

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: NOVA BLANCHE FORMAN ELEMENTARY

District Name: Broward

Principal: Charles McCanna

SAC Chair: Ethiel Portuondo

Superintendent: James Notter

Date of School Board Approval: 12/07/2010

Last Modified on: 10-20-2010

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

### HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

| Position  | Name            | Degree(s) / Certification(s)   | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)   |
|-----------|-----------------|--|------------------------------|--------------------------------|--|
| Principal | Charles McCanna | *Bachelors Degree: Elementary Education<br>*M.Ed in Science Education<br>*Certifications: School Principal, Educational Leadership, and 6-9 Science<br>*Endorsements: ESOL | 7.5                          | 21                             | *School Grade from 2005 – 2010 "A"<br>*AYP Achieved – provisional in 2006, achieved in 2007, 2008<br>*In 2009-2010, Black, Economically Disadvantaged did not make AYP in Math<br>*Meeting High Standards in Reading: 88% (349)<br>Meeting High Standards in Math: 85%(338)<br>Meeting High Standards in Writing: 97% (128)<br>Meeting High Standards in Science: 71% (92)<br>Learning Gains in Reading: 73%(290)<br>Learning Gains in Math: 62%(247)<br>Learning Gains(Lowest 25%) in Reading: 65%<br>Learning Gains(Lowest 25%) in Math: 66% |
|           |                 | *Bachelors Degree: Elementary Education -<br>*Master's Degree in Education   |                              |                                | *School Grade from 2005 – 2010 "A"<br>*AYP Achieved – provisional in 2006, achieved in 2007, 2008<br>*In 2009-2010, Black, Economically Disadvantaged did not make AYP in Math<br>*Meeting High Standards in Reading: 88% (349)  |

|                 |                |  |    |   |   |
|-----------------|----------------|--|----|---|---|
| Assis Principal | Janet Calamaro | Leadership<br>*Certified:<br>School Principal,<br>Educational<br>Leadership,<br>Elementary<br>Education,<br>*Endorsements:<br>ESOL | 14 | 7 | Meeting High Standards in Math: 85%(338)<br>Meeting High Standards in Writing: 97% (128)<br>Meeting High Standards in Science: 71% (92)<br>Learning Gains in Reading: 73%(290)<br>Learning Gains in Math: 62%(247)<br>Learning Gains(Lowest 25%) in Reading: 65%<br>Learning Gains(Lowest 25%) in Math: 66% |
|-----------------|----------------|--|----|---|---|

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)   |
|---------------|---------------------|--|------------------------------|--------------------------------------|---|
| Reading Coach | Phyllis Gelman-Mash | *B.S. in Elementary Education<br>*Masters Degree:<br>Computer Technology in Education<br>*Endorsements:<br>ESOL, Reading | 7                            | 7                                    | *School Grade from 2005 – 2010 "A"<br>*AYP Achieved – provisional in 2005-2006, achieved AYP in 2006-2007, 2007-2008, 2008-2009<br>*Over the past five years all subgroups met AYP criteria in reading.<br>*School Grade from 2005 – 2010 "A"<br>*Meeting High Standards in Reading: 88% (349)<br>Meeting High Standards in Writing: 97% (128)<br>Learning Gains in Reading: 73%(290)<br>Learning Gains(Lowest 25%) in Reading: 65% |

## HIGHLY QUALIFIED TEACHERS

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

|   | Description of Strategy   | Person Responsible                    | Projected Completion Date | Not Applicable (If not, please explain why)             |
|---|---|---------------------------------------|---------------------------|---|
| 1 | NESS (induction team)   | Mrs. Claudia Dorf                     | N/A                       | This is an ongoing program for new teachers.            |
| 2 | Orientation at the beginning of the school year                               | Mrs. Calamaro and administrative team | August 2010               |   |
| 3 | New teachers are assigned a peer teacher, who serves as a mentor and a buddy. | Mrs. Calamaro and administrative team | N/A                       | This is an ongoing strategy for mentoring new teachers. |
| 4 | Grade level collaboration   | Grade level chairs and teachers       | 06/2011                   |   |

## Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

| Name            | Certification        | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
|-----------------|----------------------|---------------------|---|
| Jessica Hageman | Elementary Education | 1st Grade           | ESOL Training   |
| Nancy Gilbert   | Elementary Education | K                   | ESOL Training   |
| Joseph Goodman  | Elementary Education | K                   | ESOL Training   |
| Toni Trifelleti | Elementary Education | 2nd Grade           | ESOL Training   |

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*\*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 Qualified Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 48                                  | 0.0%(0)                  | 25.0%(12)                                  | 27.1%(13)                                   | 47.9%(23)                                  | 43.8%(21)                           | 91.7%(44)                   | 8.3%(4)                     | 22.9%(11)                           | 91.7%(44)                |

## Teacher Mentoring Program

Please describe the school's teacher mentoring program 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  |
|---|--------------------------------------|---|---|
| Phyllis Gelman-Mash                     | All teachers                         | Mrs. Gelman-Mash is our reading coach                           | Collaborative planning, modeling lessons, resource person, curriculum assistance, facilitating book chats, conduct parent trainings, and head professional development activities |
| Margaret Nelson-Fifth grade level chair | Michele Parsons and Ethiel Portuondo | Ms. Parsons and Mrs. Portuondo are new to the fifth grade team. | Collaborative planning, modeling lessons, and curriculum assistance   |

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

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

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

## Supplemental Academic Instruction (SAI)

Paid With SAI funds:

\*(1) ALL teacher

## Violence Prevention Programs

N/A

## Nutrition Programs

N/A

## Housing Programs

N/A

## Head Start

N/A

## Adult Education

N/A

## Career and Technical Education

N/A

## Job Training

N/A

## Other

N/A

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

- Lisa Dalachinsky (ESE Specialist)
- Pat McCoy (ESE Teacher)
- Gwynn Norell (Speech Pathologist)
- Phyllis Gelman (Reading Coach)
- Janet Calamaro (Administrator)
- School Psychologist
- School Social Worker
- These individuals each bring in their area of expertise to the group and in this way we get to see the whole child and not just one side of the child.

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

- The school-based RtI Leadership functions as follows:  
Meetings are held every other week. Team members include the school psychologist-Laurie Mallie, School Social Worker Marielande L. Emile, Reading Resource Specialist Phyllis Gelman-Mash, Primary Resource Teacher/ ELL Coordinator - Susan Dawson-Kurtz, ESE Specialist -Lisa Dalachinsky, Assistant Principal-Janet Calamaro, Classroom Teacher, and parent is invited. A Case Manager is assigned based on student concern for each student that moves to Tier 2 and Tier 3 interventions. The Case Manager follows up and assists the classroom teacher with providing Tier 2 interventions and assigns a person to do the Tier 3 intervention. This person provides the intervention based on the student's deficiency. They keep baseline and weekly data for at least six weeks. This information is then brought back to CPST/RtI coordinator who graphs and analyzes the data with the school psychologist.
- Teachers identify student needs (academic, social, behavioral, emotional or all of the above).
- Staff member completes an observation prior to the meeting.
- Teacher completes appropriate paper work (i.e. parent-teacher conference, behavior charts, interims, anecdotal records).

- If appropriate, Social Worker will get involved if not already involved
- Focus of the meeting is to develop proper interventions and accommodations to best meet students' needs.
- Reconvene six weeks later to ascertain and discuss whether interventions are successful; if they are not new ones are put into place. Flexibility of team is such that an emergency meeting can be held if, and when, necessary.

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

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

#### RtI Implementation

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

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

During RtI meetings, one staff member takes notes.

- Different individuals are involved and collect data.
- Data is kept and stored in a binder in the ESE conference room.
- Data is reviewed by all present and recommendations are made to best meet the student's needs.

Describe the plan to train staff on RtI.

- The RtI Leadership team will review the Three Tier Process with faculty in the Fall of 2010.

## Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

- \* Lisa Dalachinsky(ESE Specialist)
- \* Susan Dawson(ELL representative)
- \* Phyllis Gelman-Mash(Reading Specialist)
- \* Tresa Davis-Chance(Guidance Counselor)
- \* Charles McCanna(Principal)
- \* Janet Calamaro(Assistant Principal)
- \* Solitaire Martinez(K Grade Chair)
- \* Carrie Bush(1st Grade Chair)
- \* Shawn Feller(2nd Grade Chair)
- \* Marjorie Archer (3rd Grade Chair)

- \* Jean Roberts(4th Grade Chair)
- \* Margaret Nelson(5th Grade Chair)

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

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

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

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

### NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status  
[No Attached a copy of the Notification of SINI Status to Parents](#)
- Public School Choice with Transportation (CWT) Notification  
[No Attached a copy of the CWT Notification to Parents](#)
- Notification of (School in Need of Improvement) SINI Status  
[No Attached a copy of the SES Notification to Parents](#)

### \*Elementary Title I Schools Only: Pre-School Transition

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

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

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

N/A

### \*High Schools Only

**Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.**

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   |   |  |   |   |
|--|---|---|--|---|---|
| 1. Students achieving proficiency (FCAT Level 3) in reading<br>Reading Goal #1:  |   | The goal for Nova Blanche Forman is to increase the number of students achieving proficiency (FCAT Level 3) in reading. |  |   |   |
| 2010 Current Level of Performance: *   |   |   | 2011 Expected Level of Performance: *                |   |   |
| Total: 36% (123)   |   |   | Total: 44%(151)                                      |   |   |
| 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 in intermediate grades have low comprehension skill. | Teachers to use story maps, graphic organizers, summarizing skills.   | Classroom teacher<br>Reading Coach<br>Administrators | *Frequent Progress Monitoring<br>*Gradel level meetings<br>*PLC<br>*Running records | *End of story comprehension check<br>*Mid-Year and End of Year Reading Test<br>*Mini-Assessments<br>*BAT 1& 2 |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |  |  |   |  |   |
|--|--|--|---|--|---|
| 2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading<br>Reading Goal #2:   |  | The goal for Nova Blanche Forman is to increase students' vocabulary skills.   |   |  |   |
| 2010 Current Level of Performance: *   |  |  | 2011 Expected Level of Performance: *         |  |   |
| Level of current performance: 52%(179)   |  |  | Level of Expected performance: 56%(193)       |  |   |
| 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 knowledge in vocabulary skill. | *Teachers to teach root words, prefixes, suffixes.<br>*Increase the use of resources: dictionary and thesaurus<br>*Teaching word meaning through context | Classroom teacher and Reading Coach           | *Frequent Progress Monitoring<br>*Observation of vocabulary usage<br>*Vocabulary games | *End of story vocabulary check<br>* Classroom walkthrough<br>*Mini-Assessments<br>*BAT 1& 2 |

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

|  |   |
|--|---|
| 3. Percentage of students making Learning Gains in reading<br>Reading Goal #3: | The goal for Nova Blanche Forman is to increase students' exposure to different genres and reference and research |
| 2010 Current Level of Performance: *   | 2011 Expected Level of Performance: *   |
| Current level of Performance: 73%(193)   | Expected level of performance:80%(212)  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|---|---|---|---|---|
| 1 | Students have a lack of exposure to reference and research materials. | *Increase the use of resources: dictionary and thesaurus<br>*Increase researching skills by using computers and other available materials | Classroom teacher and Reading Coach           | *Frequent Progress Monitoring<br>*Observation<br>*Classroom walkthroughs<br>*Analyzing available data | *Classroom walkthrough<br>*Mini-Assessments<br>*Completed research reports<br>*BAT 1& 2 |

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

|  |   |
|--|---|
| 4. Percentage of students in Lowest 25% making learning gains in reading<br>Reading Goal #4: | The goal for Nova Blanche Forman is to increase students' comprehension skills. |
| 2010 Current Level of Performance: *   | 2011 Expected Level of Performance: *   |
| Current level of performance: 65%(43)  | Expected level of performance:80%(53)   |

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 in intermediate grades have low comprehension skill | *Teachers to use story maps, graphic organizers, summarizing skills | Classroom teacher<br>Reading Coach            | *Frequent Progress Monitoring<br>*Gradel level meetings<br>*PLC<br>*Running records | *End of story vocabulary check<br>* Classroom walkthrough<br>*Mini-Assessments<br>*BAT 1& 2 |

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

|   |   |
|---|---|
| 5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading<br>Reading Goal #5A: | The goal for Nova Blanche Forman is to decrease the percentage of students not making Adequate Yearly Progress in Reading |
| Reading Goal #5A: Ethnicity   |   |

| (White, Black, Hispanic, Asian, American Indian)  |   |   |   |  |   |
|---|---|---|---|--|---|
| 2010 Current Level of Performance: *  |   |   | 2011 Expected Level of Performance: *   |  |   |
| White: 88%(90) Black: 78%(123) Hispanic: 83%(80)<br>Asian: 93%(26) American Indian: 0%(0) |   |   | White: maintain 88%(90) Black: 79%(125%) Hispanic:<br>83%(80) Asian: 95%(27) American Indian: 100%(1) |  |   |
| Problem-Solving Process to Increase Student Achievement                                   |   |   |   |  |   |
|   | Anticipated Barrier                     | Strategy  | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool   |
| 1   | *Children have low comprehension skill. | Teachers to use story maps, graphic organizers, summarizing skills. | *Classroom teacher<br>*Reading Coach<br>*Administrators   | *Frequent Progress Monitoring<br>*Gradel level meetings<br>*PLC<br>*Running records<br>*End of story comprehension check | *Mid-Year and End of Year Reading Test<br>*Mini-Assessments<br>*BAT 1 & 2 |

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

|   |  |
|---|--|
| 5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading<br>Reading Goal #5B: | *The goal for Nova Blanche Forman is to decrease the percentage of students not making Adequate Yearly Progress in Reading |
|---|--|

Reading Goal #5B: English Language Learners (ELL)

|  |   |
|--|---|
| 2010 Current Level of Performance: *   | 2011 Expected Level of Performance: *   |
| Current Level of Performance: 72% (46) | Expected Level of performance: 75% (48) |

| Problem-Solving Process to Increase Student Achievement |                     |  |   |   |  |
|---|---------------------|--|---|---|--|
|   | Anticipated Barrier | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                     | Evaluation Tool  |
| 1   | Limited vocabulary  | *Teachers to teach root words, prefixes, suffixes.<br>*Increase the use of resources: dictionary and thesaurus<br>*Teaching word meaning through context | *Classroom teacher and Reading Coach          | **Frequent Progress Monitoring<br>*Observation of vocabulary usage<br>*Vocabulary games | *End of story vocabulary check<br>* Classroom walkthrough<br>*Mini-Assessments<br>*BAT 1 & 2 |

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

|   |   |
|---|---|
| 5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading<br>Reading Goal #5C: | The goal for Nova Blanche Forman is to decrease the percentage of students not making Adequate Yearly Progress in Reading |
|---|---|

Reading Goal #5C: Students with Disabilities (SWD)

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
|                                      |                                       |

| Current level of performance: 56%(31)                   |                            |   | Expected level of performance: 60%(33)        |  |   |
|---|----------------------------|---|---|--|---|
| 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   | * Low comprehension skills | *Teachers to use story maps, graphic organizers, summarizing skills | *Classroom teacher<br>*Reading Coach          | *Frequent Progress Monitoring<br>*Grade level meetings<br>*PLC | *Running records<br>*End of story vocabulary check<br>*Classroom walkthrough<br>*Mini-Assessments<br>*BAT 1 & 2 |

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

|   |   |
|---|---|
| 5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading<br>Reading Goal #5D: | The goal for Nova Blanche Forman is to decrease the percentage of students not making Adequate Yearly Progress in Reading |
|---|---|

Writing Goal #5D: Economically Disadvantaged

|   |  |
|---|--|
| 2010 Current Level of Performance: *    | 2011 Expected Level of Performance: *    |
| Current Level of Performance: 75% (150) | Expected Level of performance: 78% (156) |

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

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

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

| PD Content /Topic and/or PLC Focus             | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                  | Person or Position Responsible for Monitoring |
|--|---------------------|----------------------------------|---|--|--|---|
| Professional Learning Communities on Reference | All grade levels    | Grade Chairs                     | All teachers  | 10/2011 and ongoing  | Meeting minutes, follow up with administration and | Reading Coach                                 |

|   |                  |                     |              |         |  |                                  |
|---|------------------|---------------------|--------------|---------|--|----------------------------------|
| and Research  |                  |                     |              |         | Reading Coach  |                                  |
| Data Analysis training  | All grade levels | Phyllis Gelman-Mash | All teachers | 06/2011 | Data chats and observations by administration, and CWT           | Reading Coach and administrators |
| Professional Learning Communities on Differentiated Instruction | All grade levels | Phyllis Gelman-Mash | All teachers | 12/2011 | Meeting minutes, follow up with administration and Reading Coach | Reading Coach and administrators |

Reading Budget:

| Evidence-based Program(s)/Material(s)  |   |                |                         |
|--|---|----------------|-------------------------|
| Strategy   | Description of Resources  | Funding Source | Available Amount        |
| No Data  | No Data   | No Data        | \$0.00                  |
|  |   |                | Subtotal: \$0.00        |
| Technology   |   |                |                         |
| Strategy   | Description of Resources  | Funding Source | Available Amount        |
| Technological tools to aide teachers to further education                          | EdHelper  | General Funds  | \$1,600.00              |
|  |   |                | Subtotal: \$1,600.00    |
| 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        |
| Train parents on how to better help prepare their children be successful at school | Parent Night  | Title I        | \$200.00                |
| FCAT Camp for students   | FCAT Camp for students (Teacher salaries, instructional materials and supplies) | Accountability | \$2,305.50              |
|  |   |                | Subtotal: \$2,505.50    |
|  |   |                | Grand Total: \$4,105.50 |

End of Reading Goals

# 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:

|   |  |
|---|--|
| 1. Students achieving proficiency (FCAT Level 3) in mathematics<br>Mathematics Goal #1: | The goal for Nova Blanche Forman is to increase the number of students achieving proficiency in mathematics. |
| 2010 Current Level of Performance: *  | 2011 Expected Level of Performance: *  |
| Current level of performance is 31% (108)   | Expected level of performance 40% (108)  |

### 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 | *Transition from old Math Standards to current Big Ideas<br><br>*New math series. | *Teacher training<br>*Grade level collaborative planning | *Classroom Teacher<br>*Grade Chair<br>*Administrators | *PLC data chats<br>*Frequent progress monitoring    | *Surveys<br>*Assessment Data review<br>Benchmark Assessment 1 and 2. |

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

|  |  |
|--|--|
| 2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics<br>Mathematics Goal #2: | The goal for Nova Blanche Forman is to increase the number of students achieving proficiency in mathematics. |
| 2010 Current Level of Performance: *   | 2011 Expected Level of Performance: *  |
| Current level of performance is 54%(186)   | Expected level of performance 58%(200)   |

### 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 critical thinking skills. | *Teachers to provide higher order questions<br>*Small group-problem solving activities<br>*Enrichment centers from Go Math | *Classroom Teacher<br>*Administrators         | *Ongoing evaluations<br>*Ongoing assessments        | Go Math Assessments<br>Benchmark Assessment 1 and 2. |

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

|  |  |
|--|--|
| 3. Percentage of students making Learning Gains in mathematics<br>Mathematics Goal #3: | The goal for Nova Blanche Forman is to increase the number of students making learning gains in mathematics. |
|--|--|

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 2010 Current Level of Performance: *                    |   | 2011 Expected Level of Performance: *   |   |   |   |
| Current level of performance is 62%(165)                |   | Expected level of performance 73%(194)  |   |   |   |
| 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   | *Transition from old Math Standards to current Big Ideas<br>*New math series. | *Teacher training<br>*Grade level collaborative planning<br>*small centers<br>*differentiated instruction | *Classroom Teacher<br>*Grade Chair<br>*Administrators | *PLC data chats<br>*Frequent progress monitoring    | *Surveys<br>*Assessment Data review.<br>Benchmark Assessment 1 and 2. |

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

|  |  |
|--|--|
| 4. Percentage of students in Lowest 25% making learning gains in mathematics<br><br>Mathematics Goal #4: | The goal for Nova Blanche Forman is to increase the number of students in the lowest 25% making learning gains in mathematics. |
| 2010 Current Level of Performance: *   | 2011 Expected Level of Performance: *  |
| Current level of performance is 66%(45)  | Expected level of performance is 80%(55)   |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| 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   | *Transition from old Math Standards to current Big Ideas<br>*New math series. | *Teacher training<br>*Grade level collaborative planning<br>*small centers<br>*differentiated instruction | *Classroom Teacher<br>*Grade Chair            | *PLC data chats<br>*Frequent progress monitoring    | *Surveys<br>*Assessment Data review<br>Benchmark Assessment 1 and 2. |

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

|   |  |
|---|--|
| 5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics<br><br>Mathematics Goal #5A: | The goal for Nova Blanche Forman is to decrease the number of students not achieving AYP.    |
| Mathematics Goal #5A: Ethnicity<br>(White, Black, Hispanic, Asian, American Indian)                         |  |
| 2010 Current Level of Performance: *  | 2011 Expected Level of Performance: *  |
| White: 88%(90) Black: 72%(114) Hispanic: 79%(78)<br>Asian: 100%(28) American Indian: 100%(1)                | White: 88%(90) Black: 75%(120) Hispanic: 80%(77)<br>Asian: 100%(23) American Indian: 100%(1) |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Problem-Solving Process to Increase Student Achievement |  |  |  |  |  |
|---|--|--|--|--|--|

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring         | Process Used to Determine Effectiveness of Strategy | Evaluation Tool  |
|---|---|---|---|---|--|
| 1 | *Transition from old Math Standards to current Big Ideas<br>*New math series. | *Teacher training<br>*Grade level collaborative planning<br>*small centers<br>*differentiated instruction | *Classroom Teacher<br>*Grade Chair<br>*Administrators | *Surveys<br>*Assessment Data review                 | *Assessment Data review<br>Benchmark Assessment 1 and 2. |

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

|   |   |
|---|---|
| 5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics<br>Mathematics Goal #5B: | The goal for Nova Blanche Forman is to decrease our number of ELL students not achieving AYP. |
|---|---|

Mathematics Goal #5B: English Language Learners (ELL)

|  |   |
|--|---|
| 2010 Current Level of Performance: *         | 2011 Expected Level of Performance: *         |
| The current level of performance is 66% (42) | The expected level of performance is 70% (45) |

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 | *Transition from old Math Standards to current Big Ideas<br>*New math series. | *Teacher training<br>*Grade level collaborative planning<br>*small centers<br>*differentiated instruction | *Classroom Teacher<br>*Grade Chair<br>*Administrators | *PLC data chats<br>*Frequent progress monitoring    | * Classroom walkthrough<br>*Mini-Assessments<br>*Surveys<br>*Assessment Data review<br>*Benchmark Assessment 1 and 2. |

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

|   |   |
|---|---|
| 5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics<br>Mathematics Goal #5C: | The goal for Nova Blanche Forman is to decrease our number of SWD students not achieving AYP. |
|---|---|

Mathematics Goal #5C: Students with Disabilities (SWD)

|  |  |
|--|--|
| 2010 Current Level of Performance: *         | 2011 Expected Level of Performance: *    |
| The current level of performance is 58% (32) | The expected level of performance is N/A |

Problem-Solving Process to Increase Student Achievement

|  | Anticipated Barrier | Strategy | Person or Position Responsible for | Process Used to Determine Effectiveness of | Evaluation Tool |
|--|---------------------|----------|------------------------------------|--|-----------------|
|--|---------------------|----------|------------------------------------|--|-----------------|

|   |   |   |   |  |   |
|---|---|---|---|--|---|
|   |   |   | Monitoring  | Strategy   |   |
| 1 | *Transition from old Math Standards to current Big Ideas<br>*New math series. | *Teacher training<br>*Grade level collaborative planning<br>*small centers<br>*differentiated instruction | *Classroom Teacher<br>*Grade Chair<br>*Administrators | *PLC data chats<br>*Frequent progress monitoring | * Classroom walkthrough<br>*Mini-Assessments<br>*Surveys<br>*Assessment Data review<br>*Benchmark Assessment 1 and 2. |

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

|   |   |
|---|---|
| 5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics<br><br>Mathematics Goal #5D: | The goal for Nova Blanche Forman is to decrease our number of FRL students not achieving AYP. |
|---|---|

Writing Goal #5D: Economically Disadvantaged

|   |  |
|---|--|
| 2010 Current Level of Performance: *          | 2011 Expected Level of Performance: *        |
| The current level of performance is 70% (139) | The expected level of performance 73% (146). |

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 | *Transition from old Math Standards to current Big Ideas<br>*New math series. | *Teacher training<br>*Grade level collaborative planning<br>*small centers<br>*differentiated instruction | *Classroom Teacher<br>*Grade Chair<br>*Administrator | *PLC data chats<br>*Frequent progress monitoring    | *Classroom walkthrough<br>*Mini-Assessments<br>*Surveys<br>*Assessment Data review<br>*Benchmark Assessment 1 and 2. |

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

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

| PD Content /Topic and/or PLC Focus                             | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring               | Person or Position Responsible for Monitoring |
|--|---------------------|----------------------------------|--|--|---|---|
| Training in the "New Generation" standards and the "Big Ideas" | All                 | Marjorie Archer                  | School-wide  | 6/2011   | Observation of implementation by administration | Administrators                                |
| Training on how to use Math Pacing Chart                       | All                 | Marjorie Archer                  | School-wide  | 6/2011   | Observation of implementation by administration | Administrators                                |

|   |     |  |             |  |   |                                    |
|---|-----|--|-------------|--|---|------------------------------------|
| effectively   |     |  |             |  |   |                                    |
| Modeling Math strategies and the use of technology through podcasting | All | Marjorie Archer  | School-wide | 6/2011                                     | Observation of implementation by administration   | Administrators                     |
| Data Analysis PLC   | All | Soltaire Martinez, Carie Bush, Shawn Feller, Marjorie Archer, Jean Roberts, Margret Nelson | School-wide | Bi-Monthly Wednesdays during planning time | Observation of implementation by administration   | Administrators                     |
| Integration of math and technology PLC                                | All | Marjorie Archer and Amanda Muir  | School-Wide | Bi-Monthly Thursdays during planning time  | Observation of implementation by administration, PLC discussions, sharing best practices, data analysis | Marjorie Archer and Amanda Muir    |
| GO Math PLC/textbook training   | All | Marjorie Archer  | School-Wide | Planning days and early release            | Observation of implementation by administration, PLC discussions, sharing best practices, data analysis | Administrators and Marjorie Archer |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) |   |                |                         |
|---------------------------------------|---|----------------|-------------------------|
| Strategy                              | Description of Resources  | Funding Source | Available Amount        |
| No Data                               | No Data   | No Data        | \$0.00                  |
|                                       |   |                | Subtotal: \$0.00        |
| Technology                            |   |                |                         |
| Strategy                              | Description of Resources  | Funding Source | Available Amount        |
| No Data                               | No Data   | No Data        | \$0.00                  |
|                                       |   |                | Subtotal: \$0.00        |
| Professional Development              |   |                |                         |
| Strategy                              | Description of Resources  | Funding Source | Available Amount        |
| No Data                               | No Data   | No Data        | \$0.00                  |
|                                       |   |                | Subtotal: \$0.00        |
| Other                                 |   |                |                         |
| Strategy                              | Description of Resources  | Funding Source | Available Amount        |
| Math consultant                       | Mr. Goodmath  | Title I        | \$300.00                |
| FCAT Camp for Students                | FCAT Camp for students (Teacher salaries, instructional materials and supplies) | Accountability | \$2,305.50              |
|                                       |   |                | Subtotal: \$2,605.50    |
|                                       |   |                | Grand Total: \$2,605.50 |

End of Mathematics Goals

## 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:

1. Students achieving proficiency (FCAT Level 3) in science

Science Goal #1:

The goal for Nova Blanche Forman is to increase the number of students achieving proficiency in science.

| 2010 Current Level of Performance: *                    |                                 | 2011 Expected Level of Performance: *                                     |   |   |  |
|---|---------------------------------|---|---|---|--|
| Current level of performance: 48%(55)                   |                                 | Expected level of performance: 68%(78)                                    |   |   |  |
| Problem-Solving Process to Increase Student Achievement |                                 |   |   |   |  |
|   | Anticipated Barrier             | Strategy  | Person or Position Responsible for Monitoring     | Process Used to Determine Effectiveness of Strategy     | Evaluation Tool                                    |
| 1   | Teachers new to 5th grade level | *Mentoring<br>*Collaborative planning<br>*Vertical planning across grades | *Maggie Nelson-5th grade chair<br>*Administrators | *Classroom walkthroughs<br>*Observations<br>*Data chats | *Data collection<br>*Observation notes<br>*BAT 1&2 |

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

| 2. Students achieving above proficiency (FCAT Levels 4 and 5) in science<br><br>Science Goal #2: |                                 | The goal for Nova Blanche Forman is to increase the number of students achieving levels 4 & 5 proficiency in science. |   |   |  |
|--|---------------------------------|---|---|---|--|
| 2010 Current Level of Performance: *   |                                 | 2011 Expected Level of Performance: *   |   |   |  |
| Current level of performance: 25%(28)  |                                 | Expected level of performance: 33%(38)  |   |   |  |
| Problem-Solving Process to Increase Student Achievement  |                                 |   |   |   |  |
|  | Anticipated Barrier             | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy     | Evaluation Tool                                    |
| 1  | Teachers new to 5th grade level | *Mentoring<br>*Collaborative planning<br>*Vertical planning across grades   | *Grade Chair<br>*Administration               | *Classroom walkthroughs<br>*Observations<br>*Data chats | *Data Collection<br>*Observation notes<br>*BAT 1&2 |

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

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

| PD Content /Topic and/or PLC Focus          | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring          | Person or Position Responsible for Monitoring |
|---|---------------------|----------------------------------|--|--|--|---|
| Train new teachers (fifth grade curriculum) | 5th Grade           | Grade level chair & teachers     | *Michele Parsons<br>*Ethiel Portuondo                              | 06/2011  | Observations, Classroom Walkthroughs, Data | *Grade Chair<br>*Administration               |

Science Budget:

| Evidence-based Program(s)/Material(s)   |                          |                |                         |
|---|--------------------------|----------------|-------------------------|
| Strategy  | Description of Resources | Funding Source | Available Amount        |
| No Data   | No Data                  | No Data        | \$0.00                  |
|   |                          |                | Subtotal: \$0.00        |
| Technology  |                          |                |                         |
| Strategy  | Description of Resources | Funding Source | Available Amount        |
| No Data   | No Data                  | No Data        | \$0.00                  |
|   |                          |                | Subtotal: \$0.00        |
| Professional Development  |                          |                |                         |
| Strategy  | Description of Resources | Funding Source | Available Amount        |
| No Data   | No Data                  | No Data        | \$0.00                  |
|   |                          |                | Subtotal: \$0.00        |
| Other   |                          |                |                         |
| Strategy  | Description of Resources | Funding Source | Available Amount        |
| Enhancing the communication between parents, students, teachers, and curriculum | Parent Science Night     | Title I        | \$1,400.00              |
|   |                          |                | Subtotal: \$1,400.00    |
|   |                          |                | Grand Total: \$1,400.00 |

End of Science Goals

## Writing Goals

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

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

|   |  |
|---|--|
| 1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing<br>Writing Goal #1: | Our goal is to increase the number of students achieving proficiency in writing. |
| 2010 Current Level of Performance: *  | 2011 Expected Level of Performance: *  |
| The current level of performance is 95% (106)   | The expected level is to Maintain performance                                    |

### Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring     | Process Used to Determine Effectiveness of Strategy | Evaluation Tool              |
|---|--|---|---|---|------------------------------|
| 1 | Students having difficulty with vocabulary, grammar, ideas | *Monthly demand writing samples<br>*Daily writing practice<br>*Extensive vocabulary lessons | *Teachers<br>*Administration<br>*Mrs. Gelman-Mash | *Observation<br>*Data chats<br>*Progress monitoring | *Writing samples<br>*rubrics |

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

|  |   |
|--|---|
| 2. Student subgroups not making Adequate Yearly Progress (AYP) in writing<br>Writing Goal #2A: | Students will score a 4 or above using a writing prompt on a teacher made rubric. |
|--|---|

|  |   |   |   |   |                 |
|--|---|---|---|---|-----------------|
| Writing Goal #2A: Ethnicity<br>(White, Black, Hispanic, Asian, American Indian)  |   |   |   |   |                 |
| 2010 Current Level of Performance: *   |   |   | 2011 Expected Level of Performance: *                         |   |                 |
| Current level of performance white 97% (33), Black 98% (54), Hispanic 100% (29), Asian 100% (11), American Indian n/a. |   |   | The expected level of performance is to maintain performance. |   |                 |
| Problem-Solving Process to Increase Student Achievement  |   |   |   |   |                 |
|  | Anticipated Barrier                                 | Strategy  | Person or Position Responsible for Monitoring                 | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1  | Gap between primary grades and intermediate grades. | Provide training, PLC's to share best practices, collaboration between the grade levels | Administration and Grade Chairs                               | Rubric, teacher surveys, student data               | Writing Rubric  |

|  |          |   |   |                 |  |
|--|----------|---|---|-----------------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |          |   |   |                 |  |
| 2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  |          |   |   |                 |  |
| Writing Goal #2B:  |          |   |   |                 |  |
| Writing Goal #2B: English Language Learners (ELL)  |          |   |   |                 |  |
| 2010 Current Level of Performance: *   |          |   | 2011 Expected Level of Performance: *               |                 |  |
|  |          |   |   |                 |  |
| Problem-Solving Process to Increase Student Achievement  |          |   |   |                 |  |
| Anticipated Barrier  | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |  |
| No Data Submitted  |          |   |   |                 |  |

|  |  |  |                                       |  |  |
|--|--|--|---------------------------------------|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |  |  |                                       |  |  |
| 2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  |  |  |                                       |  |  |
| Writing Goal #2C:  |  |  |                                       |  |  |
| Writing Goal #2C: Students with Disabilities (SWD)   |  |  |                                       |  |  |
| 2010 Current Level of Performance: *   |  |  | 2011 Expected Level of Performance: * |  |  |
|  |  |  |                                       |  |  |
| Problem-Solving Process to Increase Student Achievement  |  |  |                                       |  |  |

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

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

|   |                                       |
|---|---------------------------------------|
| 2. Student subgroups not making Adequate Yearly Progress (AYP) in writing |                                       |
| Writing Goal #2D:   |                                       |
| Writing Goal #2D: Economically Disadvantaged                              |                                       |
| 2010 Current Level of Performance: *                                      | 2011 Expected Level of Performance: * |
|   |                                       |

Problem-Solving Process to Increase Student Achievement

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader     | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|--------------------------------------|--|--|-----------------------------------|---|
| Review of BEEP Writing lessons     | school-wide         | Grade Chair Mrs. Phyllis Gelman-Mash | school-wide  | 06/2011  | writing samples                   | Administrative support                        |

Writing Budget:

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

| Strategy                        | Description of Resources | Funding Source | Available Amount           |
|---------------------------------|--------------------------|----------------|----------------------------|
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Professional Development</b> |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Other</b>                    |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
|                                 |                          |                | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
|                                 |                          |                | <b>Grand Total: \$0.00</b> |

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<br>Attendance Goal #1:  |   | Our goal is to decrease the number absences and tardies during the school year.  |   |   |  |
| 2010 Current Attendance Rate: *   |   | 2011 Expected Attendance Rate: *   |   |   |  |
| 96.3%   |   | 97%  |   |   |  |
| 2010 Current Number of Students with Excessive Absences (10 or more)  |   | 2011 Expected Number of Students with Excessive Absences (10 or more)  |   |   |  |
| -   |   | -  |   |   |  |
| 2010 Current Number of Students with Excessive Tardies (10 or more)   |   | 2011 Expected Number of Students with Excessive Tardies (10 or more)   |   |   |  |
| -   |   | -  |   |   |  |
| Problem-Solving Process to Increase Student Achievement   |   |  |   |   |  |
|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool  |
| 1   | Our barrier is that Nova Blanche Forman is not a neighbor school. | *Students are continuously verbally encouraged to attend school everyday.<br>*School awards for quarterly perfect attendance | *Guidance<br>*Administration                  | Monitor attendance percentages on a frequent basis  | *Pinnacle<br>*Terms reports<br>*BTIP reports<br>Student Support Services |

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring           |
|---|---------------------|----------------------------------|--|--|-----------------------------------|---|
| Teacher training in Pinnacle attendance and reviewing reports | School-wide         | Amanda Muir                      | School-wide  | 6/2011   | Pinnacle reports                  | Sandra *Cooper-DPC<br>*Guidance<br>*Administration, ETS |

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

|   |   |
|---|---|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: |   |
| 1. Suspension<br>Suspension Goal #1:  | Our goal is to decrease the number of suspensions during the school year. |
| 2010 Total Number of In –School Suspensions   | 2011 Expected Number of In- School Suspensions                            |
| 20 Days   | 10 Days   |

|   |  |  |   |   |                                   |
|---|--|--|---|---|-----------------------------------|
| 2010 Total Number of Students Suspended In School       | 2011 Expected Number of Students Suspended In School     |  |   |   |                                   |
| 5 students  | 3 Students   |  |   |   |                                   |
| 2010 Number of Out-of-School Suspensions                | 2011 Expected Number of Out-of-School Suspensions        |  |   |   |                                   |
| 25 Days   | 10 Days  |  |   |   |                                   |
| 2010 Total Number of Students Suspended Out of School   | 2011 Expected Number of Students Suspended Out of School |  |   |   |                                   |
| 5 Students  | 2 Students   |  |   |   |                                   |
| Problem-Solving Process to Increase Student Achievement |  |  |   |   |                                   |
|   | Anticipated Barrier                                      | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool                   |
| 1   | Lack of parent involvement                               | Guidance counselor will work with parents to encourage involvement | Guidance counselor                            | Review of suspension documentation                  | Discipline Management System, ETS |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|--|--|-----------------------------------|---|
| Prevention Training                | All                 | Amanda Muir                      | School Wide  | planning day   | referral monitoring               | Administration                                |

Suspension Budget:

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

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

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

\* 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. Dropout Prevention   |          |   |   |                 |
| Dropout Prevention Goal #1:   |          |   |   |                 |
| <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>                                      |          |   |   |                 |
| 2010 Current Dropout Rate: *  |          | 2011 Expected Dropout Rate: *                 |   |                 |
|   |          |   |   |                 |
| 2010 Current Graduation Rate: *   |          | 2011 Expected Graduation Rate: *              |   |                 |
|   |          |   |   |                 |
| Problem-Solving Process to Increase Student Achievement   |          |   |   |                 |
| Anticipated Barrier   | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted   |          |   |   |                 |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC,subject, grade level, or school-wide) | Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|--|--|-----------------------------------|---|
|                                    |                     |                                  |  |  |                                   |   |

No Data Submitted

Dropout Prevention Budget:

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

End of Dropout Prevention 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:   |   | We will increase parental involvement for the 2010-2011 school year.           |   |   |                 |
| *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.                             |   |  |   |   |                 |
| 2010 Current Level of Parent Involvement: *   |   | 2011 Expected Level of Parent Involvement: *                                   |   |   |                 |
| We have had between 3% - 5% of our parent population attend school activities.  |   | We are expecting the percentage of parent involvement to increase to 8% - 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   | A barrier that our school faces is that we are not a neighborhood school. | Incorporate various night activities to increase parental participation.       | Phyllis Gelman-Mash Administrators            | Sign in sheets                                      | *Sign in sheets |

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 and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings) | Strategy for Follow-up/Monitoring  | Person or Position Responsible for Monitoring  |
|-------------------------------------|---------------------|--|--|--|--|--|
| Integrating Technology and Math PLC | K-5                 | Marjorie Archer and Amanda Muir  | School Wide  | Bi-Monthly Thursdays during planning time  | Data Analysis, classroom walk throughs, PLC-sharing best practices, strategies, conversation regarding need of assistance                      | Marjorie Archer and Amanda Muir, Janet Calamaro  |
| Math PLC                            | K-5                 | Marjorie Archer  | School Wide  | Planning days, early release days  | Data Analysis, classroom walk throughs, PLC-sharing best practices, strategies, conversation regarding need of assistance                      | Marjorie Archer and Janet Calamaro   |
| Literacy PLC                        | K-5                 | Phyllis Gelman-Mash, Lisa Dalachinsky, Francine Brown, and Margret Nelson                    | School Wide  | Bi-Monthly on Friday planning time   | PLC discussions sharing best practices, strategies, conversation regarding need of assistance  | Phyllis Gelman-Mash, Lisa Dalachinsky, Francine Brown, and Margret Nelson                                    |
| Data Analysis PLC                   | K-5                 | Solitaire Martinez, Carrie Bush, Shawn Feller, Marjorie Archer, Jean Roberts, Margret Nelson | School Wide  | Bi-Monthly on Wednesdays   | Student data chats, PLC sharing best practices, interventions implementation strategies, strategies, conversation regarding need of assistance | Solitaire Martinez, Carrie Bush, Shawn Feller, Marjorie Archer, Jean Roberts, Margret Nelson, Janet Calamaro |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) |                          |                |                  |
|---------------------------------------|--------------------------|----------------|------------------|
| Strategy                              | Description of Resources | Funding Source | Available Amount |
|                                       |                          |                | \$0.00           |
|                                       |                          |                | \$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

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*End of Parent Involvement Goal(s)*

# Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

| Evidence-based Program(s)/Material(s) |  |   |                |                         |
|---------------------------------------|--|---|----------------|-------------------------|
| Goal                                  | Strategy   | Description of Resources  | Funding Source | Available Amount        |
| Parental Involvement                  |  |   |                | \$0.00                  |
| Parental Involvement                  |  |   |                | \$0.00                  |
|                                       |  |   |                | Subtotal: \$0.00        |
| Technology                            |  |   |                |                         |
| Goal                                  | Strategy   | Description of Resources  | Funding Source | Available Amount        |
| Reading                               | Technological tools to aide teachers to further education                          | EdHelper  | General Funds  | \$1,600.00              |
|                                       |  |   |                | Subtotal: \$1,600.00    |
| Professional Development              |  |   |                |                         |
| Goal                                  | Strategy   | Description of Resources  | Funding Source | Available Amount        |
| No Data                               | No Data  | No Data   | No Data        | \$0.00                  |
|                                       |  |   |                | Subtotal: \$0.00        |
| Other                                 |  |   |                |                         |
| Goal                                  | Strategy   | Description of Resources  | Funding Source | Available Amount        |
| Reading                               | Train parents on how to better help prepare their children be successful at school | Parent Night  | Title I        | \$200.00                |
| Reading                               | FCAT Camp for students   | FCAT Camp for students (Teacher salaries, instructional materials and supplies) | Accountability | \$2,305.50              |
| Mathematics                           | Math consultant  | Mr. Goodmath  | Title I        | \$300.00                |
| Mathematics                           | FCAT Camp for Students   | FCAT Camp for students (Teacher salaries, instructional materials and supplies) | Accountability | \$2,305.50              |
| Science                               | Enhancing the communication between parents, students, teachers, and curriculum    | Parent Science Night  | Title I        | \$1,400.00              |
| Writing                               |  |   |                | \$0.00                  |
|                                       |  |   |                | Subtotal: \$6,511.00    |
|                                       |  |   |                | Grand Total: \$8,111.00 |

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

[No Attached School's Differentiated Accountability Checklist of Compliance](#)

## 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.

Yes. Agree with the above statement.

| Projected use of SAC Funds  | Amount     |
|---|------------|
| FCAT Camp for students (Teacher salaries, instructional materials and supplies) | \$4,611.00 |

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

The primary objectives of the School Advisory Council (SAC) shall be to help identify needs and recommend programs and of action. Through a community-wide commitment, the team will foster a positive learning environment, which sets high expectations and meets the diverse needs of the student body.

The School Advisory council shall be a link between the school and the local community and will serve as a means for participatory management through which the various stakeholders in the school community may assist the school and the school may assist the community. The stakeholders are parents, business people, students, other community representatives, professional educators, and other school staff. The School Advisory Council shall be a resource to the school and school principal. School Advisory Council functions shall include:

- A. To facilitate the development of the School Improvement Plan (SIP)
- B. To monitor implementation of the SIP
- C. To evaluate the effectiveness of the SIP
- D. To provide assistance in the preparation of the school's annual budget
- E. To make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP

The responsibilities and duties of the School Advisory Council will be in accordance with Florida State Statutes 1001.452 and Broward County School Board Policy 1403.

All scheduled meetings, meeting times, and places will be announced at least one week in advance. Any matter that is scheduled to come before the council for a vote requires at least 3 days advance written notice to all SAC members. Members must be advised of a change in the established date, time or location. All special meetings will be advised of a change in the established date, time or location. All special meetings will require notification. In addition, newsletters, parent links, and the school marquee will provide information for upcoming meetings.

Peer groups elect their representatives, with Principal, BTU representative and business partners being appointed. The composition of the SAC reflects the demographics of the student population.

School Advisory Council functions shall provide assistance in the preparation of the school's annual budget by reviewing and recommending funding allocations to support the activities identified in the plan.

# AYP DATA

No Data Found  
No Data Found  
No Data Found

## SCHOOL GRADE DATA

| Broward School District<br>NOVA BLANCHE FORMAN ELEMENTARY<br>2008-2009 |           |           |         |         |                     |   |
|--|-----------|-----------|---------|---------|---------------------|---|
|  | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                      | 86%       | 84%       | 90%     | 59%     | 319                 | Writing and Science: Takes into account the % scoring 3.5 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                                    | 76%       | 66%       |         |         | 142                 | 3 ways to make gains:<br><ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>   |
| Adequate Progress of Lowest 25% in the School?                         | 64% (YES) | 59% (YES) |         |         | 123                 | 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.  |
| Points Earned  |           |           |         |         | 584                 |   |
| Percent Tested = 100%  |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade   |           |           |         |         | A                   | Grade based on total points, adequate progress, and % of students tested  |

| Broward School District<br>NOVA BLANCHE FORMAN ELEMENTARY<br>2007-2008 |           |           |         |         |                     |   |
|--|-----------|-----------|---------|---------|---------------------|---|
|  | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                      | 80%       | 79%       | 94%     | 45%     | 298                 | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains                                    | 70%       | 63%       |         |         | 133                 | 3 ways to make gains:<br><ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>   |
| Adequate Progress of Lowest 25% in the School?                         | 68% (YES) | 62% (YES) |         |         | 130                 | 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.  |
| Points Earned  |           |           |         |         | 561                 |   |
| Percent Tested = 100%  |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade   |           |           |         |         | A                   | Grade based on total points, adequate progress, and % of students tested  |

| Broward School District<br>NOVA BLANCHE FORMAN ELEMENTARY<br>2006-2007 |           |           |         |         |                     |   |
|--|-----------|-----------|---------|---------|---------------------|---|
|  | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                      | 82%       | 80%       | 88%     | 60%     | 310                 | Writing and Science: Takes into account the % scoring 3.5 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                                    | 79%       | 60%       |         |         | 139                 | 3 ways to make gains:<br><ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>   |
| Adequate Progress of Lowest 25% in the School?                         | 72% (YES) | 54% (YES) |         |         | 126                 | 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.  |
| Points Earned  |           |           |         |         | 575                 |   |
| Percent Tested = 100%  |           |           |         |         |                     | Percent of eligible students tested   |

|              |  |  |  |   |  |
|--------------|--|--|--|---|--|
| School Grade |  |  |  | A | Grade based on total points, adequate progress, and % of students tested |
|--------------|--|--|--|---|--|