FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ANDOVER ELEMENTARY

District Name: Orange

Principal: Matthew Pritts

SAC Chair: Melanie Williams

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 11/9/2012

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)
					Mr. Pritts has been the principal at Andover since 2007. Prior to that he was an assistant principal at Sunrise from 2005-2007. Prior he was at Endeavor Elementary as an assistant principal from 2002-2005. School Grade-A 2012 Andover High Standards Reading-76% High Standards Math-76% High Standards Writing-81% High Standards Science-70% Lowest 25% Reading-83% Lowest 25% Math-65% School Grade-A 2011 Andover High Standards Reading- 91% High Standards Math- 93% High Standards Writing-91% High Standards Science-75% Lowest 25% Reading-75% Lowest 25% Math-86% AYP-Not met with ELL students 2009/10 Andover

| Principal | Matthew Pritts | Elementary Education Educational Leadership | 5 | 10 | High Standards in Reading: 87
High Standards in Math: 90
Writing: 78
Science: 73
Lowest 25% Reading: 69
Lowest 25% Math: 76
AYP Met in All Areas

2008/09 Andover:
High Standards in Reading: 86
High Standards in Math: 88
Writing: 94
Science:69
Lowest 25% Reading: 61
Lowest 25% Math:74
AYP Met in All Areas

2007/08 Andover:
High Standards in Reading: 88
High Standards in Math: 88
Writing: 93
Science:65
Lowest 25% Reading:63
Lowest 25% Math:89
AYP Met in All Areas

Sunrise

2006/07 Sunrise:
High Standards in Reading: 96
High Standards in Math: 96
Writing: 98
Science:85
Lowest 25% Reading: 71
Lowest 25% Math:69
AYP Met in All Areas

2005/06 Sunrise:
High Standards in Reading: 96
High Standards in Math: 95
Writing: 95
Science: N/A
Lowest 25% Reading: 75
Lowest 25% Math: N/A
AYP Met in All Areas

Endeavor Elem.

2004/05 Endeavor
High Standards in Reading: 88
High Standards in Math: 86
Writing: 78
Science: N/A
Lowest 25% Reading: 65
Lowest 25% Math: N/A

2003/04 Endeavor
High Standards in Reading: 82
High Standards in Math: 79
Writing: 90
Science: N/A
Lowest 25% Reading: 73
Lowest 25% Math: N/A

2002/03 Endeavor
High Standards in Reading: 82
High Standards in Math: 80
Writing: 91
Science: N/A
Lowest 25% Reading:73
Lowest 25% Math: N/A |
| | | | | | Mrs. Sico has been the AP at Andover since October, 2012. Prior to that, she was a reading coach at Pinar from 2008-Sept. 2012. Prior to that she taught 1st grade at Pinar from 2004-2008.

School Grade: D 2012 Pinar
High Standards Reading: 45%
High Standards Math: 41%
High Standards Writing: 47%
High Standards Sciences: 27%
Lowest 25% Reading: 73%
Lowest 25% Math: 52%

School Grade: C 2011 Pinar
High Standards Reading: 63%
High Standards Math: 57%
High Standards Writing: 72%
High Standards Sciences: 36%
Lowest 25% Reading: 64%
Lowest 25% Math: 62%

School Grade: C 2010 Pinar |

					High Standards Reading: 66% High Standards Math: 57% High Standards Writing: 74% High Standards Sciences: 25% Lowest 25% Reading: 53% Lowest 25% Math: 65%
Assis Principal	Sherri Sico	Elementary Education Educational Leadership ESOL Certified			School Grade: B 2009 Pinar High Standards Reading: 74% High Standards Math: 66% High Standards Writing: 87% High Standards Sciences: 26% Lowest 25% Reading: 54% Lowest 25% Math: 71% School Grade: B 2008 Pinar High Standards Reading: 76% High Standards Math: 70% High Standards Writing: 73% High Standards Sciences: 42% Lowest 25% Reading: 65% Lowest 25% Math: 66% School Grade: A 2007 Pinar High Standards Reading: 77% High Standards Math: 71% High Standards Writing: 84% High Standards Sciences: 29% Lowest 25% Reading: 80% Lowest 25% Math: 70% School Grade: B 2006 Pinar High Standards Reading: 77% High Standards Math: 61% High Standards Writing: 66% High Standards Sciences: N/A Lowest 25% Reading: 60% Lowest 25% Math: N/A

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)
Reading	Susan Kinney	Elementary Education; ESOL; Reading Endorsement	7	6	Mrs. Kinney was a fifth grade teacher and team leader during the 2005-2006 school year where Andover received an A grade and met AYP expectations. She has been a reading coach at Andover since 2006 – present where Andover has maintained it's A school grade meeting AYP from 2005-2010. She is ESOL certified and reading endorsed, and she facilitates the before/after school tutoring program and is iObservation trained. Mrs. Kinney is the instructional coach for Andover, is a FAIR master trainer, and a Lesson Study facilitator.
Curriculum Resource Teacher	Michelle Plank	Early Childhood Elementary Education ESOL	7	1	Mrs. Plank was a kindergarten teacher at Andover since it opened in 2005. She has been an integral part of our SAC team acting as secretary since 2005. She has been part of the tutoring program and was team leader for two years in kindergarten. Mrs. Plank is a mentor for beginning teachers, a FAIR master trainer, a Lesson Study facilitator, an Instructional Coach, an IMS Champion, she is OTIS trained, and ESOL certified. Andover has consistently maintained an A school grade since its opening in 2005.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

		Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

1	1. Maintain all components of Great Beginning training (OCPS beginning teacher program)	Michelle Plank Susan Kinney	June 2013	
2	2. Mentor Training	Michelle Plank Susan Kinney	June 2013	
3	3. School Based New Beginning Teacher Training	Matthew Pritts Michelle Plank Susan Kinney	June 2013	
4	4.Data Meetings	Matthew Pritts Michelle Plank Susan Kinney Kim Castro	June 2013	
5	5.Provide professional development	Matthew Pritts Michelle Plank Susan Kinney Kim Castro Teacher Leaders	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
100% (48)	*-Mrs. Kinney and Mrs. Plank ensure that all new teachers to Andover receive the guidelines of OCPS and have completed all needed courses to stay abreast of the expectations. *-Mentors will meet monthly to discuss strategies to mentor new teachers. *-Mentees will meet once a month with instructional coach to discuss strategies in improving teaching in all areas. Each new teacher is assigned an experienced mentor to meet with once a week and discuss ways to improve. New teachers will also participate in a book study with Mr. Pritts. *-The principal and instructional coaches will meet with all teachers, to ensure a clear understanding of data and how to drive instruction. These meetings will be conducted individually, by grade levels and across the grade levels. *-The leadership team will provide professional development through PLC's based on school data and school needs. PLC's will include: IMS training, Common Core trainings, SMART board technology trainings, OTIS components technology trainings,and standards based teaching trainings.

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
53	1.9%(1)	20.8%(11)	43.4%(23)	34.0%(18)	32.1%(17)	0.0%(0)	9.4%(5)	3.8%(2)	88.7%(47)

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
Mia Laudato	Marilyn Cruz	Both ASD teachers at our school.	Meeting weekly to go over lesson plans, classroom management, peer coaching/observations, and questions/concerns.
Deborah Cook	Lauren Purkey	Lauren is in her second year of her Mentoring program and Deborah Cook was her Mentor last year.	Meeting weekly to go over lesson plans, classroom management, peer coaching/observations, and questions/concerns.
Tracy Kleinwort	Abigail Hand	Abigail is in her second year of her Mentoring program and Tracy Kleinwort was her Mentor last year.	Meeting weekly to go over lesson plans, classroom management, peer coaching/observations, and questions/concerns.
Angela Winemiller	Jennifer Nichols	Kindergarten teacher, curriculum knowledge.	Meeting weekly to go over lesson plans, classroom management, peer coaching/observations, and questions/concerns.
Laura Jensen	Rachel Chandler	First grade teacher, curriculum knowledge.	Meeting weekly to go over lesson plans, classroom management, peer coaching/observations, and questions/concerns.
Leann Freiburger	Nancy Petrozzino	Second grade teacher, curriculum knowledge.	Meeting weekly to go over lesson plans, classroom management, peer coaching/observations, and questions/concerns.
Elizabeth Bourgeois	Cynthia Kelker	Third grade teacher, curriculum knowledge.	Meeting weekly to go over lesson plans, classroom management, peer coaching/observations, and questions/concerns.
Graham Elliott	Blair Salmons	Fourth grade teacher, curriculum knowledge.	Meeting weekly to go over lesson plans, classroom management, peer coaching/observations, and questions/concerns.
Beatrize Rapisarda	Nichole Williams	Fifth grade teacher, curriculum knowledge.	Meeting weekly to go over lesson plans, classroom management, peer coaching/observations, and questions/concerns.
Marie Radloff	Bev Jameson	Special area teacher.	Meeting weekly to go over lesson plans, classroom management, peer coaching/observations, and questions/concerns.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Andover's Response to Intervention Team includes principal, staffing coordinator, school psychologist, guidance counselor, reading coach and curriculum resource teacher.

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 RtI team will meet monthly with grade level teams to discuss and analyze the percentage who are meeting the Tier 1 expectations by grade level and individual teachers. Using that data the team will plan out strategies to adjust and share with grade level or teachers. The team will continuously plan, implement, revise and monitor utilizing data and team meetings to share and brainstorm ideas to reach the maximum potential of learning.

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?

Several members of the RtI team are members of our SAC, where RtI is discussed. The team will continue to modify and adjust the SIP to best meet the needs of our students' learning.

─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.

Teachers use FAIR data, Imagine It benchmark tests, weekly assessments, unit tests, Envision topic tests, Edusoft, and on-going progress monitoring results including Easy CBM.

Describe the plan to train staff on MTSS.

The principal, CRT, reading coach, staffing coordinator, and ESOL compliance teacher will meet with all new teachers during pre-planning to introduce RtI strategies. New teachers will meet weekly with grade level teams to continue discussing new strategies with each Tier of instruction. Grade level teams will then meet every six weeks with the above mentioned support staff to continue the training, planning and implementation process.

Describe the plan to support MTSS.

The Leadership team will provide support for Andover's Response to Intervention Team by having monthly grade level data meetings. We will also be working with the bottom 30% of our 3rd-5th grade students.

Literacy Leadership Team (LLT)

─School-Based Literacy Leadership Team─────────

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

Matthew Pritts-Principal
Susan Kinney-Reading Coach
Michelle Plank-Curriculum Resource Teacher
Kimberly Castro-ESE staffing Coordinator
Leslie Ramirez-Kindergarten Teacher
Cvi Orr-First Grade Teacher
Leann Freiburger-Second Grade Teacher
Libby Bourgeois-Third Grade Teacher
Judy Lindquist-Fourth Grade Teacher
Beatriz Rapisarda and Jennifer Saulino-Fifth Grade Teacher

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets once a month. Classroom teachers, coaches and members of the Response to Intervention team gather to discuss the reading goals

developed for the school year. They also discuss ways to meet the goals. Classroom teachers share ideas and activities to enhance the implementation of effective reading strategies and skills. Coaches and leadership team members provide support and resources to help the teachers provide the most effective reading instruction. The ideas and resources shared are presented to the rest of the teachers at weekly grade level team meetings.

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

What will be the major initiatives of the LLT this year? The teachers and staff work towards increasing students' reading and comprehension skills. We will focus on higher order reasoning skills. Selected teachers will participate in a book study The Lesson Planning Handbook: Essential Strategies that Inspire Student Thinking and Learning. Teachers will work together to develop questioning techniques to use in classrooms to aid discussions. Teachers will participate in peer observations with office support covering classrooms to enable teachers to visit other classrooms.

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.

*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:	To ensure students acquire necessary reading skills to show proficiency on grade level materials.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (73) of third, fourth and fifth graders achieved proficiency in reading by the end of the 2011-2012 school year	26% (82) of third, fourth and fifth graders will achieve proficiency in reading by the end of the 2011-12 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	Andover students come with a lack of vocabulary knowledge to assist them with comprehension.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, and Fusion science assessments as well as Edusoft and FAIR.
	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It,and EnViison to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions. AR reading challenge to help with vocabulary and fluency.	Imagine It benchmark assessments, EnVision Assessments, and Fusion science assessments as well as Edusoft, mini-benchmark assessments and FAIR.

	2		Continue workshop time in all Open Court/Imagine It, and EnViison classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. EnVision problem of the day with fidelity.			
	3	Our Andover students come with a limited use of curriculum technology from home.	Use the Kids Challenge program with 3rd-5th grade in extended day.	Extended Day teacher. Administration	Teacher observation Progress Monitoring with tracking system.	Tracking system results.
	4	Number of students coming from non-English speaking families.	CCT will provide Andover families with information on facilities that provide adult English speaking classes. Dictionaries in the classroom based on student needs. Small Group intervention with our ESOL para.	CCT, ESOL para, and classroom teacher.	CCT will survey parents to determine how many families have attended these classes. Teacher observation. Evaluate results of the survey.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
	5	Our Andover students have difficulties with comprehension due to lack of fluency in reading.	Use of components in Open Court/Imagine It! for fluency. Through sound/letter cards, daily message and decodable books k-3rd. Continue using Read Naturally and Success Maker. Provide tutoring to low performing students before and after school in reading. Students will use Success Maker to reinforce reading skills. Reading intervention in small group setting for our bottom 25% of students.	Classroom teacher, CRT, and Reading Coach.	Progress Monitoring using weekly assessments. Teacher led classroom discussions. AR reading challenge to help with vocabulary and fluency.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
	6	Our Andover students come with a limited use of curriculum technology from home.	Use the Kids Challenge program with 3rd-5th grade in extended day.	Extended Day teacher. Administration	Teacher observation Progress Monitoring with tracking system.	Tracking system results.

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:	63% (3) of our students will score a 4, 5, or 6 on the FAA.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	60% (3) of our students scored a 4, 5, or 6 on the FAA.	63% (3) of our students will score a 4, 5, or 6 on the FAA.

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	Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through written expression.	Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative communication device, visuals/pictures, sign language, and prompted verbal responses. Reinforce all attempts at communication and shape up responses across a variety of settings and people.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
2	The cognitive functioning levels of the self contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom.	Provide daily instruction through district supported curriculum, including ELSB, ULS, and Equals Math. Implement regular work sessions incorporating scripted practice materials provided by FAA.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
3	Students in the ASD classroom require multiple presentation accommodations in order to access curriculum. Some examples are chunking, visuals, breaks, and movement opportunities.	Staff integrates visual support throughout each student's day using individualized daily schedules, class schedules, lanyard pictures, sequencing of task steps, etc. Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page) Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) Provide student movement breaks based on individual need.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:		To ensure that students will continue to be enhanced and enriched so that they will continue to demonstrate academic success		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
50% (155) of third, fourth and fifth graders achieve high standards and proficiency in reading by the end of the 2011-12 school year.		53% (166) of third, fourth and fifth graders will demonstrate high standards and proficiency in reading by the end of the 2012-2013 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	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM open lab with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, and Fusion science assessments as well as Edusoft and FAIR.
2	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnVision classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, and Fusion science assessments as well as Edusoft, mini-benchmark assessments and FAIR.

		higher order thinking in our classrooms.

Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge.

Students will use Success Maker to reinforce reading and math skills.

Students will use FUSION for their virtual/digital labs.

Include more informational text in the classroom.

EnVision problem of the day with fidelity. | | | |
| 3 | Our Andover students come with a limited use of curriculum technology from home. | Use the Kids Challenge program with 3rd-5th grade in extended day. | Extended Day teacher.

Administration | Teacher observation

Progress Monitoring with tracking system. | Tracking system results. |
| 4 | Number of students coming from non-English speaking families. | CCT will provide Andover families with information on facilities that provide adult English speaking classes.
Dictionaries in the classroom based on student needs.
Small Group intervention with our ESOL para. | CCT, ESOL para, and classroom teacher. | CCT will survey parents to determine how many families have attended these classes.
Teacher observation.
Evaluate results of the survey. | Curriculum assessments, Edusoft, mini-benchmarks and FAIR. |
| 5 | Our Andover students have difficulties with comprehension due to lack of fluency in reading. | Use of components in Open Court/Imagine It! for fluency. Through sound/letter cards, daily message and decodable books k-3rd.
Continue using Read Naturally and Success Maker.
Provide tutoring to low performing students before and after school in reading.
Students will use Success Maker to reinforce reading skills.
Reading intervention in small group setting for our bottom 25% of students. | Classroom teacher, CRT, and Reading Coach. | Progress Monitoring using weekly assessments.
Teacher led classroom discussions. | Curriculum assessments, Edusoft, mini-benchmarks and FAIR. |

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:	3% (1) student will score at or above achievement level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% percent of our students scored at or above achievement level 7 in reading.	3% (1) student will score at or above achievement level 7 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	Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through written expression.	Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative communication device, visuals/pictures, sign language, and prompted verbal responses. Reinforce all attempts at communication and shape up responses across a variety of settings and people.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
2	The cognitive functioning levels of the self contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom.	Provide daily instruction through district supported curriculum, including ELSB, ULS, and Equals Math. Implement regular work sessions incorporating scripted practice materials provided by FAA.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
3	Students in the ASD classroom require multiple presentation accommodations in order to access curriculum. Some examples are chunking, visuals, breaks, and movement opportunities.	Staff integrates visual support throughout each student's day using individualized daily schedules, class schedules, lanyard pictures, sequencing of task steps, etc. Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page) Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) Provide student movement breaks based on individual need.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase the number of students by 3% by making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (260) of third, fourth and fifth graders made learning gains in reading.	86% (269) of third, fourth and fifth graders are expected to 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	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, and math standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM open lab with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments,as well as Edusoft and FAIR.
2	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnVision classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments,as well as Edusoft, mini-benchmark assessments and FAIR.

		Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.			
3	Number of students coming from non-English speaking families.	CCT will provide Andover families with information on facilities that provide adult English speaking classes. Dictionaries in the classroom based on student needs. Small Group intervention with our ESOL para.	CCT, ESOL para, and classroom teacher	CCT will survey parents to determine how many families have attended these classes. Teacher observation.	Evaluate results of the survey. Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
4	Our Andover students have difficulties with comprehension due to lack of fluency in reading.	Use of components in Open Court/Imagine It! for fluency. Through sound/letter cards, daily message and decodable books k-3rd. Continue using Read Naturally and Success Maker. Provide tutoring to low performing students before and after school in reading. Students will use Success Maker to reinforce reading skills. Reading intervention in small group setting for our bottom 25% of students.	Classroom teacher, CRT, and Reading Coach.	Progress Monitoring using weekly assessments. Teacher led classroom discussions. AR reading challenge to help with vocabulary and fluency.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.

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:	23% (1) will maintain progress at a level 6. 3% (1)will move up an achievment level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1) maintained progress at a level 6 from 2011 to 2012. 0% percent moved up to the next achievement level.	23% (1) will maintain progress at a level 6. 3% (1) will move up an achievment level.

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
	Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through	Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment

1	written expression.	communication device, visuals/pictures, sign language, and prompted verbal responses. Reinforce all attempts at communication and shape up responses across a variety of settings and people.	Assistant		
2	The cognitive functioning levels of the self contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom.	Provide daily instruction through district supported curriculum, including ELSB, ULS, and Equals Math. Implement regular work sessions incorporating scripted practice materials provided by FAA.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
3	3. Students in the ASD classroom require multiple presentation accommodations in order to access curriculum. Some examples are chunking, visuals, breaks, and movement opportunities.	Staff integrates visual support throughout each student's day using individualized daily schedules, class schedules, lanyard pictures, sequencing of task steps, etc. Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page) Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) d. Provide student movement breaks based on individual need.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	To increase the number of students in the lowest 25% and making learning gains in reading by a minimum of __3__%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (65) of our lowest 25% made learning gains in reading.	86% (68) of our students 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
	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments,as well as Edusoft and FAIR.

	1			Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.			
	2		A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It,and EnVision classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft, mini-benchmark assessments and FAIR.
			Number of students coming from non-English speaking families.	CCT will provide Andover families with information on facilities that provide adult English speaking	CCT, ESOL para, and classroom teacher.	CCT will survey parents to determine how many families have attended these classes.	Evaluate results of the survey. Curriculum assessments,

3		classes. Dictionaries in the classroom based on student needs. Small Group intervention with our ESOL para.		Teacher observation.	Edusoft, mini-benchmarks and FAIR.
4	Our Andover students have difficulties with comprehension due to lack of fluency in reading.	Use of components in Open Court/Imagine It! and EnVision for fluency. Through sound/letter cards, daily message and decodable books k-3rd. Continue using Read Naturally and Success Maker. Provide tutoring to low performing students before and after school in reading. Students will use Success Maker to reinforce reading and math skills. Reading intervention in small group setting for our bottom 25% of students. With resource teachers. Math intervention with parent volunteer.	Classroom teacher, CRT, and Reading Coach.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	By July 2016, 95% or more of all students taking the FCAT Reading will score at Level 3 or above.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76%	79%	81%	83%	85%	

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:	To increase the number of students demonstrating proficiency in reading ensures that students in all subgroups make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% Black, 17% Asian, 30% Hispanic students are not making satisfactory progress in reading.	75% Black, 96% Asian, 77% Hispanic of our students will make satisfactory progress 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
	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as

	1		experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.			well as Edusoft and FAIR.
	2	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnVision classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft, mini-benchmark assessments and FAIR.
		Number of students	CCT will provide Andover	CCT, ESOL para,	CCT will survey parents	Evaluate results of

3	coming from non-English speaking families.	families with information on facilities that provide adult English speaking classes. Dictionaries in the classroom based on student needs. Small Group intervention with our ESOL para.	and classroom teacher.	to determine how many families have attended these classes. Teacher observation.	the survey. Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
4	Our Andover students have difficulties with comprehension due to lack of fluency in reading.	Use of components in Open Court/Imagine It! and EnVision for fluency. Through sound/letter cards, daily message and decodable books k-3rd. Continue using Read Naturally and Success Maker. Provide tutoring to low performing students before and after school in reading. Students will use Success Maker to reinforce reading and math skills. Reading intervention in small group setting for our bottom 25% of students with a parent volunteer. Math intervention with parent volunteer.	Classroom teacher, CRT, and Reading Coach.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.

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:	To increase the number of students demonstrating proficiency in reading ensures that students in all subgroups are making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% of our ELL students are not making satisfactory progress in reading.	72% of our ELL students will make satisfactory progress 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	Children come to us with a variety of learning dissabilities, speech dissabilities, physical handicaps, and emotional dissabilties.	Working with our resource teacher or therapists on individual student needs based on IEP's.	Classroom teacher, resource teacher, speech therapist, physical therapist and, occupational therapist.	Conferences to determine progress with IEP goals.	Grade level assessments, therapy assessments, and alternative assessments.
	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions. AR reading challenge to help with vocabulary and fluency.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft and FAIR.

2		Continue the use of Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.			
3	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnVision classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft, mini-benchmark assessments and FAIR.
4	Number of students coming from non-English speaking families.	CCT will provide Andover families with information on facilities that provide adult English speaking classes. Dictionaries in the classroom based on student needs.	CCT, ESOL para, and classroom teacher.	CCT will survey parents to determine how many families have attended these classes. Teacher observation. Evaluate results of the survey.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.

		Small Group intervention with our ESOL para.			
5	Our Andover students have difficulties with comprehension due to lack of fluency in reading.	Use of components in Open Court/Imagine It! and EnVision for fluency. Through sound/letter cards, daily message and decodable books k-3rd. Continue using Read Naturally and Success Maker. Provide tutoring to low performing students before and after school in reading. Students will use Success Maker to reinforce reading and math skills. Reading intervention in small group setting for our bottom 25% of students. Math intervention with parent volunteer.	Classroom teacher, CRT, and Reading Coach.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
6	Our Andover students come with a limited use of curriculum technology from home.	Use the Kids Challenge program with 3rd-5th grade in extended day.	Extended Day teacher. Administration	Teacher observation Progress Monitoring with tracking system.	Tracking system results.

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:	To increase the number of students demonstrating proficiency in reading ensures that students in all subgroups are making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of our students with disabilities are not making satisfactory progress in reading.	52% of our students with disabilities will make satisfactory progress 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	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft and FAIR.

			our classrooms. Include non-linguistic strategies for representation.			
	2	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnVision classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft, mini-benchmark assessments and FAIR.
	3	Number of students coming from non-English speaking families.	CCT will provide Andover families with information on facilities that provide adult English speaking classes. Dictionaries in the classroom based on student needs. Small Group intervention with our ESOL para.	CCT, ESOL para, and classroom teacher.	CCT will survey parents to determine how many families have attended these classes. Teacher observation. Evaluate results of the survey.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
		Our Andover students have difficulties with comprehension due to lack of fluency in reading.	Use of components in Open Court/Imagine It! and EnVision for fluency. Through sound/letter cards, daily message and decodable books k-3rd. Continue using Read Naturally and Success	Classroom teacher, CRT, and Reading Coach.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.

4		Maker. Provide tutoring to low performing students before and after school in reading. Students will use Success Maker to reinforce reading and math skills. Reading intervention in small group setting for our bottom 25% of students. Math intervention with parent volunteer.			
5	A number of our Andover student with dissabilities come with a weakness in critical academic areas.	Students will be provided SLD services, meeting their individual needs.	SLD teacher and classroom teacher	Progress Monitoring, teacher observation, classroom discussions, and review of IEP goals.	Curriculum assessments, Edusoft, mini-benchmarks, and FAIR.

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:	To increase the number of students demonstrating proficiency in reading ensures that students in all subgroups are making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% of our economically disadvantaged students are not making satisfactory progress in reading.	74% of our economically disadvantaged students will make satisfactory progress 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	New students entering Andover at different times throughout the academic year.	Monthly data meetings with grade levels to go over student achievement levels and academic progress. Focus instructional calendar for the school. This will help keep everyone on the same page. RtI in all grade levels.	Classroom teachers, leadership team, school therapists and resource teacher.	Progress Monitoring using weekly assessments.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
2	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions. AR reading challenge to help with vocabulary and fluency.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft and FAIR.

#	Concern	Strategy/Action	Responsible	Progress Monitoring	Evaluation
		Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.			
3	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnViison classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft, mini-benchmark assessments and FAIR.
4	Parents having difficulties helping their children with science curriculum at home.	Parent Science Curriculum night. Intermediate Science Fair.	Classroom teachers, instructional coach, and CRT.	Progress Monitor students using science benchmarks.	Edusoft benchmark testing , and classroom assessments.
	Writing abilities vary with need for more individualized instruction.	Continue using Andover's writing notebook for teachers to assist in vertical planning of writing instruction. Small group interventions for writing skills.	Classroom teachers, instructional coach, CRT, and writing PLC members.	Writing prompts. Progress monitoring using writing samples on a bi-weekly/weekly basis. Grade level planning sessions and vertical planning meeting.	Writing samples. Grade level writing rubrics.

| 5 | | Provide opportunities for students to share/display/publish their writings through morning announcements, media displays, hallway, and bulletin boards.

Continue to implement Thinking Maps into writing curriculum | | | |
|---|---|---|---|---|---|
| 6 | Our Andover students come with a limited use of curriculum technology from home. | Use the Kids Challenge program with 3rd-5th grade in extended day. | Extended Day teacher.

Administration | Teacher observation

Progress Monitoring with tracking system. | Tracking system results. |
| 7 | A number of our Andover students demonstrating weaknesses in reading skills. | Reading tutoring program. | Classroom teachers, Reading coach, CRT, and Administration. | Progress monitoring, teacher observation, and classroom discussion. | Florida Coach assessments, Edusoft, FAIR, and mini-benchmarks. |

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
Grade level PLCs	K-5th/Reading	Reading Coach, CRT, or grade level team member	Grade level Reading PLC members.	Twice a month	Collection of data from weekly tests, Edusoft benchmark assessments and FAIR to determine the effects of the strategies on student achievement.

Collaborative benchmark planning and ideas for classroom implementation. | Teachers, CRT, Reading Coach, and Administration. |
| Destination College | 3rd-5th | Teachers/ Reading Coach, CRT and Administration | Teachers in grades 3-5. | Once a month | Learn and use the modules of the Destination College initiative to bridge the gap between elementary, middle and high schools.

Teach students how to use organizational strategies for academic success. | Teachers, CRT, Reading Coach, Administration. |
| Common Core Trainings | K-2nd | CRT, Reading Coach, Administration | Instructional staff on K-2nd | Twice a month | Collaboratively plan successful lessons based on grade level standards; discuss, reflect and use grade level data to drive instruction in the classroom. | Teachers, CRT, Reading Coach, and Administration. |
| Marzano's High Yield Strategies | K-5th | Reading Coach, CRT, Administration | Instructional staff school wide. | One time per quin and teacher conferences | Collection of data from weekly tests, Edusoft benchmark assessments and FAIR to determine the effects of the strategies on student achievement. | Teachers, CRT, Reading Coach, and Administration. |
| Lesson Study | 3rd grade | Reading Coach or CRT | Instructional staff on 3rd grade. | Two cycles this year | Discussions with individual team after lesson has been taught to develop strategies that can be implemented to enhance instruction.

Collection of data from weekly tests, Edusoft | Teachers, CRT, Reading Coach, and Administration. |

					benchmark test assessments, and FAIR to determine the effects of Lesson Study on instructional practices	
Response to Intervention	K-5th	Staffing Coordinator, Reading Coach, CRT, and Administration	Instructional staff in K-5th	Once a month	RtI/Data meetings, classroom walk throughs.	Staffing Coordinator, Reading Coach, CRT, and Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Open Court/Imagine It!, Early Reading Tutor, Early Interventions in Reading, Phonemic Awareness, Read Naturally and Kaleidoscope.	Curriculum Materials	General Fund	$10,000.00
Tutoring for Reading	Reading workbooks	SAI	$6,800.00
FCAT reading materials	Curriculum materials for 3rd-5th	General Fund	$10,000.00
			Subtotal: $26,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a daily minimum of 15 minutes of computerized reading practice for all students.	Success Maker	General Fund	$1,200.00
Accelerated Reading	Accelerated Reading	Media	$2,019.00
Instructional staff using Smart Boards to deliver instruction.	Smart Boards	General Fund	$4,500.00
			Subtotal: $7,719.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide RtI staff development to improve current program implementations.	RtI team	General Fund	$0.00
Provide instructional training in the utilization and implementation of Open Court/Imagine It/EIR, Early Reading Tutor, Read Naturally and phonemic awareness.	Reading Coach and grade level teams	General Fund	$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: $34,519.00

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:	45% (23) of third, fourth and fifth graders will achieve proficiency in listening/speaking by the end of the 2012-13 school year.

2012 Current Percent of Students Proficient in listening/speaking:

42% (21) of third, fourth, fifth graders achieved proficiency 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
1	Students lack of confidence with verbal expression in English	check for understanding with visual prompts or cues small groups with ELL para targeting basic conversational skills encourage conversation with peers	Classroom Teacher, ELL paraprofessional, CT	Monitor verbal expression Check for understanding	CELLA/IPT
2	Students lack of knowledge in basic English vocabulary	check for understanding with visual prompts or cues small groups with ELL para targeting basic conversational skills encourage conversation with peers	Classroom Teacher, ELL paraprofessional, CT	Monitor verbal expression Check for understanding	CELLA/IPT

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:	39% (20) of third, fourth and fifth graders will achieve proficiency in reading.

2012 Current Percent of Students Proficient in reading:

36% (18) of third, fourth and fifth graders achieved proficiency 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 come with a lack of vocabulary knowledge interfering with comprehension	Small groups targeting reading skills: building vocabulary, retelling for comprehension	Classroom Teacher RTI teacher	Progress monitoring using weekly assessments	CELLA, Benchmark, Reading curriculum assessments

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

3. Students scoring proficient in writing. CELLA Goal #3:	45% (23) of third, fourth and fifth graders achieved proficiency in writing.

2012 Current Percent of Students Proficient in writing:

42% (21) of third, fourth, fifth graders achieved proficiency 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
1	Student lack of confidence with written expression in English	Small group lessons on basic sentence structure	Classroom teacher	RtI Progress monitoring Weekly writing samples	CELLA Teacher assessments
2	Lack of knowledge of basic sentence structure	Small group lessons on basic sentence structure	Classroom teacher	RtI Progress monitoring Weekly writing samples	CELLA Teacher assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CELLA Test Manuals and Student test booklets	Testing Materials	District	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training CELLA Administers	Manuals and CD's	District	$0.00
Subs for CELLA Administers	SUbs needed for the classroom	General Funds	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	30% (97) of our students scored a level 3 on FCAT 2012. We will continue to implement EnVision Math with fidelity.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (97) of our students achieved a proficient level in math on their FCAT.	33% (103) of our students will achieve a proficient level on their 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	Andover students come with a lack of vocabulary knowledge to assist them with comprehension.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, and Fusion science assessments as well as Edusoft and FAIR.
	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It,and EnViison to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnViison	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions. AR reading challenge to help with vocabulary and fluency.	Imagine It benchmark assessments, EnVision Assessments, and Fusion science assessments as well as Edusoft, mini-benchmark assessments and FAIR.

2		classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. EnVision problem of the day with fidelity.			
3	Our Andover students come with a limited use of curriculum technology from home.	Use the Kids Challenge program with 3rd-5th grade in extended day.	Extended Day teacher. Administration	Teacher observation Progress Monitoring with tracking system.	Tracking system results.
4	First year beginning to incorporate common core mathematical practices into curriculum.	Training our teachers with mathematical practices.	Classroom teachers, and resource teachers.	Progress monitoring Teacher observations	EnVision math assessments, benchmark tests and mini benchmark tests.
5	Lack of small group instruction in classrooms.	Improve monitoring of skills not mastered.	Classroom teachers and resource teachers.	Progress monitoring, teacher observations.	EnVision math assessments, benchmark tests and mini benchmark tests.
6	Lack of basic math concepts.	Provide low performing students with before school tutoring in math. Students will use Success Maker to reinforce math skills.	Classroom teachers, math specialists, CRT, and instructional coach.	Data meetings.	EnVision tests, Edusoft benchmark tests. FCAT math.
7	EnVision math technology for home use.	Parent curriculum night. Send home parent letters explaining how to use Envision math program.	Classroom teachers, parents, math specialists and instructional coaches.	Teacher tracking tools though Pearson Success.net.	EnVision tests, Edusoft benchmark tests. FCAT math.
8	Our Andover students come with a limited use of curriculum technology from home.	Use the Kids Challenge program with 3rd-5th grade in extended day.	Extended Day teacher. Administration	Teacher observation Progress Monitoring with tracking system.	Tracking system results.

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:	44% (2) of our students will score a 4, 5, or 6 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | 40% (2) of our students scored a 4, 5, or 6 on the FAA. | | 44% (2) of our students will score a 4, 5, or 6 on the FAA. | |

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	Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through written expression.	Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative communication device, visuals/pictures, sign language, and prompted verbal responses. Reinforce all attempts at communication and shape up responses across a variety of settings and people.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
2	The cognitive functioning levels of the self contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom.	Provide daily instruction through district supported curriculum, including ELSB, ULS, and Equals Math. Implement regular work sessions incorporating scripted practice materials provided by FAA.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
3	Students in the ASD classroom require multiple presentation accommodations in order to access curriculum. Some examples are chunking, visuals, breaks, and movement opportunities.	Staff integrates visual support throughout each student's day using individualized daily schedules, class schedules, lanyard pictures, sequencing of task steps, etc. Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page) Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) Provide student movement breaks based on individual need.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
4	Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through written expression.	Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative communication device,SMART boards, visuals/pictures, sign language, and prompted verbal responses. Reinforce all attempts at communication and shape up responses across a	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		variety of settings and people.			
5	The cognitive functioning levels of the self contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom.	Provide daily instruction through district supported curriculum, including ELSB, ULS, and Equals Math. Implement regular work sessions incorporating scripted practice materials provided by FAA.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
6	Students in the ASD classroom require multiple presentation accommodations in order to access curriculum. Some examples are chunking, visuals, breaks, and movement opportunities.	Staff integrates visual support throughout each student's day using individualized daily schedules, class schedules, lanyard pictures, sequencing of task steps, etc. Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page) Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) Provide student movement breaks based on individual need.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	42% (131) students performed a level 4 or 5 on FCAT math. We will continue to ensure that students will continue to be enhanced and enriched so that they will continue to demonstrate academic success
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (131) of our students achieved a proficient level in math on their FCAT.	45% (169)of our students will achieve a proficient level on their 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	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, and Fusion science assessments as well as Edusoft and FAIR.

		3-5. AM open lab with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.			
2	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnVision classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, and Fusion science assessments as well as Edusoft, mini-benchmark assessments and FAIR.
3	Our Andover students come with a limited use of curriculum technology from home.	Use the Kids Challenge program with 3rd-5th grade in extended day.	Extended Day teacher. Administration	Teacher observation Progress Monitoring with tracking system.	Tracking system results.
4	First year beginning to incorporate common core mathematical practices into curriculum.	Training our teachers with mathematical practices.	Classroom teachers, and resource teachers.	Progress monitoring Teacher observations	EnVision math assessments, benchmark tests and mini benchmark tests.
	Lack of small group	Improve monitoring of	Classroom teachers	Progress monitoring,	EnVision math

5	instruction in classrooms.	skills not mastered.	and resource teachers.	teacher observations.	assessments, benchmark tests and mini benchmark tests.
6	Lack of basic math concepts.	Provide low performing students with before school tutoring in math. Students will use Success Maker to reinforce math skills.	Classroom teachers, math specialists, CRT, and instructional coach.	Data meetings.	EnVision tests, Edusoft benchmark tests. FCAT math.
7	EnVision math technology for home use.	Parent curriculum night. Send home parent letters explaining how to use Envision math program.	Classroom teachers, parents, math specialists and instructional coaches.	Teacher tracking tools though Pearson Success.net.	EnVision tests, Edusoft benchmark tests. FCAT math.

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:	3% (1) of our Andover students will score a level 7 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of our students scored a level 7 on the FAA.	3% (1) of our Andover students will score a level 7 on the FAA.

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	Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through written expression.	Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative communication device, visuals/pictures, sign language, and prompted verbal responses. Reinforce all attempts at communication and shape up responses across a variety of settings and people.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
2	The cognitive functioning levels of the self contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom.	Provide daily instruction through district supported curriculum, including ELSB, ULS, and Equals Math. Implement regular work sessions incorporating scripted practice materials provided by FAA.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
	Students in the ASD classroom require multiple presentation accommodations in order to access curriculum. Some examples are	Staff integrates visual support throughout each student's day using individualized daily schedules, class schedules, lanyard	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment

3	chunking, visuals, breaks, and movement opportunities.	pictures, sequencing of task steps, etc. Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page) Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) Provide student movement breaks based on individual need.	Assistant		
4	Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through written expression.	Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative communication device, visuals/pictures, sign language, and prompted verbal responses. Reinforce all attempts at communication and shape up responses across a variety of settings and people.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
5	The cognitive functioning levels of the self contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom.	Provide daily instruction through district supported curriculum, including ELSB, ULS, and Equals Math. Implement regular work sessions incorporating scripted practice materials provided by FAA.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
6	Students in the ASD classroom require multiple presentation accommodations in order to access curriculum. Some examples are chunking, visuals, breaks, and movement opportunities.	Staff integrates visual support throughout each student's day using individualized daily schedules, class schedules, lanyard pictures, sequencing of task steps, etc. Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page) Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) Provide student movement breaks based on individual need.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment

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

3a. FCAT 2.0: Percentage of students making learning

			gains in mathematics.		

gains in mathematics.

Mathematics Goal #3a:

To increase the number of students by 3% by making learning gains in math.

2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (250) of third, fourth and fifth graders made learning gains in math.	83% (260) of third, fourth and fifth graders are expected to make learning gains in math.

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	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, and math standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM open lab with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments,as well as Edusoft and FAIR.
2	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnVision classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments,as well as Edusoft, mini-benchmark assessments and FAIR.

		Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.			
3	Number of students coming from non-English speaking families.	CCT will provide Andover families with information on facilities that provide adult English speaking classes. Dictionaries in the classroom based on student needs. Small Group intervention with our ESOL para.	CCT, ESOL para, and classroom teacher	CCT will survey parents to determine how many families have attended these classes. Teacher observation.	Evaluate results of the survey. Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
4	First year beginning to incorporate common core mathematical practices into curriculum.	Training our teachers with mathematical practices.	Classroom teachers, and resource teachers.	Progress monitoring Teacher observations	EnVision math assessments, benchmark tests and mini benchmark tests.
5	Lack of small group instruction in classrooms.	Improve monitoring of skills not mastered.	Classroom teachers and resource teachers.	Progress monitoring, teacher observations.	EnVision math assessments, benchmark tests and mini benchmark tests.
6	Lack of basic math concepts.	Provide low performing students with before school tutoring in math. Students will use Success Maker to reinforce math skills.	Classroom teachers, math specialists, CRT, and instructional coach.	Data meetings.	EnVision tests, Edusoft benchmark tests. FCAT math.
7	EnVision math technology for home use.	Parent curriculum night. Send home parent letters explaining how to use Envision math program.	Classroom teachers, parents, math specialists and instructional coaches.	Teacher tracking tools though Pearson Success.net.	EnVision tests, Edusoft benchmark tests. FCAT math.

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:	23% of our students will make learning gains in math. 3% (1) of our students will move up an achievement level in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1) student maintained progress at a level 5 from 2011 to 2012. 0% moved up to the next achievement level.	23% of our students will make learning gains in math. 3% (1) of our students will move up an achievement level in math.

	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	Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through written expression.	Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative communication device, visuals/pictures, sign language, and prompted verbal responses.

Reinforce all attempts at communication and shape up responses across a variety of settings and people. | Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant | IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation | Florida Alternative Assessment |
| 2 | The cognitive functioning levels of the self contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom. | Provide daily instruction through district supported curriculum, including ELSB, ULS, and Equals Math.

Implement regular work sessions incorporating scripted practice materials provided by FAA. | Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant | IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation | Florida Alternative Assessment |
| 3 | 3. Students in the ASD classroom require multiple presentation accommodations in order to access curriculum. Some examples are chunking, visuals, breaks, and movement opportunities. | Staff integrates visual support throughout each student's day using individualized daily schedules, class schedules, lanyard pictures, sequencing of task steps, etc.

Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page)

Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) d. Provide student movement breaks based on individual need. | Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant | IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation | Florida Alternative Assessment |
| 4 | Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through written expression. | Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative communication device, visuals/pictures, sign language, and prompted verbal responses.

Reinforce all attempts at communication and shape up responses across a variety of settings and people. | Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant | IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation | Florida Alternative Assessment |
| | The cognitive functioning levels of the self | Provide daily instruction through district | Classroom Teacher, | IEP data collection on reducing maladaptive | Florida Alternative Assessment |

		supported curriculum, including ELSB, ULS, and Equals Math. Implement regular work sessions incorporating scripted practice materials provided by FAA.	Classroom Assistants, Behavior Specialist, and Behavior Assistant	behaviors and increasing replacement skills. Staff observation	
5	contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom.				
6	Students in the ASD classroom require multiple presentation accommodations in order to access curriculum. Some examples are chunking, visuals, breaks, and movement opportunities.	Staff integrates visual support throughout each student's day using individualized daily schedules, class schedules, lanyard pictures, sequencing of task steps, etc. Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page) Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) Provide student movement breaks based on individual need.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	65% (33)To increase the number of students in the lowest 25% and making learning gains in math by a minimum of .
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (33)of our lowest 25% made learning gains in math.	68% (36)of our lowest 25% will make learning gains in math.

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	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments,as well as Edusoft and FAIR.

			Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.			
	2	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It,and EnVision classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft, mini-benchmark assessments and FAIR.
	3	Number of students coming from non-English speaking families.	CCT will provide Andover families with information on facilities that provide adult English speaking classes. Dictionaries in the classroom based on student needs. Small Group intervention with our ESOL para.	CCT, ESOL para, and classroom teacher.	CCT will survey parents to determine how many families have attended these classes. Teacher observation.	Evaluate results of the survey. Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
		Our Andover students have difficulties with comprehension due to lack of fluency in reading.	Use of components in Open Court/Imagine It! and EnVision for fluency. Through sound/letter cards, daily message and	Classroom teacher, CRT, and Reading Coach.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.

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4	decodable books k-3rd. Continue using Read Naturally and Success Maker. Provide tutoring to low performing students before and after school in reading. Students will use Success Maker to reinforce reading and math skills. Reading intervention in small group setting for our bottom 25% of students. With resource teachers. Math intervention with parent volunteer.				
5	First year beginning to incorporate common core mathematical practices into curriculum.	Training our teachers with mathematical practices.	Classroom teachers, and resource teachers.	Progress monitoring Teacher observations	EnVision math assessments, benchmark tests and mini benchmark tests.
6	Lack of small group instruction in classrooms.	Improve monitoring of skills not mastered.	Classroom teachers and resource teachers.	Progress monitoring, teacher observations.	EnVision math assessments, benchmark tests and mini benchmark tests.
7	Lack of basic math concepts.	Provide low performing students with before school tutoring in math. Students will use Success Maker to reinforce math skills.	Classroom teachers, math specialists, CRT, and instructional coach.	Data meetings.	EnVision tests, Edusoft benchmark tests. FCAT math.
8	EnVision math technology for home use.	Parent curriculum night. Send home parent letters explaining how to use Envision math program.	Classroom teachers, parents, math specialists and instructional coaches.	Teacher tracking tools though Pearson Success.net.	EnVision tests, Edusoft benchmark tests. FCAT math.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	By July 2016, 94% or more of all students taking the FCAT math will score at Level 3 or above. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76%	79%	81%	83%	85%	

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:	To increase the number of students demonstrating proficiency in math ensures that students in all subgroups make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% White, 30% Hispanic, of our students are not making satisfactory progress in math.	87% White, 78% Hispanic, of our students will make satisfactory progress in math.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft and FAIR.
2	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnVision classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft, mini-benchmark assessments and FAIR.

		Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.			
3	Number of students coming from non-English speaking families.	CCT will provide Andover families with information on facilities that provide adult English speaking classes. Dictionaries in the classroom based on student needs. Small Group intervention with our ESOL para.	CCT, ESOL para, and classroom teacher.	CCT will survey parents to determine how many families have attended these classes. Teacher observation.	Evaluate results of the survey. Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
4	Our Andover students have difficulties with comprehension due to lack of fluency in reading.	Use of components in Open Court/Imagine It! and EnVision for fluency. Through sound/letter cards, daily message and decodable books k-3rd. Continue using Read Naturally and Success Maker. Provide tutoring to low performing students before and after school in reading. Students will use Success Maker to reinforce reading and math skills. Reading intervention in small group setting for our bottom 25% of students with a parent volunteer. Math intervention with parent volunteer.	Classroom teacher, CRT, and Reading Coach.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
5	First year beginning to incorporate common core mathematical practices into curriculum.	Training our teachers with mathematical practices.	Classroom teachers, and resource teachers.	Progress monitoring Teacher observations	EnVision math assessments, benchmark tests and mini benchmark tests.
6	First year beginning to incorporate common core mathematical practices into curriculum.	Training our teachers with mathematical practices.	Classroom teachers, and resource teachers.	Progress monitoring Teacher observations	EnVision math assessments, benchmark tests and mini benchmark tests.
7	Lack of small group instruction in classrooms.	Improve monitoring of skills not mastered.	Classroom teachers and resource teachers.	Progress monitoring, teacher observations.	EnVision math assessments, benchmark tests and mini benchmark tests.
8	Lack of basic math concepts.	Provide low performing students with before school tutoring in math. Students will use Success Maker to reinforce math skills.	Classroom teachers, math specialists, CRT, and instructional coach.	Data meetings.	EnVision tests, Edusoft benchmark tests. FCAT math.
9	EnVision math technology for home use.	Parent curriculum night. Send home parent letters explaining how to use Envision math program.	Classroom teachers, parents, math specialists and instructional coaches.	Teacher tracking tools though Pearson Success.net.	EnVision tests, Edusoft benchmark tests. FCAT math.

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:	To increase the number of students demonstrating proficiency in math ensures that students in all subgroups are making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% of our ELL students are not making satisfactory progress in math.	76% of our ELL students will make satisfactory progress in math.

	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	Children come to us with a variety of learning dissabilities, speech dissabilities, physical handicaps, and emotional dissabilties.	Working with our resource teacher or therapists on individual student needs based on IEP's.	Classroom teacher, resource teacher, speech therapist, physical therapist and, occupational therapist.	Conferences to determine progress with IEP goals.	Grade level assessments, therapy assessments, and alternative assessments.
2	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions. AR reading challenge to help with vocabulary and fluency.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft and FAIR.
	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnVision classrooms. That focuses on vocabulary and	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft, mini-benchmark assessments and FAIR.

3		comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.			
4	Number of students coming from non-English speaking families.	CCT will provide Andover families with information on facilities that provide adult English speaking classes. Dictionaries in the classroom based on student needs. Small Group intervention with our ESOL para.	CCT, ESOL para, and classroom teacher.	CCT will survey parents to determine how many families have attended these classes. Teacher observation. Evaluate results of the survey.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
5	Our Andover students have difficulties with comprehension due to lack of fluency in reading.	Use of components in Open Court/Imagine It! and EnVision for fluency. Through sound/letter cards, daily message and decodable books k-3rd. Continue using Read Naturally and Success Maker. Provide tutoring to low performing students before and after school in reading. Students will use Success Maker to reinforce reading and math skills. Reading intervention in small group setting for our bottom 25% of students. Math intervention with parent volunteer.	Classroom teacher, CRT, and Reading Coach.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
6	Our Andover students come with a limited use of curriculum technology from home.	Use the Kids Challenge program with 3rd-5th grade in extended day.	Extended Day teacher. Administration	Teacher observation Progress Monitoring with tracking system.	Tracking system results.
7	First year beginning to incorporate common core mathematical practices into curriculum.	Training our teachers with mathematical practices.	Classroom teachers, and resource teachers.	Progress monitoring Teacher observations	EnVision math assessments, benchmark tests and mini benchmark tests.
	Lack of small group	Improve monitoring of	Classroom teachers	Progress monitoring,	EnVision math

8	instruction in classrooms.	skills not mastered.	and resource teachers.	teacher observations.	assessments, benchmark tests and mini benchmark tests.
9	Lack of basic math concepts.	Provide low performing students with before school tutoring in math. Students will use Success Maker to reinforce math skills.	Classroom teachers, math specialists, CRT, and instructional coach.	Data meetings.	EnVision tests, Edusoft benchmark tests. FCAT math.
10	EnVision math technology for home use.	Parent curriculum night. Send home parent letters explaining how to use Envision math program.	Classroom teachers, parents, math specialists and instructional coaches.	Teacher tracking tools though Pearson Success.net.	EnVision tests, Edusoft benchmark tests. FCAT math.

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:	To increase the number of students demonstrating proficiency in math ensures that students in all subgroups are making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of our students with disabilities are not making satisfactory progress in math.	63% of our students with disabilities will make satisfactory progress in math.

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	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft and FAIR.
	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft, mini-benchmark assessments and FAIR.

		2		Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnVision classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.			
	Number of students coming from non-English speaking families.	3	CCT will provide Andover families with information on facilities that provide adult English speaking classes. Dictionaries in the classroom based on student needs. Small Group intervention with our ESOL para.	CCT, ESOL para, and classroom teacher.	CCT will survey parents to determine how many families have attended these classes. Teacher observation. Evaluate results of the survey.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
	Our Andover students have difficulties with comprehension due to lack of fluency in reading.	4	Use of components in Open Court/Imagine It! and EnVision for fluency. Through sound/letter cards, daily message and decodable books k-3rd. Continue using Read Naturally and Success Maker. Provide tutoring to low performing students before and after school in reading. Students will use Success Maker to reinforce reading and math skills. Reading intervention in small group setting for our bottom 25% of students.	Classroom teacher, CRT, and Reading Coach.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.

		Math intervention with parent volunteer.			
5	First year beginning to incorporate common core mathematical practices into curriculum.	Training our teachers with mathematical practices.	Classroom teachers, and resource teachers.	Progress monitoring Teacher observations	EnVision math assessments, benchmark tests and mini benchmark tests.
6	Lack of small group instruction in classrooms.	Improve monitoring of skills not mastered.	Classroom teachers and resource teachers.	Progress monitoring, teacher observations.	EnVision math assessments, benchmark tests and mini benchmark tests.
7	Lack of basic math concepts.	Provide low performing students with before school tutoring in math. Students will use Success Maker to reinforce math skills.	Classroom teachers, math specialists, CRT, and instructional coach.	Data meetings.	EnVision tests, Edusoft benchmark tests. FCAT math.
8	EnVision math technology for home use.	Parent curriculum night. Send home parent letters explaining how to use Envision math program.	Classroom teachers, parents, math specialists and instructional coaches.	Teacher tracking tools though Pearson Success.net.	EnVision tests, Edusoft benchmark tests. FCAT math.

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:	To increase the number of students demonstrating proficiency in math ensures that students in all subgroups are making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% of our economically disadvantaged students are not making satisfactory progress in math.	76% of our economically disadvantaged students will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	New students entering Andover at different times throughout the academic year.	Monthly data meetings with grade levels to go over student achievement levels and academic progress. Focus instructional calendar for the school. This will help keep everyone on the same page. RtI in all grade levels.	Classroom teachers, leadership team, school therapists and resource teacher.	Progress Monitoring using weekly assessments.	Curriculum assessments, Edusoft, mini-benchmarks and FAIR.
2	Andover students come with a lack of vocabulary knowledge to comprehend what is being read.	Use the components in reading, math and science standards to help build background knowledge and experiences. Continue to teach with fidelity. Continue to incorporate thinking maps into instruction. Continue the use of	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions. AR reading challenge to help with vocabulary and fluency.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft and FAIR.

			Success Maker in grades 3-5. AM lab open with coverage. FCAT Explorer Continue to implement Marzano strategies and higher order thinking in our classrooms. Include non-linguistic strategies for representation.		
	3	A number of our students come with a limited number of background knowledge and experiences.	Use the components in Open Court/Imagine It, and EnVision to help build background knowledge and experiences. Continue to teach with fidelity. Use the new mathematical and ELA Common Core shifts across the grade levels. Incorporate science Fusion virtual labs to help with background knowledge. Continue workshop time in all Open Court/Imagine It, and EnViison classrooms. That focuses on vocabulary and comprehension skills. Provide tier II and III intervention materials for classrooms. Continue to implement Marzano strategies and higher order thinking in our classrooms. Provide curriculum night for parents to help parents with curriculum strategies and help build background knowledge. Students will use Success Maker to reinforce reading and math skills. Students will use FUSION for their virtual/digital labs. Include more informational text in the classroom. EnVision problem of the day with fidelity.	Classroom teacher, Reading Coach, CRT.	Progress Monitoring using weekly assessments. Teacher led classroom discussions.	Imagine It benchmark assessments, EnVision Assessments, as well as Edusoft, mini-benchmark assessments and FAIR.
	4	Lack of basic math concepts.	Provide low performing students with before school tutoring in math. Students will use Success Maker to reinforce math skills.	Classroom teachers, math specialists, CRT, and instructional coach.	Data meetings.	EnVision tests, Edusoft benchmark tests. FCAT math.
		Our Andover students	Use the Kids Challenge	Extended Day	Teacher observation	Tracking system

5	come with a limited use of curriculum technology from home.	program with 3rd-5th grade in extended day.	teacher. Administration	Progress Monitoring with tracking system.	results.
6	First year beginning to incorporate common core mathematical practices into curriculum.	Training our teachers with mathematical practices.	Classroom teachers, and resource teachers.	Progress monitoring Teacher observations	EnVision math assessments, benchmark tests and mini benchmark tests.
7	Lack of small group instruction in classrooms.	Improve monitoring of skills not mastered.	Classroom teachers and resource teachers.	Progress monitoring, teacher observations.	EnVision math assessments, benchmark tests and mini benchmark tests.
8	EnVision math technology for home use.	Parent curriculum night. Send home parent letters explaining how to use Envision math program.	Classroom teachers, parents, math specialists and instructional coaches.	Teacher tracking tools though Pearson Success.net.	EnVision tests, Edusoft benchmark tests. FCAT math.

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
Grade level PLCs	K-5th/Math	Math specialists, CRT, instructional coach, or grade level team member.	Grade level Math PLC members.	Twice a month	Discussions about use of strategies in staff meetings, team meetings, and data meetings. Collection of data from EnVision topic tests, Edusoft benchmark assessments and Success Maker to determine the effects of the strategies on student achievement.	Math specialists, classroom teachers, PLC members, CRT and Instructional Coach.
Common Core Trainings	K-2nd	CRT, Instructional Coach, Administration	Instructional staff on K-2nd	Twice a month	Collaboratively plan successful lessons based on grade level standards; discuss, reflect and use grade level data to drive instruction in the classroom.	Teachers, CRT, Instructional Coach, and administration.
Marzano's High Yield Strategies	K-5th	Instructional Coach, CRT, Administration	Instructional staff school wide.	One time per quin and teacher conferences	Collection of data from topic tests, Edusoft benchmark assessments and Success Maker to determine the effects of the strategies on student achievement.	Teachers, CRT, Instructional Coach, math specialists and administration.
Lesson Study	3rd grade	Instructional Coach or CRT	Instructional staff on 3rd grade.	Two cycles this year	Discussions with individual teams after lessons have been taught to develop strategies that can be implemented to enhance instruction. Collection of data from topic tests, Edusoft benchmark assessments and Success Maker to determine the effects of the strategies on student achievement.	Teachers, CRT, Instructional Coach, and administration.

| Destination College | 3rd-5th | Teachers/ Coaches and Administration | Teachers in grades 3-5. | Once a month | Learn and use the learned modules of the Destination College initiative to bridge the gap between elementary, middle and high schools.

Teach students how to use organizational strategies for academic success. | Teachers, CRT, Coaches, Administration. |

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
EnVision math curriculum	Math books, workbooks and manipulatives	District	$0.00
Math tutoring	Math Florida Ready workbooks	General	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a daily minimum of 15 minutes supplemental computerized math practice on Success Maker for students.	Success Maker Program	General Budget	$1,200.00
			Subtotal: $1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide EnVision math trainings through PLCs to ensure fidelity of math curriculum.	District Staff	General Budget	$0.00
Lesson Study	Lesson Study Team	Title II	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,200.00

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:	Andover's goal for 2013 is to have 40% (42) of our fifth graders score at level 3 on science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (38) of our students scored a level 3 in science.	40% (42) of our students will score a level 3 in science

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents having difficulties helping their children with science curriculum at home.	Parent Science Curriculum night. Intermediate Science Fair.	Classroom teachers, Instructional coach, and CRT.	Progress Monitor students using science benchmarks.	Edusoft benchmark testing , and classroom assessments.
2	Maintaining adequate supplies of consumable materials for hands on science labs.	Maintain adequate supplies of science materials for hands on labs by requesting donations, keeping a wish list of items needed.	Science specialist, and classroom teachers.	Progress Monitor students using science benchmarks.	Edusoft benchmark testing and Foresight tests. Classroom assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	36% (2)of our students will score a 4, 5, or 6 on FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1) of our students scored a 4, 5, or 6 on the FAA.	36% (2)of our students will score a 4, 5, or 6 on FAA.

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	Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through written expression.	Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative communication device, visuals/pictures, sign language, and prompted verbal responses. Reinforce all attempts at communication and shape up responses across a variety of settings and people.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
2	The cognitive functioning levels of the self contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom.	Provide daily instruction through district supported curriculum, including ELSB, ULS, and Equals Math. Implement regular work sessions incorporating scripted practice materials provided by FAA.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
	Students in the ASD classroom require	Staff integrates visual support throughout	Classroom Teacher,	IEP data collection on reducing maladaptive	Florida Alternative

3	multiple presentation accommodations in order to access curriculum. Some examples are chunking, visuals, breaks, and movement opportunities.	each student's day using individualized daily schedules, class schedules, lanyard pictures, sequencing of task steps, etc. Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page) Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) Provide student movement breaks based on individual need.	Classroom Assistants, Behavior Specialist, and Behavior Assistant	behaviors and increasing replacement skills. Staff observation	Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The goal for Andover students is to have 33% (34)of our fifth graders to score at a level 4 or 5 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (31) scored a level 4 or 5 on science FCAT.	33% (34) will score a level 4 or 5 on science FCAT.

<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
1	Parents having difficulties helping their children with science curriculum at home.	Parent Science Curriculum night. Intermediate Science Fair.	Classroom teachers, Instructional coach, and CRT.	Progress Monitor students using science benchmarks.	Edusoft benchmark testing , and classroom assessments.
2	Maintaining adequate supplies of consumable materials for hands on science labs.	Maintain adequate supplies of science materials for hands on labs by requesting donations, keeping a wish list of items needed.	Science specialist, and classroom teachers.	Progress Monitor students using science benchmarks.	Edusoft benchmark testing and Foresight tests.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	36% (2) of our students will score a 4, 5, or 6 on FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | 33% (1) of our students scored a 4, 5, or 6 on the FAA. | 36% (2) of our students will score a 4, 5, or 6 on FAA. |

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	Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through written expression.	Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative communication device, visuals/pictures, sign language, and prompted verbal responses. Reinforce all attempts at communication and shape up responses across a variety of settings and people.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
2	The cognitive functioning levels of the self contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom.	Provide daily instruction through district supported curriculum, including ELSB, ULS, and Equals Math. Implement regular work sessions incorporating scripted practice materials provided by FAA.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment
3	Students in the ASD classroom require multiple presentation accommodations in order to access curriculum. Some examples are chunking, visuals, breaks, and movement opportunities.	Staff integrates visual support throughout each student's day using individualized daily schedules, class schedules, lanyard pictures, sequencing of task steps, etc. Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page) Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) Provide student movement breaks based on individual need.	Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant	IEP data collection on reducing maladaptive behaviors and increasing replacement skills. Staff observation	Florida Alternative Assessment

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
Destination College	3rd-5th	Teachers/ Instructional Coach, CRT, and Administration	Teachers in grades 3-5.	Once a month	Learn and use the modules of the Destination College initiative to bridge the gap between elementary, middle and high schools. Teach students how to use organizational strategies for academic success.	Teachers, CRT, Instructional Coach, and Administration.
Marzano's High Yield Strategies	K-5th	Instructional Coach, CRT, Administration	Instructional staff school wide.	Once per quin, plus teacher conferences	Collection of data from topic tests, Edusoft benchmark assessments and Success Maker to determine the effects of the strategies on student achievement.	Teachers, CRT, Instructional Coach, science specialists and Administration.
Provide science FUSION trainings. to ensure fidelity of science standards.	K-5th	Science specialists, CRT, Instructional coach, and Administration	All instructional staff k-5th	Every two months	Collection of data from Edusoft and benchmark assessments to determine the effects of the strategies on student achievement.	Teachers, CRT, Instructional Coach, science specialists, and Administration.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science lab materials	Lab materials for successful labs for each grade level.	General Budget	$2,000.00
		Subtotal:	$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Intermediate instructional staff using smartboards.	Smart Boards	General Budget	$4,500.00
		Subtotal:	$4,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide individual staff development to improve current program implemenations.	Science PLC	General Budget	$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:	$6,500.00

End of Science Goals

Writing Goals

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The goal for Andover 4th grade students is to have 84% (82) score at a level 3 or above on Writing FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% of our students made a level 3 or higher in writing for FCAT.	84% of our students will make a level 3 or higher on FCAT 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
1	Students entering fourth grade without a basic writing foundation.	Provide curriculum night for parents to explain FCAT writing and expectation and grade level benchmarks in writing. Small group interventions for writing skills. Provide opportunities for students to share/display/publish their writings through morning announcements, media displays, hallway, and bulletin boards. Continue to implement Thinking Maps into writing curriculum.	Classroom teachers, Instructional coach, CRT, and writing PLC members.	Writing prompts. Progress monitoring using writing samples on a bi-weekly/weekly basis. Grade level planning sessions and vertical planning meeting.	Writing samples. Grade level writing rubrics.
2	Lack of consistency with writing rubrics across grade levels.	Provide a PLC on writing rubric for all teachers including planning approach used by fourth grade to facilitate consistency. Revise Andover's writing notebook for teachers to assist in vertical planning of writing instruction.	Classroom teachers, Instructional coach, CRT, and writing PLC members.	Writing prompts. Progress monitoring using writing samples on a bi-weekly/weekly basis. Grade level planning sessions and vertical planning meeting.	Writing samples. Grade level writing rubrics.
3	Writing abilities vary with need for more individualized instruction.	Revise Andover's writing notebook for teachers to assist in vertical planning of writing instruction. Small group interventions for writing skills. Provide opportunities for students to share/display/publish their writings through	Classroom teachers, Instructional coach, CRT, and writing PLC members.	Writing prompts. Progress monitoring using writing samples on a bi-weekly/weekly basis. Grade level planning sessions and vertical planning meeting.	Writing samples. Grade level writing rubrics.

| | | morning announcements, media displays, hallway, and bulletin boards.

Continue to implement Thinking Maps into writing curriculum. | | | |
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:	3% (1) of our students will score a 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of our students scored at 4 or higher in writing.	3% of our students will score a 4 or higher 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
1	Self contained ASD students at Andover lack communication skills limiting their ability to elicit their thoughts verbally or through written expression.	Increase the use of a variety of communication modes throughout the school day. Communication methods include augmentative communication device, visuals/pictures, sign language, and prompted verbal responses.

Reinforce all attempts at communication and shape up responses across a variety of settings and people. | Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant | IEP data collection on reducing maladaptive behaviors and increasing replacement skills.
Staff observation | Florida Alternative Assessment |
| 2 | The cognitive functioning levels of the self contained ASD students vary greatly from one student to the next. These self contained students function well below grade level of same age peers in the general education classroom. | Provide daily instruction through district supported curriculum, including ELSB, ULS, and Equals Math.

Implement regular work sessions incorporating scripted practice materials provided by FAA. | Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant | IEP data collection on reducing maladaptive behaviors and increasing replacement skills.
Staff observation | Florida Alternative Assessment |
| 3 | Students in the ASD classroom require multiple presentation accommodations in order to access curriculum. Some examples are chunking, visuals, breaks, and movement opportunities. | Staff integrates visual support throughout each student's day using individualized daily schedules, class schedules, lanyard pictures, sequencing of task steps, etc.

Student tasks will be chunked based on individual needs (i.e. sections covered and limited items per page) | Classroom Teacher, Classroom Assistants, Behavior Specialist, and Behavior Assistant | IEP data collection on reducing maladaptive behaviors and increasing replacement skills.
Staff observation | Florida Alternative Assessment |

Student work areas will be structured (i.e. limiting outside stimuli, close adult proximity, and limited group size.) Provide student movement breaks based on individual need.	

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
Writing PLC	K-5th	Writing PLC team, CRT, Instructional Coach.	Writing PLC members	Once a month	Collection of data from Edusoft and benchmark assessments to determine the effects of the strategies on student achievement.	Classroom teachers, PLC writing members, CRT and Instructional Coach.
Destination College	3rd-5th	Teachers, Instructional Coach, CRT, and Administration	Teachers in grades 3-5.	Once a month	Learn and use the modules of the Destination College initiative to bridge the gap between elementary, middle and high schools. Teach students how to use organizational strategies for academic success.	Teachers, CRT, Instructional Coach, and Administration.
Marzano's High Yield Strategies	K-5th	Instructional Coach, CRT, Administration	Instructional staff school wide.	Once per quin, plus teacher conferences	Collection of data from topic tests, Edusoft benchmark assessments and Success Maker to determine the effects of the strategies on student achievement.	Teachers, CRT, Instructional Coach, and Administration.
Common Core writing trainings	K-2nd	Instructional Coach, CRT, and Administration	Instructional staff K-2nd	Twice a month	Collaboratively plan successful lessons based on grade level standards; discuss, reflect and use grade level data to drive instruction in the classroom.	Teachers, CRT, Instructional Coach, and Administration.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Curriculum	Curriculum	General Budget	$0.00
PLC Writing training	PLC writing team will continue to devise grade level appropriate writing rubrics.	General Budget	$500.00
			Subtotal: $500.00
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
Provide instructional overview in the utilization and implementation of grade level appropriate rubrics and notebooks for writing.	PLC writing teams	General Budget	$0.00
Conduct monthly writing samples for writing performance levels.	PLC writing teams	General Budget	$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: $500.00

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:	In 2013 Andover Elementary will achieve a 98% (652) average attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012 Andover Elementary achieved a 96% (638) average attendance rate.	In 2013 Andover Elementary will achieve a 98% (652) average attendance rate.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
24% (161) of our studetns had excessive absences in 2012.	Andover is expected to decrease the number of students with excessive absences by 10%. 14% (93) students.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
22% (148) of our Andover students had excessive tardies in 2011.	Andover is expected to decrease the number of students with excessive tardies by 10%. 12% (80) students.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental support with attendance and punctuality.	Monitor student attendance, print out quarterly reports. Provide incentives for perfect attendance.	Attendance clerk, school social worker, tech coordinator, classroom teachers, CRT	Compare quarterly attendance reports. Compare perfect attendance for grading periods.	EDW attendance reports, SMS attendance reports, teacher attendance records.

Make parent phone calls. Get our school social worker involved.	and administration.	

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
The Attendance team will provide attendance policies and attendance technology training to our instructional staff.	K-5th	Technology Resource coordinator	K-5th classroom teachers	August 31, 2012	Monitor attendance reports	Attendance clerk, social worker, classroom teachers and technology resource coordinator.

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
Incentives for attendance and no tardies	Incentive Prizes (Dog Tags)	General Budget	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

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:	To maintain our low rate suspensions for the 2012-2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1.3% (9) students received in school suspensions at our school.	We would like to decrease our suspensions by 10%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1.3% (9) students received in school suspensions at our school.	We would like to decrease our suspensions by 10%.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0.6% (4) students at Andover received an out of school suspensions.	We would like to decrease our suspensions by 10%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0.6% (4) students at Andover received an out of school suspensions.	We would like to decrease our suspensions by 10%.

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 difficulties with situational problem solving skills.	Implement promising intervention programs that effectively prevent violence and inappropriate behavior in our school environment. Includes: Character education and Violence prevention. Go over our student code of conduct quarterly. Character Education Play. Magic Program. Mentor Program.	Guidance counselor, administration, Drama Teacher, Magic Officer, Behavior Specialist, and classroom teachers.	Periodically discuss effectiveness of programs.	Suspension data.

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
Review the code of conduct with all instructional staff members.	All instructional staff	Guidance counselor/ Classroom teacher	Instructional staff	Per quin	Review data for decreased suspensions.	Guidance counselor/ Classroom teacher
Small group/individual counseling will be provided for our students in need of conflict resolution skills.	K-5th	Guidance counselor/ Classroom teacher	Selected students based on suspension data	Per conflict	Review data for decreased suspensions.	Guidance counselor/Classroom teacher

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Code of Conduct	Code of Conduct Booklets	District	$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.*	Andover will increase our parent participation by more than 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

	Currently Andover has 26% (170) families involved in PTA.	Andover will increase our parent participation by more than 10%.

	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	Time restraints.	Schedule meetings and activities at various times.	Leadership team and PTA board.	Check attendance of parents at school functions and events.	Parent survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PTA parent distribution list.	All staff	PTA Board/ leadership team	School-wide	Once per quin	Parent survey	PTA Board/Leadership team

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
School Website, PTA emails, and Connect Ed	Distribution list for keeping parents informed		$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
School Newsletter	Copy paper, and toner	General Fund	$400.00
			Subtotal: $400.00
			Grand Total: $400.00

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:		At least 80% (34) of our teachers will incorporate STEM cross curricular lessons into their instruction.

	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 knowledge of district STEM lessons for core content areas.	Provide exemplar lessons for our teachers. Provide STEM training for our instructional staff.	Reading Coach, CRT, Administration, Curriculum specialists and Classroom teachers.	Classroom discussions, lesson plans, and student samples.	State and district assessment data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM training in all curriculum areas through PLCs.	K-5th	PLC grade level leaders, Reading Coach, CRT, and Administration.	Grade level PLC members, school wide instructional staff.	Twice a month	Classroom discussions, PLC group discussions, teacher observations, classroom walk throughs.	Classroom teachers, PLC members, Reading Coach, CRT, and Administration.

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board	Smart Board equipment and materials	General Budget	$4,500.00
			Subtotal: $4,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM training	Instructional trainer Training materials		$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:	$4,500.00

End of STEM Goal(s)

Additional Goal(s)

FLKRS Intense Focus on Student Achievement Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. FLKRS Intense Focus on Student Achievement Goal FLKRS Intense Focus on Student Achievement Goal #1:	We will increase our number of VPK students who will enter Elementary school ready based on FLKRS data scores. 81%(91)of our students will increase their FLKRS scores.
2012 Current level:	2013 Expected level:
78% (88) of our studetns scored a 70% or higher on the FLKRS 2011 assessment.	We will increase our number of VPK students who will enter Elementary school ready based on FLKRS data scores. 81%(91)of our students will increase their FLKRS scores.

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	VPK programs not being aware of the new Kindrgarten standards. Common Core knowledge and application.	Our Kindrgarten teachers will meet with the VPK directors near our school. Test the incoming kindergarteners prior to the beginning of school and share the assessment results with the parents.	Kindergarten Teachers	Kindergarten Assessments Teacher observations	FAIR assessment FLKRS assessment

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
FLKRS training Common Core Training FAIR training	Kindergarten	CRT, Reacding Coach, and Administration	Kindergarten instructional staff	twice a month	PLC discussions training exit slips	CRT, Reading Coach, kindergarten teachers, and Administration

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
Common Core trainings FLKRS trainings FAIR trainings	Training materials/substitutes	Title II/General Fund	$1,400.00
			Subtotal: $1,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,400.00

End of FLKRS Intense Focus on Student Achievement Goal(s)

Maintain High Fine Arts Enrollment Percentage Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Maintain High Fine Arts Enrollment Percentage Goal Maintain High Fine Arts Enrollment Percentage Goal #1:	Maintain current % of Fine Arts participation at our school.
2012 Current level:	2013 Expected level:
100% (665) of our Andover students participate in Fine Arts instruction.	Maintain current % of Fine Arts participation at our school.

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 funding for Fine Arts instruction	To continue to keep Fine Arts instruction available for all students through scheduling.	Administration	Classroom observations Classroom walk throughs Teacher lesson plans	Fine Arts assessments

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
Fine Arts PLCs	Music and Art instructors	Instructional team member	Art teacher and Music teacher	once a month	PLC discussions	Instructional Coach

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
Fine Arts PLC	Fine Arts standards		$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 Maintain High Fine Arts Enrollment Percentage Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Open Court/Imagine It!, Early Reading Tutor, Early Interventions in Reading, Phonemic Awareness, Read Naturally and Kaleidoscope.	Curriculum Materials	General Fund	$10,000.00
Reading	Tutoring for Reading	Reading workbooks	SAI	$6,800.00
Reading	FCAT reading materials	Curriculum materials for 3rd-5th	General Fund	$10,000.00
CELLA	CELLA Test Manuals and Student test booklets	Testing Materials	District	$0.00
Mathematics	EnVision math curriculum	Math books, workbooks and manipulatives	District	$0.00
Mathematics	Math tutoring	Math Florida Ready workbooks	General	$3,000.00
Science	Science lab materials	Lab materials for successful labs for each grade level.	General Budget	$2,000.00
Writing	Writing Curriculum	Curriculum	General Budget	$0.00
Writing	PLC Writing training	PLC writing team will continue to devise grade level appropriate writing rubrics.	General Budget	$500.00
Suspension	Student Code of Conduct	Code of Conduct Booklets	District	$0.00
				Subtotal: $32,300.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide a daily minimum of 15 minutes of computerized reading practice for all students.	Success Maker	General Fund	$1,200.00
Reading	Accelerated Reading	Accelerated Reading	Media	$2,019.00
Reading	Instructional staff using Smart Boards to deliver instruction.	Smart Boards	General Fund	$4,500.00
CELLA				$0.00
Mathematics	Provide a daily minimum of 15 minutes supplemental computerized math practice on Success Maker for students.	Success Maker Program	General Budget	$1,200.00
Science	Intermediate instructional staff using smartboards.	Smart Boards	General Budget	$4,500.00
Parent Involvement	School Website, PTA emails, and Connect Ed	Distribution list for keeping parents informed		$0.00
STEM	Smart Board	Smart Board equipment and materials	General Budget	$4,500.00
				Subtotal: $17,919.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide RtI staff development to improve current program implementations.	RtI team	General Fund	$0.00
	Provide instructional training in the			

Reading	utilization and implementation of Open Court/Imagine It/EIR, Early Reading Tutor, Read Naturally and phonemic awareness.	Reading Coach and grade level teams	General Fund	$0.00
CELLA	Training CELLA Administers	Manuals and CD's	District	$0.00
CELLA	Subs for CELLA Administers	SUbs needed for the classroom	General Funds	$500.00
Mathematics	Provide EnVision math trainings through PLCs to ensure fidelity of math curriculum.	District Staff	General Budget	$0.00
Mathematics	Lesson Study	Lesson Study Team	Title II	$2,000.00
Science	Provide individual staff development to improve current program implemenations.	Science PLC	General Budget	$0.00
Writing	Provide instructional overview in the utilization and implementation of grade level appropriate rubrics and notebooks for writing.	PLC writing teams	General Budget	$0.00
Writing	Conduct monthly writing samples for writing performance levels.	PLC writing teams	General Budget	$0.00
STEM	STEM training	Instructional trainer Training materials		$0.00
FLKRS Intense Focus on Student Achievement	Common Core trainings FLKRS trainings FAIR trainings	Training materials/substitutes	Title II/General Fund	$1,400.00
Maintain High Fine Arts Enrollment Percentage	Fine Arts PLC	Fine Arts standards		$0.00
				Subtotal: $3,900.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Incentives for attendance and no tardies	Incentive Prizes (Dog Tags)	General Budget	$300.00
Parent Involvement	School Newsletter	Copy paper, and toner	General Fund	$400.00
				Subtotal: $700.00
				Grand Total: $54,819.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 8/27/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
	$0.00

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

This year the SAC committee will discuss and review the school improvement plan, discuss the school budget, keep the SAC committee updated on current legislation, school activities, school grades, and school needs.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Orange School District
ANDOVER ELEMENTARY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	93%	91%	72%	347	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	72%	76%			148	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?	68% (YES)	82% (YES)			150	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					645	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District
ANDOVER ELEMENTARY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	90%	78%	73%	328	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	69%	76%			145	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?	68% (YES)	73% (YES)			141	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					614	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested