

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: NORTH ANDREWS GARDENS ELEMENTARY SCHOOL

District Name: Broward

Principal: Davida J. Shacter

SAC Chair: Kimberly Calvert, Cindy Nguyen

Superintendent: Mr. James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-17-2009

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VISION and MISSION STATEMENTS

Vision: North Andrews Gardens-is setting the standard for excellence in academics as well as the visual and performing arts.

Mission: To provide education in all academic areas—ensuring that all students will meet the highest standards while integrating the visual and performing arts.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

North Andrews Gardens was built on a former mango farm in 1956. In 1996, construction began on the replacement structure, beginning with the Media Center and Performing Arts building. The Performing Arts building contains two art rooms, drama room, keyboard lab, dance room, band room, orchestra room, and auditorium. In addition, a 40 station computer lab is located behind the auditorium. Construction was completed in August 2004 which included the kindergarten and primary classrooms, administration, kitchen, and cafeteria. The second story intermediate classrooms were occupied in January 2005 bringing the total number of new classrooms to 36. All classrooms were equipped with Promethean Boards and four student work stations. Six (6) modular classrooms were added October 2006. They house second grade students. Six (6) portable classrooms were added August 2008.

Unique School Strengths for Next Year

North Andrews Gardens(NAGE) unique strength includes its community acclaimed Visual and Performing Arts Magnet. Our program includes String Orchestra, 2-D and 3-D Art, Show Choir, Band, Drama, Keyboard, Technical Theater, Drumline, Dance and Step Team. In addition, NAGE proudly employs six National Board Certified Teachers/Mentors. Additionally, one teacher serves as a National Board Assessor. During the 2009-2010 school year, 13 NAGE teachers will implement Impact Grants.

Unique School Weaknesses for Next Year

NAGE will face numerous budgetary and personal challenges during the 2009-2010 school year. Our budget will be reduced significantly resulting in personnel cuts to include classroom teachers, ESE Specialist who is reduced to 50%, paraprofessional staff who assist ELL students and elimination of our Science Special teacher who supplemented classroom science instruction weekly in all grade levels. In addition, the purchase of necessary materials and supplies has been reduced. Some school-based supplements have been eliminated. Due to our unique schedule of a seven hour school day, the faculty does not have common planning as other elementary schools do for an hour each day after school. All meetings, learning communities and staff development activities are conducted by grade levels/teams during two- scheduled 45 minute periods a day. The only time the entire faculty can meet is during approximately 4 teacher planning days a year or specified Early Release Days.

Student Demographics

Female Percentage- 50.7%
Male Percentage- 49.2%
White Percentage- 36.2%
Black Percentage- 18.3%
Hispanic Percentage- 40.7%
Asian Percentage- 0.97%
Native Percentage- 0.12%
Multi Percentage- 3.52%
Free Reduced Percentage- 58.1%

ELL Percentage- 17.8%
ESE Percentage- 11.6%
Total Enrollment -814
Total Girls -414
Total Boys -400

Student Attendance Rates

95.50%

Student Mobility

15.20%

Student Suspension Rates

.20%

Student Retention Rates

1.10%

Class Size

Class Size
Pre-K-3 Average- 17.55%
4-8 Average- 19.71%

Academic Performance of Feeder Pattern

North Andrews Gardens Elementary is part of the Northeast Zone.
Rickards Middle
2008-2009 School Grade-A
AYP- Did not meet AYP proficiency in the following reading subgroups: White, Black, English Language Learners and Students with Disabilities. AYP proficiency in math was not met with the following subgroups: Black and Students with Disabilities.
2007-2008 School Grade-B
Did not meet AYP proficiency in the following reading subgroups: Black, Hispanic, Economically Disadvantaged, and English Language Learners.
2006-2007 School Grades-B
Did not meet AYP proficiency in the following reading subgroups: Black, Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities. AYP proficiency in math was not met with the following subgroups: Black and Students with Disabilities.

Northeast High School
2008-2009 School Grade-C
AYP- Did not meet AYP proficiency in the following reading subgroups: White, Black, Hispanic, Economically Disadvantaged and English Language Learners. AYP proficiency in math was not met with the following subgroups: Black and English Language Learners.
2007-2008 School Grade-C
Did not meet AYP proficiency with any reading subgroups and the following math subgroups: Black and English Language Learners.
2006-2007 School Grades-C
Did not meet AYP proficiency in any reading subgroups and the following AYP proficiency in math was not met with the following subgroups: Black, Students with Disabilities.

Partnerships and Grants

Eastern Financial Credit Union-Member of School Advisory Council Team. Supports school by giving incentives for students and staff.
Greenspoon & Marder P.A.- Holds annual art fair for our visual arts students to display art. Students in performing arts display their talents during performances for their staff during the year.
McDonald's-Supports our reading program by holding our annual Family Night/Reading Challenge where a portion of the proceeds come back to the school.
Barnes & Noble-Supports our reading program. During the month of October we have a Reading Night at the store and a portion of the proceeds from that night are given to the school in addition to books and other items.
Kiwanis Club, Lauderdale by the Sea- Awards for our students.
Flannigan's Restaurant- Incentives for students.
Sunshine Afterschool Care-Support for our parent nights.
Broward Educational Fund -Impact Grants- 13 grants were awarded to staff at North Andrews for the 09-10 school year. These grants will be used to enrich and enhance the curriculum.
Project Bridge-This is a district-based grant that is used to prevent violence including bullying.

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

Adequate Yearly Progress (AYP) Trend Data

Florida Comprehensive Assessment Test (FCAT) Trend Data

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Dauida J. Shacter	Degree: Elementary Ed ESOL Endorsed, Masters: Educational Leadership	4	9	2005-2006: School Grade: A Reading Mastery: 78% Math Mastery: 78% Science Mastery: N/A Writing Mastery: 87% AYP requirements met: Yes 2006-2007: School Grade: A Reading Mastery: 78% Math Mastery: 79% Science Mastery: 52% Writing Mastery: 97% AYP requirements met: Yes 2007-2008: School Grade: A Reading Mastery: 72% Math Mastery: 76% Science Mastery: 54% Writing Mastery: 89% AYP requirements met :Yes 2008-2009: School Grade: A Reading Mastery: 77% Math Mastery: 76% Science Mastery: 43% Writing Mastery: 95% AYP: No, ELL did not make AYP requirements in Reading or Math
Assis Principal	Craig Lehrhaupt	Degree: Elementary Ed. Masters: Educational Leadership ESOL Endorsed	2	2	2007-2008: School Grade: A Reading Mastery: 72% Math Mastery: 76% Science Mastery: 54% Writing Mastery: 89% AYP requirements met :Yes 2008-2009: School Grade: A Reading Mastery: 77% Math Mastery: 76% Science Mastery: 43% Writing Mastery: 95% AYP: No, ELL did not make AYP requirements in Reading or Math

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Kimberly Calvert	*Elem. Ed., *Ed. Leadership, *ESOL endorsed *Reading Endorsed	16	4	2005-2006: School Grade: A AYP requirements met 2006-2007: School Grade: A AYP requirements met 2007-2008: School Grade: A AYP requirements met 2008-2009: School Grade: A Reading Mastery: 77% Math Mastery: 76% Science Mastery: 43% Writing Mastery: 95% AYP: No, ELL did not make AYP requirements in Reading or Math

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Advertisements of teacher vacancies and shortages have been made via the district Employment Information website, teacher recruitment job fairs.	Principal	On-going	

2. Teachers new to the district or NAGE are assigned a mentor teacher and/or Grade Chair.	Principal/Grade Chairs	On-going	
3. National Board Mentors	National Board Certified Teachers	On-going	
4. Regular meetings of new teachers with Assistant Principal.	Assistant Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Denise Pagel	Professional Educator's Certificate K-6	2	ESOL Endorsement/Teacher is in process of taking coursework to complete endorsement requirements.
Lisa Ingle	Professional Educator's Certificate K-6	4	ESOL Endorsement/Teacher is in process of taking coursework to complete endorsement requirements.
Jolie Wallace	Professional Educator's Certificate K-6	K	ESOL Endorsement/Teacher is in process of taking coursework to complete endorsement requirements.
Evandalene Dorsey	Professional Educator's Certificate Age 3-Grade 3	1	ESOL Endorsement/Teacher is in process of taking coursework to complete endorsement requirements.
Kimberly Roczynski	Temporary Certificate K-6	Dance	ESOL Endorsement/Teacher will begin taking endorsement coursework in Fall of 2009.
Robert Piggot	Professional Educator's Certificate K-6	Drama	ESOL Endorsement/Teacher is in process of taking coursework to complete endorsement requirements.

Staff Demographics

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	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
57	0	20.9	31	48	29.4	100	7	8	99

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
There are no new teachers at this time. However, all teachers will be required to participate in the school's Professional Learning Communities.	N/A	N/A	Professional Learning Communities
Shirley Callandret	Kimberly Roczynski	Mentor is an experienced performing arts teacher and also serves as the Magnet Coordinator. Mentee is a second year Magnet teacher at the school	Weekly Mentor/Mentee Meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

1% of total funds are used for parent training= \$4730
Programs such as MEGA Skills Training and FCAT Nights are scheduled. Additional funds are used to purchase agendas for students and/or materials to assist parents with their children. These agendas are used as a communication tool for teachers to parents and parents to teachers on a daily basis.
A majority of the funds are spent to reduce the student teacher ratio to better assist low performing students during the instructional day.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

NAGE no longer receives these funds.

Title III

Supplemental reading materials for ELL students have been given to us from the ESOL/Multicultural Department. We have also received multicultural books for our Media Center.

Title X- Homeless

District homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a real and appropriate education. In addition, academics tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI)

\$29,279= A portion of the salary of two teachers who work with at risk students is allocated from these funds.

Violence Prevention Programs

"Project Bridge": Anti-Bullying program for students and staff.
"I'm Thumbbody": Grade 2 Self-Esteem program for students.

Nutrition Programs

During the month of October the school and district focus on school nutrition. Students in third grade also participate in Commit 2B Fit.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Student Listeners-Selected students participate in the Listener program as recommended through our RTI. These listeners are trained through the district to work with students.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

NAGE's RtI will consist of School Administrator(s), Guidance Counselor, Reading Resource Specialist, School Psychologist, ESE Specialist, and Teachers. The RtI leadership team is also our Collaborative Problem Solving Model.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

Teachers will meet with their grade chair if they have students with academic and/or behavioral concerns. Grade chairs will assist teachers by recommending interventions and assisting with assessments when appropriate. The classroom teacher will collect data (examples include FAIR, DAR, Running Records, Behavior Frequency Charts). Ongoing progress monitoring will take place every 20 days. Grade chairs will assist teachers with Tier 1 interventions and make sure that a parent conference is held to address the specific concern/intervention. After 6-8 weeks, post intervention data will be collected. If further intervention is needed, a Tier 2 meeting will be scheduled with the Collaborative Problem Solving Team/ RtI Leadership Team. Tier 2 RtI meeting (Collaborative Problem Solving Team) includes: teacher, School Administrator(s), Guidance Counselor, Reading Resource Specialist, School Psychologist, ESE Specialist and parent. Data from Tier 1 intervention is presented and Tier 2 intervention is prescribed and implemented for 6-8 weeks. Tier 2 interventions are based on the Struggling Readers and Struggling Math chart as well as functional behavior assessments. 2nd parent conference is documented. After implementation if the intervention is not successful, based on post implementation data. The Tier 2 team reconvenes to develop Tier 3 interventions which require intensive individual support. Once again, based on pre and post intervention data, it is determined whether or not the interventions have been successful. At this point, there may be a discussion about a comprehensive psychoeducational evaluation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI team is providing research based interventions that are part of the Broward County Struggling Reading and Struggling Math Charts. Selected members of the RtI team (Collaborative Problem Solving Team) are also members of School Advisory Council who develop and implement the SIP. They ensure that the programs being used for interventions are all research-based and that progress monitoring of children who are struggling is ongoing. The team provides data on Tier 1, Tier 2 and Tier 3 targets, helps set expectations for instruction and make recommendations for students who continue to struggle.

RtI Implementation

Describe the data management system used to summarize tiered data.

Student data is maintained by the classroom teacher and is monitored by administration. We use a filemaker database for all students who are in the comprehensive problem solving process. All interventions and pre/post intervention monitoring are documented.

Baseline data may be provided from one of the following tools: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment (FCAT), Mini benchmark assessments, Running Records, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), DRA, other ongoing progress tools as well as district and curriculum based assessments.

Midyear Assessments: May include FAIR, DAR, Running Records, Mini benchmark Assessments, Benchmark Assessments #2 and Ongoing Progress Monitoring tools.

End of Year: FAIR, FCAT, Running Record, DAR and other on going progress monitoring tools.

Describe the plan to train staff on RtI.

Initial staff development has been planned for preplanning. This staff development will include the overview, process and implementation in the classroom. Professional development will continue to be provided during teachers' common planning times. Additional training will be scheduled on Early Release Days and Teacher Planning Days. RtI team will evaluate further staff development needs during RtI leadership meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Results indicate that our scores are rather balanced across the various strands in both reading and math. The school scored at or above the state mean in all strands in reading and math.

Weaknesses: There appears to be a slight weakness in the strands of Words and Phrases in reading and Number Sense and Measurement in math as compared to the other strands. In the area of science our data indicates that Scientific Thinking and Earth and Space Science mean score were below the state and district.

While there appears to be slight difference across the strands in reading and math, the bigger concern is with our ELL

students. Objectives will be written to address those needs.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFCs were created in July 2009 by the District. The IFC will be updated in October 2009 as determined by disaggregated data results from FCAT, and again in December 2009 as determined by the disaggregated data results from the November Benchmark Assessment Test (BAT).

All staff will participate in staff development on the district developed Instructional Focus Calendars. Implementation will be monitored through the administrative classroom walkthroughs, monitoring of the mini- bats, BATs and other classroom assessments in all areas. Teachers will support one another through peer conversations, conferences and conversations with administration, modeling and staff development through Reading Coach.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

After analysis of the 2009 FCAT, priority focus will be given to the following benchmarks:

Writing: completes a narrative and expository response

Science: Scientific Thinking

Math: Number Sense and Measurement

Reading: Words and Phrases

This information will be used to develop Secondary Instructional Focus priorities.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Administration and teachers will review previous student data including FCAT/SAT10, End of the year Running records, FAIR (Kindergarten), and End of year Math assessments to determine specific student needs. Students will be grouped for instruction based on their needs. Teachers will have no more than three reading groups per class and will move students if needed to other classes for instruction to meet their individual needs. Selected students based on their needs may receive additional instruction through push- in assistance or other pull out instruction. Additionally, students will be administered various assessments at the beginning of the year. Administration and teachers will frequently review benchmark assessments, mini-benchmark assessments as well as core curriculum textbook chapter tests and adjust instruction as necessary to meet individual student needs. Students identified as struggling readers will receive an additional 30 minutes of direct instruction utilizing researched-based reading curriculum or software. Students receive differentiated instruction based upon their academic needs or weaknesses. Performing Arts classes are suspended 2 days per week for the purpose of additional reading instruction for identified students. Once FCAT scores were released, administration reviewed data by teacher and adjusted the Master Schedule as needed to prevent low-performing teachers from teaching the same class again.

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

A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" Learning objectives are posted on the board each day for each subject area taught.

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

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers work together with administration to implement and monitor the district IFCs and meet frequently to share best practices. Grade chairs and administration meet on a monthly basis to ensure that the IFCs and instruction is aligned across the grades and subject areas. In addition, teachers meet to insure that instruction is aligned to the state FCAT Test Specifications and Next Generation Sunshine State Standards. Teachers utilize district adopted textbooks and supplemental materials listed on the Struggling Reader/Math Charts. Teachers utilize BEEP lessons and other team created lessons to implement the curriculum.

How are instructional focus lessons developed and delivered?

Instructional Focus lessons were developed by the district after analyzing FCAT and Benchmark Assessment data. Lessons are delivered using the core instructional textbooks, supplemental materials such as: FCAT Explorer and Compass Learning Odyssey, Riverdeep, Kaleidoscope, Wilson, and Foundations. All supplemental programs have skills from the Instructional Focus Calendars embedded in their lessons. IFC lessons are taught and reviewed in the beginning of the content class, but may be reviewed in cross-curricula lessons by classroom teachers. FCAT Explorer lessons and Compass Learning Odyssey lessons are assigned based on the instructional focus within the core classroom and Computer Lab.

How will instructional focus lessons be revised and monitored?

IFC lessons will be assessed through core curriculum chapter assessments, Mini-benchmark Assessments, Benchmark Assessments and computer assisted instructional assessments. Administration will use Above the Clouds and Virtual Counselor to monitor assessment results. Teachers will revise lessons as necessary after data analysis. Students not meeting the minimum criteria on a mini-benchmark assessment will be given additional instruction and be reassessed.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Ongoing formative assessments used during the school year will include but are not limited to core curriculum textbook chapter/unit tests, Benchmark Assessments and Mini-Benchmark Assessments, DAR, FAIR, Compass Learning Odyssey Assessments, STAR, Running Records, K-2 Math Quarterly Assessments (QBATS) and On-Going Progress Monitoring Tools. The primary assessment tool to determine student comprehension of the IFCs will be the Mini-Benchmarks. Each assessment consists of four to five questions and the assessment is given every two to three weeks depending upon on the subject area and the depth of content covered.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery of Benchmark Assessments and Mini-Benchmark Assessments are determined by district criteria. Chapter tests/ mastery is determined by students scoring 70% or above. The FCAT writing rubric is used to determine mastery of writing skills. Students not meeting the minimum criteria on a mini-benchmark assessment will be given additional instruction and be reassessed. Teachers will utilize small group instruction to focus on individual student weaknesses. Push-in and pull-out instruction may be used as well.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The District IFC is written in such a way that permits for maintenance of skills and/or reteaching of skills as determined by the Mini-BAT/ Benchmark Assessment. Three different forms of mini-benchmark assessments are provided for reading, math, and science for maintenance and reteaching. Students who are already on grade level will focus on learning enrichment. Supplemental extensions to learning will include the use of trade books, Junior Great Books, and other supplementary enrichment materials.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Grade level teams meet once a month to review IFC calendar progress and to revise schedules, if needed. Teachers and Administration will monitor the results of the mini-benchmark assessments. Teachers will group instructional activities according to mastery of the IFC/Skills. This will enable teachers to reteach students as necessary. In addition, teams will determine whether a student's academic needs can be met within another classroom during the reading and mathematics block. Teams will meet quarterly with administration to discuss IFC and student progress. Specific student concerns may be addressed individually with administration or with the RTI team. Team Meetings will be facilitated by the grade chair and documented through Team Meeting notes which are submitted to administration.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Assistant Principal will observe instruction through classroom walkthroughs in the classroom and will analyze assessment data provided on Above the Clouds, Virtual Counselor, and Pinnacle. Principals, Assistant Principals, and the Reading Coach will meet with individual teachers and/or teams to discuss progress and remediation strategies. Principal and leadership team will meet with teams to discuss assessment results and academic programs used to assist at-risk

students as well as students who are on grade level or above. The Instructional Reading Coach will meet with teams regularly to discuss and provide information on the IFCs and focus lessons. She will model lessons as needed and act as a resource for all teachers.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Reading:

Core: Grades K-3= Treasures Grades 4-5= Trophies Harcourt Reading

Supplemental: STARS, novels, Junior Great Books, Elements of Reading Vocabulary, Words their Way, Quick Reads, FCAT Explorer, Compass Learning Odyssey

Intensive/Intervention: Foundations, Wilson, Phonics for Reading, Destination Reading, Triumphs, Kaleidoscope

Math:

Core: Harcourt Math

Supplemental: Calendar Math, Everyday Math, FCAT Explorer,

Intensive/Intervention: Compass Learning Odyssey, Math Lab

Science:

Core: Harcourt Science, Broward County Hands On DELTA Science Kits

Writing:

Core: District BEEP lessons, MacMillan Treasures, Harcourt Language Arts

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Supplemental and Intensive Instruction/Intervention and tutorials are structured so that the students receive an additional 30 minutes of immediate intensive intervention for Reading during the instructional day. This is determined by progress monitoring and other forms of assessment. Additional instruction is provided in small groups with the teacher or push-in and/or pull-out models with support staff for identified areas of weakness.

How does the school identify staff's professional development needs to improve their instructional strategies?

Staff development is determined through analysis of FCAT/AYP data, Mini benchmark data, PGP, and SIP. Teachers are surveyed at the end of each year to determine areas that they feel they need additional staff development. Staff development is also scheduled for new initiatives or programs that will be implemented for the coming year. Additionally, targeted areas for staff development are initiated through administrative classroom walkthrough observations.

Which students will be targeted for supplemental and intensive instruction/interventions?

Level 1 students are targeted for supplemental and intensive instruction and interventions. As a result of Progress Monitoring (classwork results and assessment results) and observations, students who consistently demonstrate academic difficulty will receive supplemental instruction during the school day. Students identified through RtI will also receive supplemental instruction and intervention.

How will the effectiveness of the interventions be measured throughout the year?

Mastery of interventions will be measured by, but not limited to: Mini Benchmark Assessments, core curriculum chapter assessments, STAR, FAIR and Compass Learning Odyssey assessments. All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students are grouped homogenously for instruction in all academic areas. Each grade level, 1-5, has a teacher certified in gifted. The student composition of these classes include gifted and high achievers. Alternative Instructional delivery methods include, but are not limited to: Junior Great Books, Novels, MATS, Compass Learning Odyssey, AR, and performance tasks. These students are encouraged to participate in various fairs and competitions such as Science, Social Studies, and The Miami Herald Spelling Bee.

Describe how students are identified for enrichment strategies.

Students are identified for enrichment activities according to their achievement on standardized tests, informal assessments and teacher observation. Parent conferences and open house is held. Expectations for higher-level classes are explained. As

in all classes, parent involvement is highly encouraged.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
NESS	Sandra Banaszak	Monthly	First Thursday	New Teacher Orientation
Visual and Performing Arts/Activities Teachers	Shirley Callandret Edith Krohn	Monthly	Second Thursday	Integrating Reading and Math Instruction in the Arts
Kindergarten Teachers	Kelly Meo	Monthly	Second Thursday	Data analysis of common assessments and mini benchmark results, review student work, share best practices, determine any necessary modifications to instruction.
Grade 1 Teachers	Julie Padgett	Monthly	Second Thursday	Data analysis of common assessments and mini benchmark results, review student work, share best practices, determine any necessary modifications to instruction
Grade 2 Teachers	Brooke Banks	Monthly	Second Thursday	Data analysis of common assessments and mini benchmark results, review student work, share best practices, determine any necessary modifications to instruction.
Grade 3 Teachers	Sabrina Graziose	Monthly	Second Thursday	Data analysis of common assessments and mini benchmark results, review student work, share best practices, determine any necessary modifications to instruction.
Grade 4 Teachers	Susan Boruch-Birsic	Monthly	Second Thursday	Data analysis of common assessments and mini benchmark results, review student work, share best practices, determine any necessary modifications to instruction.
Grade 5 Teachers	Sandra Banaszak	Monthly	Second Thursday	Data analysis of common assessments and mini benchmark results, review student work, share best practices, determine any necessary modifications to instruction.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

North Andrews Gardens Elementary assists preschool children in their transition from childhood programs to elementary school programs in a variety of ways. In the spring, North Andrews Gardens hosts, "Kindergarten Roundup", for incoming kindergarten students and their parents. Kindergarten Roundup provides parents and students the opportunity to meet the kindergarten teachers, visit the classrooms, and learn about the kindergarten programs and expectations. In addition, prior to the first day of school, Kindergarten Orientation is held at the school. Students and parents meet their child's assigned teacher and visit the classroom. We host a Magnet showcase Open House where all grade levels including incoming kindergartners are invited to learn about our visual and performing arts programs. Flyers are sent to our surrounding preschools inviting families to attend our "Kindergarten Round Up." School tours are made available to families every Thursday during the year.

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
48% of ELL students scored at or above level 3		55% of ELL students will score at or above level 3		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will attend Compass Learning Odyssey Lab at least 2 days/week.	Reading Coach	Review of Compass Learning Odyssey Assessment Data on a bi-weekly basis.	Compass Odyssey Assessment reports
2	Daily Push In support will be provided to identified students.	Administration	Administrative Walk-Throughs	On-going Progress Monitoring Assessments
3	Tier 1: Determine core instructional needs by reviewing FAIR for Kindergarten and various other assessment tools for all ELL students. Plan differentiated instruction using evidence based instruction/interventions within the 90 minute block.	Reading Coach	Student progress is assessed using FAIR/Other Ongoing Progress Monitoring every 20 days. Percent of students making adequate progress toward benchmark is calculated.	FAIR/Other Ongoing Progress Monitoring data will be used to determine progress from Benchmark 1 towards Benchmark 2 and Benchmark 2 towards Benchmark 3.
4	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR for Kindergarten and various other assessment tools for all students. Focus of instruction is determined by review of FAIR data and other Ongoing Progress Monitoring Tools and will include explicit instruction, modeled instruction, guided practice and independent practice.	Reading Coach	Student progress is assessed using FAIR/Other Ongoing Progress Monitoring every 20 days. Percent of students making adequate progress toward benchmark is calculated.	FAIR/Other Ongoing Progress Monitoring data will be used to determine progress from Benchmark 1 towards Benchmark 2 and Benchmark 2 towards Benchmark 3.
5	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence- based, and provided in addition to core.	RtI Leadership Team	Student progress is assessed using FAIR/Other Ongoing Progress Monitoring every 20 days. Percent of students making adequate progress toward benchmark is calculated.	FAIR/Other Ongoing Progress Monitoring data will be used to determine progress from Benchmark 1 towards Benchmark 2 and Benchmark 2 towards Benchmark 3

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement	
71% of all tested students made learning gains.		74% of all tested students will make learning gains.	

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instructional Focus Calendar/ BEEP Lessons will be utilized.	Administration	Administration will monitor pacing of IFC's and focus on implementation during Classroom Walk Through.	Mini-Bats
2	The school will implement the new FAIR assessment to monitor student progress in Kindergarten and other Progress Monitoring Tools will be used in all other grades.	Reading Coach	Review of Data	FAIR and Ongoing Progress Monitoring Tools
3	Double dose reading instruction for students identified as struggling.	Administration	Administration will conduct Classroom Walk Throughs.	End of Unit Tests/ Benchmark Assessment Results

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
55% of ELL students will score at or above level 3.	Treasures Inservice	District	Summer/Fall 2009	Walk Through/Lesson Plans	Administration/Reading Coach
55% of ELL students will score at or above level 3	Effective Implementation of Instructional Focus Calendars	Reading Coach	Fall 2009	Walk Through/ Lesson Plans	Administration
55% of ELL students will score at or above level 3	Rtl	Reading Coach	Throughout the 2009 School Year	Walk Through	Administration
55% of ELL students will score at or above level 3	FCIM	Administration	Summer/Fall 2009	Data Chats, Walk Throughs, Lesson Plans	Administration

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Treasures: Grade 3	District Budget	\$15,000.00
		Total: \$15,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Renaissance Learning	School Advisory	\$3,900.00
Compass Learning Odyssey	District Budget	\$0.00
		Total: \$3,900.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Staff Development	Staff Development Funds	\$3,500.00
		Total: \$3,500.00
Other		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
		Final Total: \$22,400.00

End of Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
55% of ELL students scored at or above level 3		62% of ELL students will score at or above level 3		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize Instructional Focus Calendar/ BEEP lessons.	Administration	Classroom Walk Throughs will be conducted.	Mini-Bats/ Benchmark Assessment Tests
2	Students will utilize Compass Learning Odyssey Lessons in their classrooms.	Administration	Review of Compass Odyssey Reports.	Compass Odyssey Assessment Data
3	Increase the use of manipulatives and hands-on activities to reinforce math concepts.	Administration	Classroom Walk Throughs will be conducted to ensure implementation.	End of Chapter Tests/QBATS
4	Teachers/ Support Staff will provide small group instruction for identified students.	Administration	Classroom Walk Throughs will be conducted to ensure implementation.	End of Chapter Tests

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
61% of the lowest 25% made learning gains.		64% of the lowest 25% will make learning gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within the bottom quartile. Plan differentiated instruction/ interventions within the mathematics blocks.	Administration	Grade level teams will review results of common assessment data to determine progress towards benchmarks every 6 weeks.	Common Assessments administered weekly or biweekly as determined by the curriculum and the instructional Focus Calendar.
2	Tier 2: Plan supplemental instruction/intervention for responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	Administration	Grade level teams will review results of common assessment data to determine progress towards benchmarks every 4 weeks.	Common Assessments administered weekly or biweekly as determined by the curriculum and the instructional Focus Calendar.
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs and provided in addition to core	RTI Leadership Team	Grade level teams will review results of common assessment data to determine progress towards benchmarks biweekly.	Common Assessments administered weekly or biweekly as determined by the curriculum and the instructional Focus Calendar.

instruction.			
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
62% of ELL students will score at or above level 3.	New Standards	Assistant Principal	Fall 2009	Lesson Plans	Administration
62% of ELL students will score at or above level 3.	Effectively Implementing New Instructional Focus Calendar	Assistant Principal	Fall 2009	Lesson Plans Classroom Walkthrough	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Calendar Math	Internal Budget	\$200.00
		Total: \$200.00
Technology		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Staff Development	Staff Development Funds	\$3,500.00
		Total: \$3,500.00
Other		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Final Total: \$3,700.00		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
43% of the fifth grade students scored a level 3 or above.		50% of the fifth grade students will score a level 3 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teacher will utilize DELTA Science Kits to provide hands on science activities integrating science process skills weekly	Teacher/ Administration	Administrative Walk Through	Performance Tasks
2	Teachers will utilize Instructional Focus Calendar.	Teacher/ Administration	Administrative Walk Through	Mini-Benchmarks
3	BEEP lessons will be utilized.	Teacher/ Administration	Administrative Walk Through	Mini-Benchmarks
4	Students will keep a journal of Science Concepts /Experiments that have	Teacher	Teachers and Administration will review journals.	Mini-Benchmarks Journal Writing Science BAT

been conducted in the classroom.			
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Based on the Needs Assessment, I Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
7 mean points were earned in Scientific Thinking.		9 mean points will be earned in Scientific Thinking.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Hands-on activities will be implemented using the science process skills weekly.	Teacher/ Administration	Administrative Walk Through	Teacher observation of performance tasks.
2	BEEP Lessons will be utilized.	Teacher/ Administration	Administrative Walk Through	Mini—Benchmarks, Lesson Assessments
3	Students will keep a journal of Science Concepts /Experiments that have been conducted in the classroom.	Teacher	Teachers and Administration will review journals.	Mini-Benchmarks Journal Writing Science BAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
50% of the fifth grade students will score a level 3 or above.	Instructional Focus Calendar	Assistant Principal	Fall 2009	Walk Throughs, Lesson Plans	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
DELTA Kits	Instructional Materials	\$2,500.00
		Total: \$2,500.00
Technology		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute Teachers to provide coverage for professional development.	Staff Development Funds	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
		Final Total: \$4,500.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
87% scored level 4 or higher on the Narrative Prompt.		90% of the students will score level 4 or higher on the Narrative Prompt.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilization of IFC will be used to ensure all areas of writing (Narrative vs. Expository) are taught. Students will complete a prompt as scheduled based on the IFC and it will be scored using the rubric.	Administration and Grade Chairs	Administration will review data monthly.	Student writing sample/ Writing Rubric
2	BEEP Lessons will be used to teach writing.	Teachers/Administration	Administrative Walk Through	Student writing sample/ Writing Rubric
3	Students will participate in a 45-minute block of writing daily. Work folders will be kept to monitor growth across time.	Teachers/Grade Chairs	Administrative Walk Through. Administration will monitor the writing folders which will be available for inspection as requested.	Student writing sample/ Writing Rubric. A pre-test and post-test prompt will be given to students. Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-Year prompt. Weekly prompts will be given by the teacher to gauge student performance throughout the year.
4	Teachers will model appropriate Narrative writing with their students ensuring that the student understands what is expected for high level achievement on the writing test.	Teachers	Administrative Walk Through	Scored writing samples will be used to determine progress.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2010 administration of FCAT Writing 90% of the students will score level 4 or higher	Teaching Narrative Writing Process	Grade 4 Teachers	September 2009	Monitor student work folders.	Administration Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide coverage for professional development.	Staff Development Funds	\$1,200.00
Total: \$1,200.00		
Other		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
Total: \$0.00		
Final Total: \$1,200.00		

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
 Were parent involvement activities and strategies targeted to areas of academic need?
 Based on information from surveys, evaluations, agendas, or sign-ins:
 Was the percent of parent participation in school activities maintained or increased from the prior year?
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on school staff survey 90% of our parents attended parent trainings, meetings, and/or conferences.		94% of our parents will attend parent trainings, meetings, and/or conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents and Students will sign School-Family Compact.	Title I Coordinator	Completed School-Family Compacts will be collected.	Signed Documents
2	Parent Night to include Understanding Student Assessment Reports. Guidance Counselor and/or Reading Coach will be available for Individual Interpretations of Test Results.	Administration	Annual Title I Parent Survey	Parent Survey Results
3	FCAT Night for Grades 3-5 Parents.	Title I Coordinator	Attendance Logs and Evaluation	Sign-In Sheets
4	MegaSkills Parent Training will be conducted	Title I Coordinator	Attendance Logs and Evaluation	Sign-In Sheets

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
48% of ELL students scored at or above level 3.		55% of ELL students will score at or above level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Encourage families of ELL students to participate in FCAT night.	Title I Coordinator	Attendance Logs and Evaluation	Sign-In Sheets
2	Provide Interpreter when possible at trainings.	Title I Coordinator	Attendance Logs and Evaluations	Sign-In Sheets
3	Encourage use of student agendas/ folders to form of communication with the school.	Classroom Teachers	Student Agendas/ Folders	Signed Agendas/ Folders

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
MegaSkills Materials/Dictionaries	Title I Funds	\$200.00
Student Agendas	Internal Accounts	\$3,610.00
		Total: \$3,810.00
Technology		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Trainers, Purchase Materials, and Refreshments	Title I Funds	\$2,961.00
		Total: \$2,961.00
		Final Total: \$6,771.00

End of Parent Involvement Goal

Other Goals

N/A Goal:

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

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

End of N/A Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Treasures: Grade 3	District Budget	\$15,000.00
Mathematics	Calendar Math	Internal Budget	\$200.00
Writing	N/A		\$0.00
Science	DELTA Kits	Instructional Materials	\$2,500.00
Parental Involvement	MegaSkills Materials/Dictionaries	Title I Funds	\$200.00
Parental Involvement	Student Agendas	Internal Accounts	\$3,610.00
			Total: \$21,510.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Renaissance Learning	School Advisory	\$3,900.00
Reading	Compass Learning Odyssey	District Budget	\$0.00
Mathematics	N/A		\$0.00
Writing	N/A		\$0.00
Science	N/A		\$0.00
Parental Involvement	N/A		\$0.00
			Total: \$3,900.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Temporary Coverage for Staff Development	Staff Development Funds	\$3,500.00
Mathematics	Temporary Coverage for Staff Development	Staff Development Funds	\$3,500.00
Writing	Substitute teachers to provide coverage for professional development.	Staff Development Funds	\$1,200.00
Science	Substitute Teachers to provide coverage for professional development.	Staff Development Funds	\$2,000.00
Parental Involvement	N/A		\$0.00
			Total: \$10,200.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	N/A		\$0.00
Mathematics	N/A		\$0.00
Writing	N/A		\$0.00
Science	N/A		\$0.00
Parental Involvement	Trainers, Purchase Materials, and Refreshments	Title I Funds	\$2,961.00
			Total: \$2,961.00
			Final Total: \$38,571.00

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
Renaissance Learning	3900

Describe the Activities of the School Advisory Council for the Upcoming Year

Review and analyze data through out the year.
Review/ Monitor SIP Activities
Make adjustments as needed to strategies used to better meet the needs of students.
Budget Review

SAC Members

Members

- 1) Davida J. Shacter, Principal
- 2) Cindy Nguyen, SAC Chair
- 3) Kimberly Calvert, SAC Chair
- 4) Deanna Luetgens, Teacher
- 5) Sandra Banaszak, Teacher
- 6) Karen Flynn, Teacher
- 7) Ron Severson, Business Member
- 8) Fern Scacciaferro, Parent
- 9) Kathy Wagner, Parent
- 10) Tula Yon, Parent
- 11) Tina Zascavage, Parent
- 12) Keith Greco, Parent
- 13) Beth Ledford, Parent
- 14) Nicky Leonard, Parent
- 15) Jean Dunley, Parent
- 16) Sue Shayler, School Support Personnel
- 17) Marie Francis, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH ANDREWS GARDENS ELEMENTARY SCHOOL 0521														
Number of students enrolled in the grades tested:														Read: 383					2008-2009 School Grade ¹ : A					Did the School make Adequate Yearly Progress? NO				
Click here to see Number of students in each group																												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.				
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N		
TOTAL ⁴	100	Y	100	Y	75	Y	75	Y			Y			NA	30	25	NA	25	25	NA	77	NA	69	NA	NA			
WHITE	100	Y	100	Y	85	Y	81	Y	94		Y			NA	25	15	NA	22	19	NA	82	NA	72	NA	NA			
BLACK	100	Y	100	Y	67	Y	69	Y			NA			NA	40	33	NA	40	31	NA	73	NA	70	NA	NA			
HISPANIC	100	Y	100	Y	71	Y	73	Y			Y			NA	31	29	NA	22	27	NA	75	NA	65	NA	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	70	Y	70	Y	94		Y			NA	36	30	NA	30	30	NA	73	NA	64	NA	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	48	N	55	N			NA			NA	51	52	N	31	45	N	61	N	56	N	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA								

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH ANDREWS GARDENS ELEMENTARY SCHOOL 0521														
Number of students enrolled in the grades tested:														Read: 421					2007-2008 School Grade ¹ : A					Did the School make Adequate Yearly Progress? YES				
Click here to see Number of students in each group																												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.				
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N		
TOTAL ⁴	100	Y	100	Y	70	Y	75	Y			Y			NA	24	30	NA	23	25	NA	66	NA	71	NA	NA			
WHITE	100	Y	100	Y	75	Y	78	Y	94		Y			NA	20	25	NA	20	22	NA	66	NA	72	NA	NA			
BLACK	100	Y	100	Y	60	Y	60	N			NA			NA		40	NA		40	NA	59	NA	64	Y	NA			
HISPANIC	100	Y	100	Y	69	Y	78	Y			Y			NA	29	31	NA	26	22	NA	70	NA	75	NA	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	64	Y	70	Y	94		Y			NA	29	36	NA	27	30	NA	66	NA	68	NA	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	49	N	69	Y			Y			NA	38	51	N	30	31	NA	64	Y	74	NA	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y	68	Y	82	Y			NA			NA		32	NA		18	NA								

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH ANDREWS GARDENS ELEMENTARY SCHOOL 0521														
Number of students enrolled in the grades tested:														Read: 396					2006-2007 School Grade ¹ : A					Did the School make Adequate Yearly Progress? YES				
Click here to see Number of students in each group																												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.				
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N		
TOTAL ⁴	100	Y	100	Y	76	Y	77	Y			Y			NA	29	23	NA	24	23	NA	75	NA	75	NA	NA			
WHITE	100	Y	100	Y	80	Y	80	Y	94		Y			NA	23	21	NA	16	20	NA	78	NA	76	NA	NA			
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA								
HISPANIC	100	Y	100	Y	71	Y	74	Y			Y			NA	33	28	NA	28	26	NA	73	NA	76	NA	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	71	Y	73	Y	93		Y			NA	36	28	NA	28	27	NA	72	NA	71	NA	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	62	Y	70	Y			Y			NA	44	34	NA	33	30	NA	64	NA	72	NA	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA								

SCHOOL GRADE DATA

Broward School District NORTH ANDREWS GARDENS ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	76%	95%	43%	291	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	74%	65%			139	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	61% (YES)			134	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					564	
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 NORTH ANDREWS GARDENS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	76%	89%	54%	291	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	63%	63%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	67% (YES)			119	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					536	
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 NORTH ANDREWS GARDENS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	79%	97%	52%	307	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	71%	71%			142	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	63% (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