers to use to ease paperwork concerns as well as standardize process	Math Coach, ESE Spcialist	Students will be targeted based on specific criteria early in the year and RTI data will be tracked with more fidelity	Evaluation of chapter tests, weekly assessments, BAT 1 and BAT 2, and FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The AYP subgroups of SWD will increase proficiency on the 2012 FCAT from 33% (14) to 40%
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(14) of students made adequate yearly progress.	40% (18) of students in 3-5 students will make adequate yearly progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of resources to utilize as remediation for SWD	Two new series will be purchased and distributed: Touch Math and Moving Up with Math. Trainings will be held for both	Math Coach, ESE Specialist, ESE Teacher	Training dates will be added to professional development calendar and implemented with fidelity	Evaluation of chapter tests, weekly assessments, BAT 1 and BAT 2, and FCAT scores
2					
3					

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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The AYP Subgroup of Economically Disadvantage students will increase proficiency from 48%-54% on the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(146) of students met adequate yearly progress.	54%(164) of students will make adequate yearly progress.

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
	Monitoring and providing flexible grouping.	Grade Level Teams will meet weekly to discuss,	Administration, Math Coach, Team	BAT Data, mini BAT DATA, Student Goal	Chapter Test, BAT Minis

1		planning, curriculum concerns, pacing and information exchange.	Leaders	Sheets willl be reviewed by students, teachers, and Administration	and Big Idea Assessments
2	Monitoring and providing flexible grouping for students	Teachers will provide differentiated instruction to math groups in their classes based on their students' needs and mathematics levels for a 60 minute uninterrupted math block. They will use appropriate math interventions as per the Struggling Mathematics Chart .	Administration & Math Coach	Classroom Walk Through	Chapter Test, BAT Minis and Big Idea Assessments
3	Student attendance during Extended Learning Oportunities.	Opportunities will be provided for 3rd, 4th and 5th grade AYP subgroup students to receive extra support in Math through participation in after school camps, double dose instruction, Supplemental Educational Services (SES) program and/or Saturday Math Tutorial Camp	Administration, Team Leaders	Classroom Walk Through	Chapter Test, BAT Minis and Big Idea Assessments
4	Consistency of tutoring schedule and curriculum	Develop schedule of support and implement specific curriculum with fidelity	Math Coach	Evaluate student growth as measured FCAT Test Maker, BAT 1, and BAT 2	Checklist or Rubric to evaluate scheduling, curriculum, transitions, student achievement
5	Inadequate understanding of the RTI process	Staff development on correct ways to progress monitor and provide templates for teachers to use to ease paperwork concerns as well as standardize process	Math Coach	Students will be targeted based on specific criteria early in the year and RTI data will be tracked with more fidelity	Evaluation of chapter tests, weekly assessments, BAT 1 and BAT 2, and FCAT scores

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
No Data Submitted						

Mathematics 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 Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency in(FCAT Level 3) will increase from 22% to 27% on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (17) of fifth graders were at or above proficiency on the 2011 FCAT in science.	27% (21) of students in grade five will meet proficiency in science on the 2012 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student deficiencies in science achievement through lack of exposure to science explorations and scientific thinking	Utilize hands on laboratory experiments at least once each week, in which the 5E model is implemented along with science stations within the classroom. Watch Science Alive once a week through Becon	Administration and Science Coach	Utilize Webb's questioning, Monitor IFC and the pacing of the correlation chart of the science kits with fidelity (will be monitored by the Science Coach). Assessments will be administered quarterly for ongoing progress monitoring(processfor determining effectiveness Log of hands-on activities & experiments	Pre and Post Test FCAT Practice Test Mini-Benchmark Assessment Test Harcourt Practice Test
	Students not having critical skills need for	Provide real-world science experiments	Administration and Science	Lesson Plan Review & Classroom Walk	Pre and Post Test

2	proficiency	and engaging activities.	Coach	Through	FCAT Practice Test Mini-Benchmark Assessment Test Harcourt Practice Test Classroom Walk Through
3	Students having difficulty record keeping of science vocabulary and experiments	Utilize science notebooks to organize authentic student work and monitor progress of mastery of benchmarks	Administration, Science Coach, and Classroom Teachers	Lesson Plan Review & Classroom Walk Through (Journal Checks)	Pre and Post Test FCAT Practice Test Mini-Benchmark Assessment Test Harcourt Practice Test Science Notebook Rubric
4	Students lack content knowledge and skills due to limited science instruction in grades K-4.	Teacher develop, post, and follow a schedule of science instruction as per district guidelines. Set up a working Science Lab accessible to all students. Align Science instruction to district focus calendar. Us of FCAT Explorer and Florida Achieves FOCUS during computer lab time	Science Coach Nicole M. Neunie Administrators Latosha Williams Frederick Robinson	identify instructional practice - Monitor science instruction using weekly classroom walkthroughs to check for authentic student work, use of science journals, updated word walls Focus on the learner – working with hands on materials, student-created materials, and writing Coach/Teacher analysis	Classroom Walkthrough (focus on instructional practices and instructional materials) BAT 1 & 2 Mini Assessments as instruction dictates Quarterly Checkpoints using FCAT Pro Science Notebooks using Classroom Walk Throughs
5	Lack of teacher knowledge on new Science adoption materials	Teachers will attend district Professional Developments on new Science adoption materials In house Professional Development on new Science adoption material	Science Coach Nicole M. Neunie Administrators Latosha Williams Frederick Robinson	Monitor effective use of new Science materials	Classroom Walkthrough (focus on instructional practices and instructional materials) BAT 1 & 2 Mini Assessments as instruction dictates Quarterly Checkpoints using FCAT Pro Science Notebooks using an established rubric Teacher Lesson Plans Science Notebooks using an established rubric
	Students have difficulty in retaining information, communicating effectively, and using science appropriate vocabulary due to low performance in writing and reading.	Embed cross-over reading and writing in science To increase student background knowledge and science process skills, primary and intermediate grades	Science Coach Nicole M. Neunie Administrators Latosha Williams Frederick Robinson	Monitor effective use of writing and reading strategies in science instruction. Utilize a common protocol for Science Notebooks.	Classroom Walkthrough (focus on instructional practices and instructional materials) BAT 1 & 2

| 6 | | should utilize hands-on activities in the Delta Science Kits and BEEP lessons, as detailed in the IFC.

Use Science Alive and United Streaming videos coupled with writing to increase student background knowledge. | | | Mini Assessments as instruction dictates Quarterly Checkpoints using FCAT Pro Science Notebooks using an established rubric

Authentic Student Work |

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency in(FCAT Level 3) will increase from 5% to 8% on the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students achieving above proficiency on the 2011 FCAT increased from 2% to 5%.	Student achieving above proficiency on the 2012 FCAT will increase from 5% (4) to 8% (7.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited participation in hands-on activities.	All students will complete hands-on lab activities weekly and record findings in a science jorunal to document hands-on investigations.	Science Coach Administrators Latosha Williams Karen Harrison	Lesson Plan Review & Classroom Walk Through	Pre and Post Test FCAT Practice Test Harcourt Practice Test & Teacher created assessments

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Monitoring progress of high achieving students.	Student achievement chats will be conducted with high performing students to review scores from assessments.	Science Coach Administrators Latosha Williams Karen Harrison	Lesson Plan Review & Classroom Walk Through	Pre and Post Test FCAT Practice Test Mini-Benchmark Assessment Test Harcourt Practice Test
3	Application of Science Concepts and opportunities to make real life Connections.	Provide real-world science experiments and engaging activities. Students will also use Science Notebooks in the Classroom for reinforcement of Science Vocabulary.	Science Coach Administrators Latosha Williams Karen Harrison	Lesson Plan Review & Classroom Walk Through	Pre and Post Test FCAT Practice Test Mini-Benchmark Assessment Test Harcourt Practice Test
4	Lack of differentiated instruction to meet the needs of high achieving students.	Frequent progress monitoring of high achieving students Use the 5E Model of Instruction. Project-based learning, learning stations/centers	Science Coach Nicole M. Neunie Administrators Latosha Williams Karen Harrison	Analysis Assessments Data identify instructional practice - Monitor science instruction using weekly classroom walkthroughs to check for authentic student work, use of science journals, updated word walls Focus on the learner – working with hands on materials, student-created materials, and writing	Classroom Walkthrough (focus on instructional practices and instructional materials) BAT 1 & 2 Mini Assessments as instruction dictates Quarterly Checkpoints using FCAT Pro Science Notebooks using an established rubric Authentic Student Work

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

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

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

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

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

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

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing will increase from 70% (52) to 75%(56).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(52)of the 4th grade students scored 4.0 or above on the 2011 FCAT Writing.	75% (56) of the 4th grade students will score a 4.0 or above on the 2012 FCAT Writing.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	Use of conventions	Teachers in grades 2-5 will utilize BEEP Writing Lessons to provide Writing Instrucion	Administration Writing Coach	Classroom Walk Through and Writing Prompt Analysis	Writing Prompt Analysis & Assessments from the Broward Educational Enterprise Portal (BEEP)
2	Monitoring student progress/data collection	Fourth grade students will be given a monthly writing prompt that will be analyzed by teachers Instruction will be adjusted based on the trends of the student data.	Administration, Writing Coach	Beep writing lessoins will be utilized. Teachers will evaluate writing samples to determine appropriate focus lessons for classrooms. Lesson plans will be reviewed by the Principal, Assistant Principal, and Team Leaders	DOE Florida Writes rubric for baseline and mid-year progress monitoring
3	New Students transferring to North Lauderdale	A daily writing block will be included in every class schedule.	Administration, Writing Coach	Assessments of students writing abilities will be on going through the school year. The students have a Writer's notebook that will be reviewed by the students and teachers. Beep lessons will be used as a school-wide writing program	Monthly scored writing prompts will be used to determine progress between times prompts were given. Six traits rubric will be used as an evaluations tool for ongoing progress monitoring.
4	Monitoring students progress/data collection	Fourth grade students will be given monthly writing prompt that will be analyzed by teachers. Instruction will be adjusted based on the trends of the student data.	Administration and Writing Coach	BEEP writing lessons will be utilized. Teachers will evaluate writing samples to determine appropriate focus for classrooms. Lesson plans will be reviewed by the Principal, Assistant Principal, and Team Leaders.	DOE Florida Writes rubric for baseline and mid-year progress monitoring.
5	New students transferring to North Lauderdale	A daily writing block will be included in every class schedule.	Administration and Writing Coach	Assessments of students writing abilities will be on going through the school year. The students will have a Writer's Notebook that will be reviewed by the students and teachers. BEEP lessons will be used as a school-wide writing program.	Monthly scored writing prompts will be used to determine progress between times prompts were given. Six Traits rubrics will be used as an evaluation tool for ongoing progress monitoring.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	As of June 2011, students in grades K-5 will decrease the excessive absences from 31% to 15% .
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
31% 228	15%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
35%	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	Parents not bringing students to school on time.	Parents are to be contacted and informed about the Broward Schools Truancy Policy (SB Policy 5.5)	Administration	Parents are to be contacted and informed about (S.B. Policy 5.5)	Terms Attendance Records.
2	Apprising parents of the opportunities awarded to students that attend school regularly .	Recognizing students that have perfect attendance at quarterly awards assemblies.	Administration, Guidance Counselor	Monitor Attendance Cards	Attendance Records
3	Parents know the correlation between regular school attendance and student achievement	Information on the benefits of regular attendance in newsletter, website	Administration and Guidance Counselor	Monitor Attendance Cards	Attendance Records
4	Excessive absences effectives student performance.	Explain the policies and procedures for unexcused absences during open house. Parents are to be contacted by phone and informed about the Broward Schools Truancy Policy (SB Policy5.5) for each unexcused absence. The phone call will be followed up by a letter.	Administration Office Staff	Monitor Attendance	Terms Attendance Records

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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:	In 2011 - 2012 the total number of in-school suspensions will be reduced from 7% to 4%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
84	54
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

7%	4%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
18	9
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2% 14	1%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring that all staff attends the Champs Training.	CHAMPS Training for all staff will be provided during Early Release Days.	Administration	Classroom Walk-Through	Suspension Data from Data Warehouse and Virtual Counselor.
2	Ensuring that all staff members adhere to the Discipline Management System.	Training and monitoring of staff on adhering to the Discipline Management System	Administration	Classroom Walk-Through & the utilization of the Discipline Matrix.	Suspension Information from Data Warehouse and Virtual Counselor.
3	Lack of Teacher implementation of their classroom management procedures.	Teachers are to review classroom rules and procedures on a regular basis with their students. Teachers are also encouraged to Increase positive student reinforcement at all times.	Administration, Team Leaders,	Classroom Walkthroughs	Student disciplinary referrals

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

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

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

Suspension Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The percentage of parents participating in Parental Involvement Activities will increase from 12% to 20 %.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
12% (85) was the current level of Parent Involvement.	20% (141) is the expected level of Parental Involvement.

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	"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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

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

Technology

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

Professional Development

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

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁᴖ Priority	ꞁᴖ Focus	ꞁᴖ Prevent	ꞁᴖ NA

Are you a reward school: ꞁᴖ Yes ꞁᴖ No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

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

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
NORTH LAUDERDALE ELEMENTARY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	56%	70%	28%	195	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	59%	66%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	72% (YES)			139	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					459	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District
NORTH LAUDERDALE ELEMENTARY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	54%	71%	22%	190	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	52%	47%			99	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	44% (NO)			98	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					387	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested