

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE SCHOOL

District Name: Broward

Principal: Jackson Self

SAC Chair: Jennifer Saul

Superintendent: Robert Runcie

Date of School Board Approval:

Last Modified on: 10/5/2011

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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	Jackson Self	Master's in Educational Leadership	1	6	2010, H.D. Perry Middle School, C 2009, H.D. Perry Middle School, B 2008, H.D. Perry Middle School, B 2007, Orange Brook Elementary, A
Assis Principal	Jodi Evans	Master's in Educational Leadership	1	1	2010, North Broward Academy of Excellence, A

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.

20	10.0%(2)	80.0%(16)	5.0%(1)	5.0%(1)	15.0%(3)	100.0%(20)	5.0%(1)	0.0%(0)	35.0%(7)
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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
Meagan Connolly	Deneen Stuczynski	Reading Coach	<p>Overview of NBAE Language Arts Processes and Protocols. Monthly meetings to inform teacher of school information and department specific information.</p> <p>Data chats on student achievement and referral if necessary. Directing professional development when appropriate.</p>
Elyse Kotkin	Ebony O'Neal	Seventh Grade Team Leader	<p>Overview of NBAE Language Arts Processes and Protocols. Monthly meetings to inform teacher of school information and department specific information.</p> <p>Data chats on student achievement and referral if necessary. Directing professional development when appropriate.</p>
Elyse Kotkin	TBD	Team Lead Social Sciences	<p>Overview of NBAE's Science Processes and Protocols. Monthly meetings to inform teacher of school information and department specific information.</p> <p>Data chats on student achievement and referral if necessary. Directing professional development when appropriate.</p>
Ashley Culverhouse	Scott Sandler	Middle School Science Teacher	<p>Overview of NBAE's Social Science Processes and Protocols. Monthly meetings to inform teacher of school information and department specific information.</p> <p>Data chats on student achievement and referral if necessary. Directing professional development when appropriate.</p>

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

2011-2012

Title I, Part A: School Level Parent Involvement Plan

PART I. GENERAL EXPECTATION

North Broward Academy of Excellence agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement plans meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the plan in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program policy for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

(A) that parents play an integral role in assisting their child's learning;

(A) that parents are encouraged to be actively involved in their child's

education at school;

(A) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(A) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PARENTAL INFORMATION AND RESOURCE CENTER (PIRC)

The schools will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center (PIRC) in the state. Florida has two PIRCs: The Florida Partnership for Family Involvement in Education (<http://www.partnershipcenter.usf.edu>) and the Florida PIRC at Family Network on Disabilities of Florida (<http://fndfl.org>). Schools may use the following link to notify parents of the existence of the two Florida PIRCs: http://www.floridapartnership.usf.edu/pdfs/NCLB_PIRC_Parent_Notify.pdf.

North Broward Academy of Excellence intends to follow the parental plan guidelines in accordance with No Child Left Behind Act of 2001 as listed below. North Broward Academy of Excellence will distribute this policy to parents of students participating in the Title I program and be updated periodically.

2011-2012

North Broward Academy of Excellence

Title IA: School Level Parent Involvement Plan

North Broward Academy of Excellence will take the following actions to involve parents in the joint development of its parental involvement policy under section 1118 of the ESEA:

1. Include parent representation from the onset of the development through membership on NBAE's School Advisory Council.
2. Include parent input by soliciting feedback from parents on the School Advisory Council.
3. Take the parent involvement plan draft to NBAE's PTO for input.
4. Share the parent involvement plan draft with all NBAE's parents by sending it home at the beginning of the school year.
5. Survey parents mid-year and at the end of the year.

North Broward Academy of Excellence will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

1. Parents will be involved in reviewing and updating Title I Program Plans.
2. Parents will be involved in the development of School Improvement Plans.
3. At the fall Title I Open House, NBAE will actively recruit parents to serve as members of the School Advisory Council and PTA. Parents will be selected to represent the demographics of the school.
4. Provide assistance and training to parents to prepare them for meaningful participation.

North Broward Academy of Excellence will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

1. Adopting a model of approaches to improve parent involvement at the school level.
2. Providing training for parents that consist of academic strategies that can be implemented at home.
3. Distributing educational resources that parents can utilize to become more knowledgeable in assisting their child in school.
4. Allocating resources to parent involvement activities, beyond minimum requirements.

North Broward Academy of Excellence will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

1. Holding an annual Title I Open House
2. Encouraging attendance at Parent Conferences
3. Sponsoring periodic academic-themed parent nights
4. Distributing written notification to parents regarding these programs. Flyers will be placed in the school's front office.
5. Activities will be included in the school's monthly newsletter and flyers sent home to students.

North Broward Academy of Excellence will, at the request of the parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decision about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

1. Creating action/intervention plans with parents
2. Encouraging participation in the School Advisory Council/PTO and School Improvement Meetings
3. Frequent communication including telephone calls, emails, and written responses

North Broward Academy of Excellence will provide each parent an individual student report about the performance of their child on the State of Florida assessment in at least math, language arts and reading by:

1. Distributing and discussing scores at individual parent conferences
2. Mailing home a copy and explanation of the state assessments

3. Meeting with teachers to review assessments

North Broward Academy of Excellence will notify parents by letter regarding the qualifications of teacher(s) and paraprofessional(s) that work with their child. In addition, the following actions will be taken to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

1. Generating and distributing a written letter informing the parents of those students affected.
2. Posting this information on the school's web-site and in the newsletter.

North Broward Academy of Excellence will provide assistance to parents as needed in the following areas:

- the state's academic content standards,
- the state's student achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators

The activities to assist parents include:

1. Parent information night describing/demonstrating DIBELS.
2. Power point presentation describing Title I and ESOL program requirements.
3. Activities will be planned in the evening as most families are available to participate.
4. Take-home resources and parent-child reading information will be provided.

9. North Broward Academy of Excellence will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

1. Title I/ESOL information night: we will present information regarding the No Child Left Behind (NCLB) Act, the Parent-Teacher-Student Compact, NBAE's Parent Involvement Policy and a description of the Title I and ESOL Programs at NBAE.
2. Classroom Teachers and Bilingual staff members will be encouraged to participate as planners and facilitators for Family Literacy Nights to help parents understand that the school programs form a team with them to help their children to learn.

North Broward Academy of Excellence will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

1. Invite members of the Multicultural & ESOL Program Department to provide a short in-service for building staff members on best to serve and communicate with our Hispanic and Haitian-Creole populations.
2. ESOL and Title I Reading teacher will be receiving MegaSkills training and will provide a "MegaSkills" staff training for NBAE staff members to help us better connect with hard to reach/underrepresented parents.

North Broward Academy of Excellence will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

1. Coordinating written materials regarding Head Start and Reading First, Home Instruction Plan for Preschool Youngsters (HIPPY), and NBAE Family Literacy Nights.
2. Coordinate or share parent involvement trainings with Reading First and the Parent as Teachers Program.
3. Establish a connection between parents and the Broward County parent resource center, allowing parents to return materials from the resource center to the NBAE front office.

North Broward Academy of Excellence will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon requests, and, to the extent practicable, in a language the parents can understand:

1. Provide translated copies, in Spanish, Haitian-Creole, Portuguese, and English, of printed materials, i.e., school and Title I Newsletter, Title I Brochure, Family Literacy Night and Reading Without Boundaries flyers, School/District Handbook, and Progress Reports.
2. Update outside marquee and PTO Bulletin Board (located next to the front office) with information of upcoming Title I Events

and Literacy Nights.

3. When necessary, staff members will conduct in-home conferences or telephone conferences between teachers or other educators who work directly with participating children to maximize parent involvement.

ADOPTION OF THE PARENTAL INVOLVEMENT PLAN

This School Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, at North Broward Academy of Excellence. Parents of children participating in Title I, Part A programs, were included in the development of this plan, as evidenced by meetings conducted during the fall 2011.

This plan was adopted by North Broward Academy of Excellence on 9/29/2011 and will be in effect for the period of August 2010-June 2011. The school will make this plan available to all parents on or before December 16, 2011.

(Signature of School Advisory Council Chairperson)

(Signature of School's Principal)

(Date)

Title I, Part C- Migrant

Title I, Part D

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer leadership and curriculum workshops can be supported with Title I funds.

Title III

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

Supplemental Academic Instruction (SAI)

Supplemental academic tutoring occurs at North Broward Academy of Excellence Elementary School in a variety of formats. They are as follows:

1. IFC Tutoring: Students are given a pre-test in their content area classes as a warm-up activity on a specific skill. For the next seven days they are taught this skill as a warm-up activity. A post-test is then administered. Students scoring below 80% proficiency are then invited to tutoring. Letters and a Parent-Link phone message go home to the parents. Tutoring occurs on two days for that skill deficit the following week. A post-test is then given to the student. If the student still is not at an acceptable proficiency percentage, the teacher will differentiate in the classroom to give the student more focus on that specific skill.
2. Pull-out Reading and Math Classes: Students who scored a Level 1 on the previous FCAT Test, are placed in either reading and math intensive classes where Tier III curriculum is utilized to assist the student with support. Students are assessed weekly to determine progress in these classrooms. Small group instruction is utilized to focus on each child's learning challenges in both content groups.
3. Saturday tutoring camps for students who have been targeted according to skill deficits.

North Broward Academy of Excellence implements the County Student Code of Conduct and follows the Broward County Discipline Matrix. Our school enforces the districts Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported at the school and guest speakers and student assemblies are scheduled. North Broward Academy of Excellence is currently exploring crime prevention programs for implementation this school year. The school does have a character education program entitled STRIVE. This program supports in classroom and school-wide focuses designed to build a positive school community.

Nutrition Programs

North Broward Academy of Excellence participates in the federally funded free and reduced meals program. Parents fill out an application in order to be considered for this program. The school reviews the financial information and approves/denies these services based on income/children in household criteria. The school's breakfast and lunch program meets national, state, and district nutritional standards.

Housing Programs

Not applicable though our school counselor will assist with outside services to assist parents with housing needs.

Head Start

Not applicable.

Adult Education

Not applicable.

Career and Technical Education

North Broward Academy of Excellence administers the ePEP to all of its students in seventh grade. Career exploration begins with students in elementary school and culminates with a three campus tour of the University of Florida, Florida State University, and Florida A & M University in the eighth grade.

Job Training

Not applicable.

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Jackson Self, Principal; Meagan Connolly, Reading Specialist; Marscela Rasa, School Counselor; Susan Hendler-Lubar, ESE Specialist and ESOL Coordinator; Jodi Evans, Assistant Principal, Kelly Benson, Math Coach

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 RTI Team establishes a set of processes and procedures to make decisions about student learning based on data. The Team meets weekly. All RTI Team Members are expected to model the process for teachers as well as monitor the school-wide data related to this initiative. At intervals identified along the way the RTI team also assesses for progress by using the ongoing progress monitoring data.

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?

The RTI Leadership team has an important role in the development and implementation of the school improvement plan. The team desegregates data to help drive instruction. The creates a plan to ensure that the SIP Plan goals are being met and that student achievement is positively impacted.

Rtl 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.

North Broward Academy of Excellence implements their own benchmarks to assess student progress throughout the year. This information is uploaded into the School Information System and is readily accessible to the entire faculty. Tier II students are assessed by their classroom teacher in the appropriate Tier II Curriculum. This information is then tracked by the CPS Team. Tier III students are tracked by the Intensive Reading Teacher and the Intensive Math Teacher. This data is evaluated on an ongoing basis.

Describe the plan to train staff on Rtl.

During pre-planning week all teachers will participate in Rtl training. Ongoing Professional Development focused on the Goal Initiatives.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Meagan Connolly, Reading Specialist; Jodi Evans, Assistant Principal; Jackson Self, Principal; Ivette Mendez, Content Leader; Deneen Stuczynski, Language Arts Teacher; Chandra Kydd, Language Arts Teacher

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

The team meets quarterly to discuss the schools' current goals, the needs of the curriculum, and the means to complete the tasks on hand. The team's responsibility is also to regularly review and research methods that are amenable to the population of the school. Each team member functions in their current roles while keeping the Administrative Leadership informed of necessary actions or changes within a department.

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

The greatest of all goals is moving all students towards proficiency. With that in mind, the LLT's focus for 2011-2012 is to implement a reading program that will place a variety of nonfiction text and leveled readers within the classroom and around the school.

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Not applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teachers are given professional development that centers around high-yield instructional strategies in Reading. Every teacher understands the importance of reading to a student's academic success.

*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?

Not applicable.

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?

Middle School students at North Broward Academy begin to be oriented to career focus in elementary school. In sixth grade all students go on a field trip to a local college or university. Homeroom classes are also designated by a college or university. In seventh grade, students take the EPEP and continue to focus on high school courses that they will be taking beginning in ninth grade. Seventh grade students will also take a field trip to a local college or university. In eighth grade students will take a three college tour to University of Florida, Florida State, and Florida A & M.

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

Not applicable

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 Reading Goal #1:		On the 2012 FCAT Reading Test, 34% of the students will achieve a proficiency level of 3.			
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
31% (102)		34%			
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	With the grade level increase, students may struggle with advanced skills and concepts.	Teachers will implement and use Instructional Focus Calendars to target and remediate skill deficiencies.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Teachers will provide pre and post test assessments to determine if students are mastering targeted skills. From this information, students who are continuing to struggle will be invited to attend after school tutoring.	Pre and post test assessments Benchmark assessments Quarterly grades
2	Students may not be provided with additional time to practice reading skills after whole group instruction.	Teachers will create a reading block schedule that includes time for independent reading and/or small group instruction.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Leadership Team observations will be conducted to make sure time is included for independent reading. Student reading logs or reading goals will display an increase of books read.	Observation checklists FAIR data Reading logs/reading goals set within the classroom Reading schedule
3	Students may experience challenges with more complex reading materials and vocabulary.	Teachers will develop a plan to increase vocabulary development utilizing word wisdom workbooks, vocabulary organizational charts, and vocabulary development across all content areas.	Classroom teacher Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Vocabulary assessments will be provided to determine if students' are retaining knowledge. Lexile levels will be monitored to determine students' reading gains.	FAIR data Benchmark Assessments Quarterly Grades Vocabulary Assessments

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

in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	On the 2012 FCAT Reading Test, 24% will achieve above proficiency.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
21% (70)	24%

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	High achieving students may not be fully engaged with the reading curriculum.	Teachers will attend trainings and workshops to learn strategies to engage readers. Teachers will use a variety of reading materials to keep students interested.	Classroom Teacher ESE Specialist, Susan-Hendler Lubar Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Teachers will provide other faculty with information from trainings and report on students' engagement levels with new strategies. Teachers will use student interest inventories and observations to determine level of interest and student engagement.	Benchmark Assessments Quarterly Grades Reading goals established within the classroom FAIR data Engagement level observations
2	High achieving students should be provided with challenging learning opportunities on a daily basis.	Student home learning will be differentiated to ensure that students are receiving instruction on their ability level.	Classroom Teacher ESE Specialist, Susan-Hendler Lubar Assistant Principal, Jodi Evans	Teachers will frequently assess for ability level and adjust the home learning assignments as necessary.	Tracking Home learning Quarterly Grades Benchmark Assessments
3	High achieving students may not be fully challenged from whole group classroom instruction.	Teachers will provide high achieving and gifted students will acceleration, curriculum compacting, and/or enrichment learning opportunities.	Gifted Grade Level Teacher ESE Specialist, Susan Hendler-Lubar Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Teachers will analyze data to make sure that high achieving students are making gains from advanced instruction. Rubrics for assignments will be evaluated to make sure that students are performing.	Rubrics for advanced projects/assignments Benchmark Assessments Quarterly Grades

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 Reading Goal #3:	On the 2012 FCAT Reading Test, 63% will make learning gains.
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2011 Current Level of Performance: *	2012 Expected Level of Performance: *
61% (200)	63%

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	Instruction is not always data driven.	Teachers will participate in data chats with grade level team members and reading coach. Small groups will be established to meet the changing needs of students.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Tracking of benchmark data to determine whole group instruction. Analyzing FAIR data for small group instruction. Monitoring targeted skills using instructional focus calendars.	Benchmark Assessments FAIR data IFC post tests
2	Students need multiple exposures of content strategies throughout the year in order to be proficient.	Subject area teachers will utilize Instructional Focus Calendars to revisit and reteach areas of skill deficits. Students who do not perform well on the IFC post test will be invited to tutoring. Intensive reading classes will be provided for students who do not meet established criteria.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	IFC calendars will be continuously written to meet the changing needs of students. IFC essential questions and focused skills are to be strategically placed in lesson plans and visible to students. Data will tracked and analyzed for students in the intensive reading course to see if projected levels are improving.	Post-Test IFC Assessments Benchmark Assessments FAIR data Quarterly grades
3	Some students have a greater achievement gap to close than their peers.	Teachers will provide after school tutoring, Tier II instruction during the day, and Tier III instruction after starting the CPS process.	Grade Level Team Lead Guidance Counselor Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Progress Monitoring by team Data Chats by team Data Chats with Administration	Post-Test IFC Assessments Benchmark Assessments FAIR data

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 Reading Goal #4:	On the 2012 FCAT Reading Test, 64% of the lowest quartile will make learning gains.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
63% (51)	64%

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 in the lowest 25% may struggle with grade level, whole group instruction.	Center activities, differentiating instruction, small group instruction, home learning, and scaffolding activities, will all be used to provide students with opportunities for additional practice.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Grade level teams will work together to develop strategies for centers, small group and differentiated instruction. Leadership team will complete observations to make sure that students are provided with multiple opportunities to practice reading skills.	Team meeting minutes Post-Test IFC Assessments Benchmark Assessments Leadership Team Observations
2	Teachers may need to increase their knowledge of instructional strategies to reach all students.	Teachers will be provided with professional development to assist struggling readers. Grade levels will meet and plan together to discuss ideas and strategies.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Leadership team will conduct observations to make sure classroom instruction is meeting the needs of all students. Teachers will be provided with opportunities to attend professional development.	Observation documentation Teacher in-service records Team meeting minutes
3	Students in the lowest 25% may need additional reading minutes beyond the fifty-five minute reading block.	RtI Tier II and Tier III interventions will be in place for students in the lowest 25%. Intensive reading classes will be provided for students who do not meet the established criteria.	Grade Level Team Lead School Counselor Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Data will be analyzed on a regular basis to review the progress of Tier II and Tier III students. Data will tracked and analyzed for students in the intensive reading course to see if projected levels are improving.	IFC Post Test Assessments Benchmark Assessments FAIR data Quarterly grades

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 Reading Goal #5A:	By April 2012, 60% of black students and 69% of Hispanic students will make adequate yearly progress or gain safe harbor in this category.
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Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
57% Black 66% Hispanic	60% Black 69% Hispanic

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
	Teachers may not keep	Team teaching	Grade Level Team	Teachers will keep	Discovery

1	track of student subgroups in order to monitor for classroom interventions necessary for student success.	meetings will discuss ways to keep track and monitor students in select subgroups. Students will participate in teacher-led, Tier II interventions.	Lead Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	track of data that pinpoints AYP subgroups to monitor growth and make adjustments to instruction. Teams will meet to discuss strategies and ways to incorporate effective Tier II interventions.	Education data IFC Post Test Assessments Benchmark Assessments FAIR data Team meeting minutes
2	Students in some of the subgroups are not achieving mastery of standards, but rather partial mastery.	The instructional focus calendar will continuously spiral back to concepts not fully mastered to ensure mastery. Students who have not mastered concepts after the given time period, will be invited to after school tutoring.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Instructional Focus Calendar data will be tracked by grade levels and administration to monitor effectiveness and continuously make improvements.	IFC Post Tests Tutoring Assessments Benchmark Assessments
3	Teachers may need to increase their knowledge of alternative teaching strategies and instructional ideas in order to reach each learner in our diverse population.	Grade level team meetings will address ways to reach various subgroups and the needs of diverse learners. The reading resource and reading coach teachers will provide ideas and resources to supplement the core curriculum.	Grade Level Team Lead Reading Resource Teacher Reading Coach, Meagan Connolly Assistant Principal, Jodi Evans Principal, Jackson Self	Meeting minutes will be taken during grade level meetings, which will include leadership team members as participants. Classroom observations will be conducted by leadership team members.	Meeting minutes Observation checklist

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 Reading Goal #5B:	By April 2012, English Language Learners at North Broward Academy of Excellence Middle School in reading will make adequate yearly progress.
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

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	ELL students will not have the language acquisition skills to perform successfully in class.	Classroom teachers must utilize ESOL strategies designed to assist ELL learners in the classroom.	Susan Lubar, ESOL Coordinator Jodi Evans, Assistant principal Jackson Self, Principal	Lesson Plan Review Classroom Observation	Benchmark Testing FCAT Testing Formal Classroom Assessments

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	By April 2012, students with disabilities at North Broward Academy of Excellence Middle School will make adequate yearly progress in reading.
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

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 may not be implementing accommodations for students with disabilities as effectively as possible.	ESE Specialist and ESE Teacher will host a workshop designed to assist them with instructional strategies aligned with student accommodations.	Susan Hendler-Lubar, ESE Specialist Christina Aleman, ESE Teacher Jodi Evans Assistant principal Jackson Self, Principal	Improved scores on FCAT Test for students with disabilities	FCAT

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 Reading Goal #5D:	On the 2012 FCAT Reading Test, 60% of economically disadvantaged students will achieve proficiency.
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
58% (137)	60%

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
	Economically disadvantaged students often do not have access to some of the same supplemental resources as their peers.	Students will access to computers before or after school for students to improve academically, using programs such as Study Island, FCAT Explorer, Discovery Education, etc.	Classroom Teacher Grade Level Team Lead Technology Teacher, Stephen Gibbs	Tutoring data and computer program usage will be monitored by both the grade levels and administration.	Computer Program Reports (Study Island , Discovery Education) Tutoring assessments

1		Free tutoring is provided to students who are in need of remediation after Tier II interventions have been provided in the classroom. A school-wide reading initiative will be implemented to promote reading goals.	Assistant Principal, Jodi Evans Principal, Jackson Self		
2	Economically disadvantaged students may not have as many options for reading materials as their peers.	Students will have access to the school library to check out books for personal use. A new reading initiative of book drives for students to take home donated reading materials.	Classroom Teacher Media Specialist, Susan Emala Reading Coach, Meagan Connolly	Student reading logs or book counts will demonstrate the types of books students have been reading.	Classroom book goal achievements
3	Teachers should expand their knowledge of instructional strategies in order to reach all students.	Team meetings, resource teachers, and coaches will provide ideas resources, and opportunities for professional development.	Grade Level Team Lead Reading Resource Teacher Reading Coach, Meagan Connolly Inservice Coordinator, Susan Hendler-Lubar Assistant Principal, Jodi Evans Principal, Jackson Self	Leadership observations will pinpoint areas needed for professional development. Grade level meeting minutes will reflect discussions of strategies to assist students.	Observation checklists Inservice records Grade level meeting minutes

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
CRISS Reading Strategies Workshop	6-8	Reading Coach, Meagan Connolly and Assistant Principal, Jodi Evans	Selected 6-8 core content teachers	TBD	Evidence of training will be seen in lesson plans and administrative observations.	Reading Coach, Meagan Connolly and Assistant Principal, Jodi Evans
SRA Corrective Reading Workshop	Tier III students in 6, 7, 8	Dale Mester, SRA Representative		TBD	Evidence of training will be seen in lesson plans and administrative observations.	Assistant Principal, Jodi Evans Principal, Jackson Self

6 Steps to Reading	6-8	SBBC Personnel	Selected 6-8 teachers	TBD	Evidence of training will be seen in lesson plans and administrative observations.	Reading Coach, Meagan Connolly and Assistant Principal, Jodi Evans
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improving decoding and fluency skills	SRA Corrective Reading	Principal's Internal Account	\$3,196.05
Improving comprehension skills	SRA Super QAR	Principal's Internal Account	\$1,786.00
Improve student background knowledge	Zaner Bloser Vocabulary Development	Operating Account	\$1,011.50
Improve student reading proficiency utilizing high-interest reading materials	Scholastic Books	Book Fair Money	\$1,000.00
			Subtotal: \$6,993.55
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Improving student engagement in the classroom	LED Projectors (2)	Operational Budget	\$2,000.00
Improving engagement in the classroom	Document Readers (2)	Operational Budget	\$1,600.00
Develop improved reference and research skills and help students practice with on-line resources	Mini-computers (15)	Operational Budget	\$6,000.00
			Subtotal: \$9,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Assist content teachers with literacy development	Literacy Across the Content Areas	Title I	\$2,700.00
Vocabulary Development		Title I	\$1,418.00
			Subtotal: \$4,118.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$20,711.55

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 Mathematics Goal #1:	On the 2012 FCAT Mathematics Test, 49% of the students will achieve proficiency, level 3.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
46% (151)	49%

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 not yet mastered prerequisite content necessary to be successful at the current grade level.	Tier II interventions will be provided within the regular classroom as outlined in the instructional focus calendars to ensure mastery of all concepts. Students in need of Tier III interventions will be scheduled into a supplemental intensive math class.	Math Content Lead, Laura Ferch CPST Coordinator Math Resource Teacher, Kelly Benson	The middle school mathematics team will meet to discuss the data regarding IFC efforts. The RtI team will progress monitor students receiving Tier II and Tier III interventions.	Benchmark Assessments IFC Post Tests
2	There is a lack of student engagement.	Additional technology has been provided to the math department to help enhance instruction.	Math Content Lead, Laura Ferch Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	The leadership team will look for evidence of student engagement during observations.	Properly Completed Student Work Benchmark Assessments Classroom Observations
3	Students have difficulty with problem solving and vocabulary.	Select teachers will receive professional development to expand their repertoire of teaching strategies for these areas.	Math Content Lead, Laura Ferch Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	Assessments will include more problem solving opportunities.	Benchmark Assessments Textbook Unit Tests
4					

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics	On the 2012 FCAT Mathematics Test, 28% of the
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Mathematics Goal #2:	students will achieve above proficiency.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
25% (83)	28%

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 are not given enough daily inquiry based activities.	Elective classes are infusing more inquiry based and problem solving lessons into their curriculum.	Principal, Jackson Self Assistant Principal, Jodi Evans Math Content Lead, Laura Ferch Math Resource Teacher, Kelly Benson	The math department and administration will monitor student data to regularly assess the progress of students by monitoring test scores and rubrics.	Benchmark Assessments
2	High achieving students need to have challenging instruction and curriculum.	Students will complete assignments and activities out of the enrichment portion (Glencoe Connects Plus) of the Glencoe Connects curriculum. The advanced eighth grade class will be taking the Algebra I course.	Math Content Lead, Laura Ferch Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	Teachers will use progress monitoring assessments to check the effectiveness of the enrichment curriculum. .	Benchmark Assessments Textbook Unit Tests
3	High achieving students need to be provided challenging learning opportunities on a daily basis outside the classroom.	Student homework assignments will be differentiated each night to ensure that students are being academically stimulated.	Math Content Lead, Laura Ferch Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	Teachers will review homework on a daily basis to ensure that it was challenging and meaningful for students.	Successful completion of homework assignments Textbook Unit Tests

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

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	On the 2012 FCAT Mathematics Test, 75% of the students will make learning gains.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
74% (243)	75%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to expand their repertoire of teaching strategies in order to reach each learner.	The math department will meet on a regular basis as a professional learning community to discuss topics being taught, resources that are available and suggest strategies to one another.	Math Content Lead, Laura Ferch	The administration team will conduct regular observations to determine the effectiveness of teaching and student engagement.	Classroom Observations
2	Students need multiple exposures to the same content throughout the school year in order to obtain a level of mastery.	The instructional focus calendar will spiral back to the previous topic to remediate specific skills and provide students with immediate feedback.	Math Content Lead, Laura Ferch Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	Progress will be monitored by reviewing data from Unit Tests and IFC Post Tests.	Benchmark Assessments IFC Post Tests
3	Some students have a larger achievement gap to fill than their peers.	Teachers will provide after school tutoring opportunities for students who do not demonstrate mastery of content after a designated IFC time frame.	Math Content Lead, Laura Ferch Assistant Principal, Jodi Evans Principal, Jackson Self	Data chats will be held on a regular basis by the mathematics department to discuss the effectiveness of tutoring efforts.	IFC Post Tests Tutoring Assessments Benchmark Assessments
4					

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

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	On the 2012 FCAT Mathematics Test, 70% of the lowest quartile will make learning gains.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
69% (57)	70%

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	Some students lack prerequisite knowledge needed to be successful at the current grade level in mathematics.	Students in the lowest quartile will be placed in a supplemental, intensive math class to receive additional support.	Math Content Lead, Laura Ferch The RtI Team	Student data from lowest quartile will be analyzed on a regular basis to monitor progress and growth. Each student's success in the mainstream math class will be also be an indicator of effectiveness.	Chapter Diagnostic Tests Benchmark Assessments
	Teachers need to increase their knowledge of	The math department will meet monthly to exchange ideas and	RtI Team	Notes will be taken at the math department meetings.	Benchmark Assessments

2	alternative teaching strategies and instructional ideas.	resources.		Administration and the RtI team will sit in on meetings. The Student Intervention Record should be updated on a regular basis when new strategies are implemented for each student receiving interventions.	Textbook Progress Monitoring Assessments
3	Students need a variety of learning opportunities, including hands-on activities, in order to master concepts.	Center activities will be used to differentiate for various learning styles and provide students with opportunities for practice.	Math Content Lead, Laura Ferch RtI Team	The leadership team will evaluate the effectiveness of center activities during observations.	Completed Student Center Activities Benchmark Assessments Chapter Assessments
4					

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 Mathematics Goal #5A:	On the 2012 FCAT Mathematics Test, 73% of each applicable subgroup will achieve proficiency.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Black: 72% (165), White: N/A, Hispanic: N/A, Asian: N/A, American Indian: N/A	Black: 73%, White: N/A, Hispanic: N/A, Asian: N/A, American Indian: N/A

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	Some students are not receiving adequate interventions.	Tier II interventions will be provided within the regular classroom as outlined in the instructional focus calendars to ensure mastery of all concepts. Students in need of Tier III interventions will be scheduled into a supplemental math class.	Math Content Lead, Laura Ferch Math Resource Teacher, Kelly Benson	Each teacher providing interventions will collect each student's data to check for growth.	Benchmark Assessments Textbook Unit Tests
2	Students in some of the subgroups are not achieving mastery of standards, but rather partial mastery.	The instructional focus calendar will continuously spiral back to concepts not fully mastered to ensure mastery. Students who have not mastered concepts after the IFC time	Math Content Lead, Laura Ferch Assistant Principal, Jodi Evans Math Resource Teacher, Kelly	IFC data will be tracked by both the mathematics department and administration to monitor effectiveness and continuously make improvements	IFC Post Tests Tutoring Assessments Benchmark Assessments

		frame, will participate in after school tutoring.	Benson		
3	Teachers need to increase their knowledge of alternative teaching strategies and instructional ideas in order to reach each learner in our diverse population.	The math department will meet monthly to exchange ideas and resources. The math resource teacher will provide ideas and resources to supplement the core curriculum.	Math Team Lead, Laura Ferch Assistant Principal, Jodi Evans	Notes will be taken at all math department meetings. Administration and the RtI team will sit in on meetings.	Benchmark Assessments Classroom Observations for evidence of student engagement Meeting minutes from math department meetings
4					
5					

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

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					
3					
4					

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	N/A
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Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					
3					
4					
5					

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 Mathematics Goal #5D:	On the 2012 FCAT Mathematics Test, at least 73% of economically disadvantaged students will achieve proficiency.
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
72% (170)	73%

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	Economically disadvantaged students often do not have access to some of the same supplemental academic resources as their peers.	Tutoring will be provided for any student in need of remediation after Tier II interventions have been given in the classroom. The computer lab will be open before school for students to improve academically on programs such as Study Island.	Math Content Lead, Laura Ferch Principal, Jackson Self Technology Teacher, Stephen Gibbs	Tutoring data and Study Island usage and data will be monitored by both the mathematics department and administration.	Study Island Reports Tutoring Assessments
2	Economically disadvantaged students often do not have completed homework due to a lack of home support.	Homework will be differentiated each night based on informal data gathered during each lesson.	Classroom Teachers	Teachers will track whether students are completing nightly homework and whether or not it is being completed accurately.	Textbook Unit Tests
	Economically disadvantaged students may need to be exposed to math	Students who do not demonstrate full mastery of content on a topic test will receive	Classroom Teachers Math Content	IFC data will be tracked and analyzed on a regular basis by both the mathematics	Textbook Unit Tests IFC Post Tests

3	concepts multiple times before obtaining a level of mastery	small group remediation as outlined by the IFC.	Lead, Laura Ferch Math Resource Teacher, Kelly Benson	department and administration.	Tutoring Assessments
4					

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
Advanced Singapore Strategies	Middle Grades Math	Terrilyn Latour	Middle School Math Department	TBD	Evidence of Singapore strategies will be seen in classroom observations.	Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve understanding in the NGSSS.	Glencoe Core Curriculum	Operational Budget	\$2,400.00
			Subtotal: \$2,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student engagement in mathematics.	LCD Projectors (2)	Operating Funds	\$2,000.00
Increase student engagement in mathematics.	Document Readers (2)	Operating Funds	\$800.00
			Subtotal: \$2,800.00
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: \$5,200.00

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:	A 3% gain will be achieved by: creating on going universe model that covers the standards found in Big Idea 5. The focus of daily vocabulary by defining words and writing a short story, models, drawing, or diagrams with the words every Friday Students will be require to research on well known scientist in Science and share their finding with the class through a skit or PowerPoint presentation.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
42%(46)	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	Earth and Space Science	Each student will be assigned to research one aspect of the universe. The students will construct a model of the solar system with detailed descriptions and display them in the classroom. All standards will be covered using Big Idea 5	Lesson plans will be reviewed during classroom walk-throughs and will be submitted weekly to the Science Content Leader and the assistant principal for review.	Students will continue to add on to the classroom project throughout the year. They will also complete an oral presentation of their findings and follow any current events involving the universe.	Students will ask questions and provide input throughout the completion of the project and will reflect on the projects when completed
2	Science Vocabulary	Implement innovative ways to include academic vocabulary into science curriculum (i.e. word wall, word posters, flashcards)	Lesson plans will be reviewed during classroom walk-throughs and will be submitted weekly to the Science Content Teacher and reviewed periodically by the assistant principal.	Students will be asked to write a short story, drawing, model, or diagram using all four words	Teacher will use a Science Vocabulary Rubric that was created and designed around the assignment.
3	Science Inventions	Students will research famous Scientists and what they have discovered about the world. They will share it with the class in means of a power-point presentation or skit using the book Marvels Of Science	. Lesson plans will be reviewed during classroom walk-throughs and will be submitted weekly to the Science Content Leader and reviewed periodically by the assistant principal.	Students will use a rubric as a guideline to create a skit or PowerPoint of a well-known scientist and share it with the class.	Teacher will use a rubric to evaluate the project.

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 Science Goal #2:	A 3% gain will be achieved by requiring the higher group to perform the following the higher group will be required to complete a project on one of the standards found in Big Idea 18, -the higher group will be required to run a FCAT mini Science lab night open to the entire middle school the higher group will be required to create two unique labs of their own to demonstrate to the class.
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2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
6% (6)			9%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Physical and Chemical Science	Using Big Idea 18 students will create diagrams, not limited to, but covering the carbon cycle, photosynthesis, cellular respiration, and the Laws of Mass and Energy. They will share their findings and diagrams with the class.	Lesson plans will be reviewed during classroom walk-throughs and will be submitted weekly to the Science team leader and periodically reviewed by the assistant principal. Attend Science Fair	Teacher and student will meet and select and standard. The teacher will make sure it is challenging and appropriate for the student.	A rubric will be used once the project is completed and be required to present the information to the class.
2	Scientific Method/ Leadership	The higher group will run a FCAT Science lab night for the middle school students before FCAT test time. Each table will display a mini lab and students will go from table to table and run through each lab. The higher group will answer questions and explain the lab.	Principal attends FCAT science lab night.	Students will follow the FCAT mini science lab curriculum.	Students will be required to fill out a mini lab sheet, answering questions at each lab
3	Challenging the work/ Gifted opportunities	The higher group will be required to develop two of their own labs within the school year. The lab has to coincide with the material being taught at the time. One of the labs can be used for the Science fair.	Lesson plans will be reviewed during classroom walk-throughs and will be submitted weekly to the Principal	Teacher will evaluate lab and modify if needed. The students will then demonstrate their lab to the class as a whole or as group work.	A rubric will be used for the student's lab creation.

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
BRIGHT Physical and Chemical	8th	Broward Schools	Science 8th grade teacher	When course is available	Confirm enrollment	Science teacher and school Principal
BRIGHT Earth and Space	8th	Broward Schools	Science 8th grade teacher	When course is available	Confirm enrollment	Science teacher and school Principal
BRIGHT Science Hands on workshops	8th	Broward Schools	Science 8th grade teacher	when course is available	Confirm enrollment	Science teacher and school Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SPARK Program	SPARK provides talented 7th and 8th grade students with the ideas, resources, and tools they need to nurture their academic gifts in the sciences.	Funding if available	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Exploring Learning Gizmo	Excellent labs that are computerized. Used by Dade county	Funding if available	\$0.00
Brain pop	Mini lessons that cover curriculum	Funding if available	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
BRITE science classes	BRITE offers a variety of science courses to help with classroom curriculum	Reimbursement by NBAE when enrolled in course work	\$200.00
Probeware training	Perfect for high school and middle school educators. You will learn by doing -- performing standards-based experiments that you can take back to the classroom! This is a great opportunity to evaluate PASCO's award winning probeware solution -- and understand how you can effectively integrate this powerful learning technology into your curriculum.	Reimbursement by NBAE when enrolled in course work	\$200.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Continue to engage students with hands-on activities	Focuses on hands-on activities List compiled by areas of weakness. All items are non-consumables	Operating Budget	\$300.00
			Subtotal: \$300.00
			Grand Total: \$700.00

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 Writing Goal #1:	By May 2012, 90% of students will achieve a level 4 or higher on FCAT writing assessment.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
87%	90%

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	<p>Expanding and developing on Four Square to include more descriptive language and sensory details.</p> <p>Essays that contain extraneous information or lapse in organizational patterns, or focus.</p> <p>Grammatical errors throughout writing.</p>	<p>Four Square Writing Program as well as the Six Traits of Writing will be used in the classroom utilizing textbooks, district materials and technology-based power points.</p>	<p>Ivette Mendez Content Leader Jackson Self Principal Jodi Evans Assistant Principal</p>	<p>It has been proven, through research, that assessments correlated with the benchmarks are effective.</p>	<p>Mini writing assessments; Teacher will continue to give two writing prompts per month; after school remediation is offered to students failing or having difficulty with the writing prompts; an FCAT rubric is utilized, as well as benchmark scoring on the Student Information System; FCAT scores 2011-2012 will be the full evaluation of the above strategies.</p>
2	<p>Keeping consistent scoring to accurately monitor progress.</p>	<p>Teachers will assess student's writing ability throughout the year using writing prompt calendar that is provided from Charter Schools USA Education Department. Teacher will input student scores using the 6 traits rubric to track student progress.</p>	<p>Ivette Mendez Content Leader Jackson Self Principal Jodi Evans Assistant Principal</p>	<p>Teachers will input student scores using the 6 traits rubric to track student progress.</p>	<p>Mini writing assessments; Teacher will continue to give two writing prompts per month; after school remediation is offered to students failing or having difficulty with the writing prompts; an FCAT rubric is utilized, as well as benchmark scoring on the Student Information System; FCAT scores 2011-2012 will be the full evaluation of the above strategies.</p>
3	<p>Not differentiating instruction adequately using Marzano's instructional strategies.</p>	<p>Marzano's High Yield Strategies will be utilized to improve student writing.</p>	<p>Ivette Mendez Content Leader Jackson Self Principal Jodi Evans Assistant Principal</p>	<p>Research has proven that using Marzano's instructional strategies has a direct impact on student achievement.</p>	<p>Mini writing assessments; Teacher will continue to give two writing prompts per month; after school remediation is offered to students failing or having difficulty with the writing prompts; an FCAT rubric is utilized, as well as benchmark scoring on the</p>

					Student Information System; FCAT scores 2011-2012 will be the full evaluation of the above strategies.
4	Students not understanding the grading rubric.	Students will be expected to revise their writing and other students writing to improve focus and elaboration.	Ivette Mendez Content Leader Jackson Self Principal Jodi Evans Assistant Principal	Students will maintain a writing portfolio where they will track their writing progress.	Mini writing assessments; Teacher will continue to give two writing prompts per month; after school remediation is offered to students failing or having difficulty with the writing prompts; an FCAT rubric is utilized, as well as benchmark scoring on the Student Information System; FCAT scores 2011-2012 will be the full evaluation of the above strategies.
5	Students not recognizing the connection between what they are reading and how they can recreate that in their writing.	Students will read 6 books and a variety of short stories as a basis for their narrative, expository, and persuasive writing.	Ivette Mendez Content Leader Jackson Self Principal Jodi Evans Assistant Principal	Narrative, Expository, and Persuasive prompts will be based on reading units to provide students more opportunities to make connections.	Mini writing assessments; Teacher will continue to give two writing prompts per month; after school remediation is offered to students failing or having difficulty with the writing prompts; an FCAT rubric is utilized, as well as benchmark scoring on the Student Information System; FCAT scores 2011-2012 will be the full evaluation of the above strategies.
6	Sufficient Time	Instructional Focus Calendar	Ivette Mendez Content Leader Jackson Self Principal Jodi Evans Assistant Principal	Mastery of the skill	Mini Assessments

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	NA
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Writing Goal #2A: Ethnicity

(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					

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:	NA
--	----

Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

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					

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:	NA
--	----

Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	NA
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Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					

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
District Writing Workshops	6, 7, 8	District Representative	All Language Arts Teachers in Middle School	To be determined	Classroom Walk thru observation	Jackson Self, Principal Jodi Evans, Assistant Principal

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
Increasing student engagement in the classroom	Mimeo Interactive White Board	Operating Budget	\$600.00
			Subtotal: \$600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Students need more support for organizing their thoughts in order to write more effectively	Four Square Writing Strategies	Not applicable	\$0.00
Students need more support for organizing their thoughts in order to write more effectively	Six Traits of Writing Workshops through District Trainings	Not applicable	\$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: \$600.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		By June 2012, students at North Broward Academy of Excellence Middle School will have an average daily attendance of 98%.			
2011 Current Attendance Rate: *		2012 Expected Attendance Rate: *			
97%		98%			
2011 Current Number of Students with Excessive Absences (10 or more)		2012 Expected Number of Students with Excessive Absences (10 or more)			
25		20			
2011 Current Number of Students with Excessive Tardies (10 or more)		2012 Expected Number of Students with Excessive Tardies (10 or more)			
55		40			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parents that do not understand the school's attendance policy.	Article in school newsletter explaining the attendance policy. Parent Link	Marsela Rasa, School Counselor Jodi Evans, Assistant Principal	Increased student attendance	TERMS attendance panel and Student Information System

1		Communication designed to outline the school's attendance policy. Parent and Student Handbook and Broward Code of Conduct outlining attendance policy			
2	Inconsistent mail out of attendance correspondence to parents from the guidance office.	Consistent mailing of letters indicating 5 day absence, 10 day absence and 15 day absence as well as referral to social worker when student is absent more than 15 days in one semester.	Marsela Rasa, School Counselor Jodi Evans, Assistant Principal	Increased student attendance	TERMS attendance panel and Student Information System
3	Student Tardiness	Parent link phone calls are made daily for students who are late to school and to scheduled classes in middle school.	Lori Lawrence, Attendance Clerk Marsela Rasa, School Counselor Jodi Evans, Assistant Principal	Decrease in student tardiness	TERMS attendance panel and Student Information System

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						

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:		By May 2012, 80 or less students will be suspended from North Broward Academy of Excellence Middle School.			
2011 Total Number of In-School Suspensions		2012 Expected Number of In-School Suspensions			
0		0			
2011 Total Number of Students Suspended In School		2012 Expected Number of Students Suspended In School			
28		20			
2011 Number of Out-of-School Suspensions		2012 Expected Number of Out-of-School Suspensions			
86		80			
2011 Total Number of Students Suspended Out of School		2012 Expected Number of Students Suspended Out of School			
28		20			
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	Positive Behavior is not recognized by teachers in the classroom	Develop school-wide positive behavior plan for teachers to utilize to support good behavior choices. Implementation of CHAMPS into all middle school classrooms.	Jodi Evans, assistant principal Jackson Self, Principal	Fewer out-of-school suspensions	TERMS data.
2	Lack of alternative strategies to deal with inappropriate behaviors exhibited	Refer students with behavior concerns to CPST for further evaluation. Use RTI Model to assist	Jodi Evans, Assistant Principal Jackson Self, Principal	Decreased out-of-school suspensions.	TERMS data.

		teachers and students.			
3	Unclear or inconsistent behavioral expectations for students in all common areas	Define clear expectations for students in all common areas	Jodi Evans, Assistant Principal SAFE Team Jackson Self, Principal	Uniform implementation of plan across all settings	TERMS data and reduction in referrals.
4	Lack of student engagement during instructional time	Increase in student motivation Build positive relationships with students and provide feedback to students on their progress and success frequently Develop interactive lesson plans and inquiry assignments	Jodi Evans, Assistant Principal Jackson Self, Principal	Classroom walk through forms Staff development records	Improvement in academic instruction Increase time on task for students

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
CHAMPS Training	K-8	TBD	Selected K-8 Teachers	TBD	Evident by reduction of referrals	Jodi Evans, Assistant Principal Jackson Self, Principal

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

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>				
2011 Current Dropout Rate: *		2012 Expected Dropout Rate: *		
2011 Current Graduation Rate: *		2012 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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		By May 2012, 80% of parents at North Broward Academy of Excellence Elementary School will fulfill their volunteer hour commitment for the school year.			
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
77%		80%			
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	Working parents have little time to donate to school events and activities.	Promote parent involvement in the school to support working parents. This may include: 1. Opportunities that are after hours. 2. Allow working parents to donate school supplies to obtain volunteer hours. 3. Advertise	Volunteer Coordinator of PTO, Lori Lawrence, administrative staff Jackson Self, Principal	Parent volunteer hours are tracked in the School Information System. This data will be reviewed twice annually to determine if goals have been met.	School Information System

		opportunities for parents in weekly newsletter for school and Parent Link so parents can be better informed.			
2	Lack of communication to parents regarding volunteer hour opportunities at the school.	Promote parent involvement in the school to support working parents. This may include: 1. Opportunities that are after hours. 2. Allow working parents to donate school supplies to obtain volunteer hours. 3. Advertise opportunities for parents in weekly newsletter for school and Parent Link so parents can be better informed.	Volunteer Coordinator of PTO, Lori Lawrence, administrative staff Jackson Self, Principal	Parent volunteer hours are tracked in the School Information System. This data will be reviewed twice annually to determine if goals have been met.	School Information System

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
Student Information System	K-8	TBD teachers and staff	Students and Parents	TBD	SIS usage	Jodi Evans, Assistant Principal Jackson Self, Principal
FCAT Parent Night	3-8	Lead Teachers	Students and Parents	January 2012		Jodi Evans, Assistant Principal Jackson Self, Principal

Parent Involvement Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Inform parents of the FCAT Testing Process and the grade level expectations.	FCAT Parent Night and dinner.	Title I Funding	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Inform parents and students of the policies and procedures of the school.	Student and parent Handbook in the student agenda book.	Title I Funds	\$716.00
			Subtotal: \$716.00
			Grand Total: \$1,116.00

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
Reading	Improving decoding and fluency skills	SRA Corrective Reading	Principal's Internal Account	\$3,196.05
Reading	Improving comprehension skills	SRA Super QAR	Principal's Internal Account	\$1,786.00
Reading	Improve student background knowledge	Zaner Bloser Vocabulary Development	Operating Account	\$1,011.50
Reading	Improve student reading proficiency utilizing high-interest reading materials	Scholastic Books	Book Fair Money	\$1,000.00
Mathematics	Improve understanding in the NGSSS.	Glencoe Core Curriculum	Operational Budget	\$2,400.00
Science	SPARK Program	SPARK provides talented 7th and 8th grade students with the ideas, resources, and tools they need to nurture their academic gifts in the sciences.	Funding if available	\$0.00
				Subtotal: \$9,393.55
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improving student engagement in the classroom	LED Projectors (2)	Operational Budget	\$2,000.00
Reading	Improving engagement in the classroom	Document Readers (2)	Operational Budget	\$1,600.00
Reading	Develop improved reference and research skills and help students practice with on-line resources	Mini-computers (15)	Operational Budget	\$6,000.00
Mathematics	Increase student engagement in mathematics.	LCD Projectors (2)	Operating Funds	\$2,000.00
Mathematics	Increase student engagement in mathematics.	Document Readers (2)	Operating Funds	\$800.00
Science	Exploring Learning Gizmo	Excellent labs that are computerized. Used by Dade county	Funding if available	\$0.00
Science	Brain pop	Mini lessons that cover curriculum	Funding if available	\$0.00
Writing	Increasing student engagement in the classroom	Mimeo Interactive White Board	Operating Budget	\$600.00
				Subtotal: \$13,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Assist content teachers with literacy development	Literacy Across the Content Areas	Title I	\$2,700.00
Reading	Vocabulary Development		Title I	\$1,418.00
Science	BRITE science classes	BRITE offers a variety of science courses to help with classroom curriculum	Reimbursement by NBAE when enrolled in course work	\$200.00
Science	Probeware training	Perfect for high school and middle school educators. You will learn by doing -- performing standards-based experiments that you can take back to the classroom! This is a great opportunity	Reimbursement by NBAE when enrolled in	\$200.00

		to evaluate PASCO's award winning probeware solution -- and understand how you can effectively integrate this powerful learning technology into your curriculum.	course work	
Writing	Students need more support for organizing their thoughts in order to write more effectively	Four Square Writing Strategies	Not applicable	\$0.00
Writing	Students need more support for organizing their thoughts in order to write more effectively	Six Traits of Writing Workshops through District Trainings	Not applicable	\$0.00
Parent Involvement	Inform parents of the FCAT Testing Process and the grade level expectations.	FCAT Parent Night and dinner.	Title I Funding	\$400.00
				Subtotal: \$4,918.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Continue to engage students with hands-on activities	Focuses on hands-on activities List compiled by areas of weakness. All items are non-consumables	Operating Budget	\$300.00
Parent Involvement	Inform parents and students of the policies and procedures of the school.	Student and parent Handbook in the student agenda book.	Title I Funds	\$716.00
				Subtotal: \$1,016.00
				Grand Total: \$28,327.55

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Not Applicable / Charter School	\$0.00

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

The School Advisory Council meets monthly throughout the school year to focus on the development of the School Improvement Plan and then to assess progress toward the goals outlined in the plan. The principal attends the monthly meetings and provides the council with a monthly update on progress toward the School Improvement Plan. The school's governing board has final approval on all financial and operational issues at the school.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

SCHOOL GRADE DATA

Broward School District NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	74%	87%	42%	267	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	74%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	69% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					534	
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 BROWARD ACADEMY OF EXCELLENCE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	65%	89%	55%	272	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	74%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	74% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					547	
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 BROWARD ACADEMY OF EXCELLENCE MIDDLE SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	60%	99%	33%	259	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	71%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	60% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested