FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: POMPANO BEACH MIDDLE SCHOOL

District Name: Broward

Principal: Sonja Braziel

SAC Chair: Susan Hurley

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/18/2012

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
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	John Vetter	MEd. Educational Leadership from FAU BA Marine Science / Geography from Kutztown Certifications: Ed. Leadership K-12 and Middle	6	6	2011 - 2012 School Grade C 2010 - 2011 School Grade: B 2009 - 2010 School Grade: B 2008 - 2009 School Grade: B Meeting Standards in Reading: 2012 White 69% Black 40% Hispanic 66% Economically Dis.545% ELL 25% SWD 21% Lowest 25% making Learning Gains 68% Meeting Standards in Math: 2012 White 72% Black 42% Hispanic 59% Economically Dis.48% ELL 22%

			Grades Science 5-9			SWD 22% Lowest 25% making Learning Gains 45% Percent of students making high standards in Writing - Level 3+ 2012 85% - Level 4 36% 2011 88% 2010 92% 2009 94% Percent of students making high standards in Science: 2012 47% 2011 38% 2010 39% 2009 34%
Assis Principal	Charles Zimmerman	Ed. Leadership K-12 Florida Atlantic University Biology 6-12 M.Ed National-Louis University BS Regents College , N.Y.	8	8	2011 - 2012 School Grade C 2010 - 2011 School Grade: B 2009 - 2010 School Grade: B 2008 - 2009 School Grade: B Meeting Standards in Reading: 2012 White 69% Black 40% Hispanic 66% Economically Dis.545% ELL 25% SWD 21% Lowest 25% making Learning Gains 68% Meeting Standards in Math: 2012 White 72% Black 42% Hispanic 59% Economically Dis.48% ELL 22% SWD 22% Lowest 25% making Learning Gains 45% Percent of students making high standards in Writing - Level 3+ 2012 85% - Level 4 36% 2011 88% 2010 92% 2009 94% Percent of students making high standards in Science: 2012 47% 2011 38% 2010 39% 2009 34%
Assis Principal	Karen Karras	DEGREES: Bachelors in Education from the University of Miami Masters in School Administration from the University of New Orleans CERTIFICATIONS: Administration (grades K-12), Elementary Education (grades 1-6), Gifted Endorsement, Mentallly Handicapped (grades K-12), Specific Learning Disabilities (grades K-12)	5	13	2011 - 2012 School Grade C 2010 - 2011 School Grade: B 2009 - 2010 School Grade: B 2008 - 2009 School Grade: B Meeting Standards in Reading: 2012 White 69% Black 40% Hispanic 66% Economically Dis.545% ELL 25% SWD 21% Lowest 25% making Learning Gains 68% Meeting Standards in Math: 2012 White 72% Black 42% Hispanic 59% Economically Dis.48% ELL 22% SWD 22% Lowest 25% making Learning Gains 45% Percent of students making high standards in Writing - Level 3+ 2012 85% - Level 4 36% 2011 88% 2010 92% 2009 94% Percent of students making high standards in Science: 2012 47% 2011 38%

					2010 39% 2009 34%
Principal	Sonja Braziel	Bachelor of Arts in English Florida State University 1985 Med. Educational Leadership Nova Southeastern 1993 Certifications: School Principal: All levels English 6-12 Middle Grades	13	16	2011 - 2012 School Grade C 2010 - 2011 School Grade: B 2009 - 2010 School Grade: B 2008 - 2009 School Grade: B Meeting Standards in Reading: 2012 White 69% Black 40% Hispanic 66% Economically Dis.545% ELL 25% SWD 21% Lowest 25% making Learning Gains 68% Meeting Standards in Math: 2012 White 72% Black 42% Hispanic 59% Economically Dis.48% ELL 22% SWD 22% Lowest 25% making Learning Gains 45% Percent of students making high standards in Writing - Level 3+ 2012 85% - Level 4 36% 2011 88% 2010 92% 2009 94% Percent of students making high standards in Science: 2012 47% 2011 38% 2010 39% 2009 34%

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jolie Stevens	Education Certification: Language Arts Endorsements: Reading Gifted ELL	1	1	2011 - 2012 School Grade C 2010 - 2011 School Grade: B Meeting Standards in Reading: 2012 White 69% Black 40% Hispanic 66% Economically Dis.545% ELL 25% SWD 21% Lowest 25% making Learning Gains 68%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular observations and meetings with administration for new teachers to identify strengths and weaknesses.	Sonja Braziel Principal and Assistant Principals John Vetter Grade 7 Charles	June 2013	

		Zimmerman Grade 8 Karen Karras Grade 6		
2	Partnering teachers with less than 3 years experience with veteran mentor on campus - This is a highly skilled colleague who works with the new teacher to introduce the traditions and procedures of the school. The mentor is also an academic resource available to assist with teaching strategies and classroom management.	NESS Liaison Nina Rickett	June 2013	
3	PGP Development- based on data.	Sonja Braziel Principal and Assistant Principals John Vetter Grade 7 Charles Zimmerman Grade 8 Karen Karras Grade 6	June 2013	
4	Professional Learning Communities	Reading Coach Angela Williams Math Coach Christopher Mitchell Science Coach Melaine Thompson	June 2013	
5	A program through which Title I schools use Title I funds to pay for a Masters in Reading for teachers on staff who want to become reading teachers.	Sonja Braziel Principal and Assistant Principals John Vetter Grade 7 Charles Zimmerman Grade 8 Karen Karras Grade 6	June 2013	
6	Teachers are required to attend monthly Instructional Focus meetings	Sonja Braziel Principal and Assistant Principals John Vetter Grade 7 Charles Zimmerman Grade 8 Karen Karras Grade 6	June 2013	
7	Staff development workshops are held in the school on reading to provide a vehicle by which teachers may become endorsed.	Angela Williams Reading Coach	June 2013	
8	Reading and data coaches and other staff assist the newer teachers in all facets of teaching including, but not limited to, coaching, modeling, peer observation, etc. The grade level teachers also assist the newer teachers with record keeping, time management, transitions, and lesson planning. The principal assists the newer teachers with goal setting, demonstrating the use of assessment to guide instruction, using classroom walk-throughs to generate reflective questions, and teaching the design qualities to assist teachers in providing work that will increase student achievement and student engagement.	Reading Coach Angela Williams Math Department Head Christopher MItchell Science Department Head Melaine Thompson	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
100% of staff members are Professional Contract	

teachers, that meet Highly Qualified criteria and are working in field.	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
80	1.3%(1)	11.3%(9)	30.0%(24)	57.5%(46)	16.3%(13)	100.0%(80)	13.8%(11)	1.3%(1)	100.0%(80)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nina Rickett	Laura Clark Media Specialist	Ms. Rickett is the new teacher contact. Ms. Clark is a veteran teacher but new to the school	Pre- Planning Days Orientation 2 - day Workshop August Planning Days - daily assistance Weekly Learning Community meetings Weekly observations for assistance by Department Chair Monthly Data Chat meetings with administration Additional assistance as needed. Social Studies Fair procedures - conference.
Jasmine Medina	Tameshia Tomlinson Social Studies - Grade 6	Ms. Medina is Social Studies Department Chair. Ms Tomlinson is a veteran teacher but new to the school.	Pre- Planning Days Orientation 2 - day Workshop August Planning Days - daily assistance Weekly Learning Community meetings Weekly observations for assistance by Department Chair Monthly Data Chat meetings with administration Additional assistance as needed. Literacy Fair procedures - conference.
Jolie Stevens	Veronica Lesmes Language Arts - Grade 6	Ms. Stevens is Language Arts Department Chair. Ms. Lesmes is a veteran teacher but new to the school.	Pre- Planning Days Orientation 2 - day Workshop August Planning Days - daily assistance Weekly Learning Community meetings Weekly observations for assistance by Department Chair Monthly Data Chat meetings with administration Additional assistance as needed.
			Pre- Planning Days Orientation 2 - day

Melaine Thompson	John Girard Science - Grade 8	Ms. Thompson is Science Department Chair. Mr. Girard is a veteran teacher but new to the school.	Workshop August Planning Days - daily assistance Weekly Learning Community meetings Weekly observations for assistance by Department Chair Monthly Data Chat meetings with administration Additional assistance as needed.
Jolie Stevens	Nicole Rogers Language Arts - Grade 8	Ms. Stevens in Language Arts Department Chair. Ms. Rogers is a veteran teacher but new to the school.	Pre- Planning Days Orientation 2 - day Workshop August Planning Days - daily assistance Weekly Learning Community meetings Weekly observations for assistance by Department Chair Monthly Data Chat meetings with administration Additional assistance as needed.

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

Title I funds provide additional teachers to assist students, particularly low performing students, with additional academic support during the instructional day.
Title I funds are used to provide professional development for teachers of reading, mathematics and science to increase student achievement, motivate students and assist parents with helping their children at home.
Title I funds are used to increase parent involvement for parent training and to purchase refreshments for parent trainings. Parental activities are planned to assist parents in helping their children improve their academic performance.
Pompano Beach Middle School uses funds to purchase materials and technology to support student academic achievement.
Title I funds are used for teachers' salaries, Professional Learning and Professional Development

Title I, Part C- Migrant

One Migrant student has been identified as historically needing services. Although this student does not currently qualify, guidance staff meet periodically with the student to ensure that if needed, services such as health and nutrition are provided.

Title I, Part D

N/A

Title II

Title II funding is provided from the District for three major initiatives: Class Size Reduction, to assist in attaining Annual Yearly Progress goals and as part of our Superintendent's Schools Closing the Achievement Gap Initiative. Funds at the school level were used to provide staff release time to work with students in need of increasing achievement in core academic subjects.

Teachers participate in district developed workshops in differential instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title II funds.

Title III

An LEP committee is formed to assist in diagnostic testing of students and classifications. Additional services are provided per classification based on language acquisition need.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after school and for additional instructional support during the school day and a Saturday Academic Camp.

Violence Prevention Programs

Youth Crime Watch promotes school safety and offers young people an active role in reducing crime. Youth Crime Watch members are selected at the start of the school year.
The Anti-Bullying Program requires teachers and staff to utilize a variety of prevention and intervention activities and includes tools and resources that create environments of safety and respect and expectations of appropriate behavior. This program is introduced to students at grade level assemblies and follow-up is provided in classroom presentations by Guidance Counselors.

Nutrition Programs

76% of the students participate in the Free/Reduced breakfast/lunch meals program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

The Communication Broadcast Arts Magnet program provides opportunities for students to use industry standard technology and explore careers in media, graphics, journalism and theater.
Career Exploration is an academic program designed to introduce students to a variety of careers and help student choose a career path based upon their individual abilities and areas of interests. This program is instituted within the Social Studies content area. ePersonal Education Planning (ePEP) is an academic planning tool used by middle and high school students to map out high school courses that will meet the needs of students based upon their areas of interest.

Job Training

A partnership with the Pompano Beach Pelican newspaper will provide students with a job skills m that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. Students work is published in the paper.
A partnership with the City of Pompano Beach allows students are work to be framed and displayed in city offices. Students are recognized and participate in a Pompano City Council meetings two times per year.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Ms. Nellie Newsome, ESE Specialis,t acts as case manager.

The RtI Team consists of:
Principal, Sonja Braziel,
ESE Specialist, Nellie Newsome,
Social Workers, Kim Purinton and Ms.Tapia-Rodrigues,
School Psychologist, Ms. Melaine Acton,
Speech and Language Pathologist, Cassandra Burrows,
Reading Coach, Ms. J. Stevens,
Math Coach, Christopher Mitchell,
Science Coach, Melaine Thompson
Guidance Counselors, Ms. Williams, Grade 8, Ms. Mills Grade 7 and Ms. Coe Grade 6

Each of these staff members are Highly Qualified in their field and are on other school support/leadership teams.

Representatives from this team serve on the School Advisory Council.

Based on the utilization of the Collaborative Solving Model, the team frequently refers to its members as the Collaborative Problem Solving Team (CPST).

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

Coordinator: Sonja Braziel
Case Manager: Nellie Newsome

Meeting Times: Twice per month, 8:30 AM

Roles/Functions:
Team will analyze the data to make sure the needs of the AYP subgroups are being met.
Team will determine what other course of action is needed to help both groups and individual students.
Team will share their information with the teachers and parents, so that all of the stakeholders can work together to help the students achieve.

Most RtI members also participate on the school's Support Leadership Team and the School Advisory Council. In these meetings school-wide core curriculum and implementation of Instructional Focus calendars, as well as the school's behavior management programs are evaluated.

If modifications are needed in these areas, action plans are set in place to assure both instruction and behavior expectations are pragmatic for the needs of our students. In these discussions AYP sub group analysis, discipline incidents, attendance and drop out prevention data is reviewed comparing the schools' progress to District standards.

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

The RtI Leadership Team has membership on the School Advisory Council (SAC) and assists in the development of the School Improvement Plan. This team presented the process of intervention as described below to the SAC. SAC routinely inspects aggregate Tier data in reading, math, writing, science and behavior. Data is then used to evaluate the effectiveness of the core curriculum and school-wide behavior management.

Team utilized data from last year's school wide assessments including but not limited to FCAT data, BAT testing and mini-bats to analyze needs and set goals as well as to determine action steps. The team analyzed data based on AYP subgroup and whole school data in order to determine necessary action steps such as Saturday School, AR Principal's Book Club, after school tutoring, and double reading blocks.

MTSS Implementation

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

Using Instructional Focus calendars, Department Leaders in coordination with ESE Specialist and Guidance Director and RtI developed specific instructional materials for all subject areas for each tier. Each strategy has been placed in the curriculum binder under the Professional Learning Community (PLC) for weekly discussion and implementation.

Most RtI members also participate in the Support Leadership Team which focuses on staff and student needs utilizing data to assess individual student needs. The previous years FCAT Reading and Math scores, along with BAT 1 and BAT 2 data are analyzed to assist in the direction of instruction for all students. In addition, we utilize Data Warehouse, Virtual Counselor, FAIR scores and BEEP assessment (Reading, Math & Science) to monitor student progress and assess the student needs. Weekly meetings are held by the Support Leadership Team to plan staff development activities pertinent to student needs.

Classroom walkthroughs are done on a daily basis by administration to ensure that the teachers are utilizing the methods and information gained from trainings, both school and district based. When meeting with administration for CWT feedback sessions teachers develop action plans to assure students are making progress in all areas.

Sources of intervention include, Reading and Math placement following the Struggling Reader and Math Charts, Guidance

individual and group interventions, classroom instructional modifications and parent teacher communications and compacts.

Intervention Tier 1:

The grade level guidance counselors will collect data from teachers. Tier 1 data are routinely inspected in the areas of reading, math, writing, science and behavior.

Students are expected to be working on academics on grade level of class and follow all class and school rules.

If a student has difficulty in any area the teacher would try interventions in the class and keep data. Data will be in the form of graphs and narratives. Data for each tier will be analyzed and summarized for all areas of concern.

Interventions for each tier as well as content areas will be reviewed and revised as needed. Students with academic difficulties may be placed in an intensive class where protocol model uses specific, predetermined, instructional techniques that have been demonstrated to improve student achievement in research studies. This targeted instruction may occur in the general education setting or outside in a smaller group setting with a specialized teacher such as a Literacy Support teacher for struggling readers.

The student will be monitored for 4-6 weeks to evaluate improvement or determined additional interventions are needed. During this tier the RTI team will work closely with the general education teacher to maximize learning. Then, the team problem-solves to determine scientifically research-based interventions for at-risk students that will work in whole-class instructions. Observations are conducted to ensure the fidelity of the classroom instruction. The teacher implements the interventions and the team reviews progress of students.

Intervention Tier 2:

Students who do not succeed with Tier 1 interventions will receive additional support that goes beyond the general instruction with specialized interventions that consist of small size instructional group and routine progress monitoring which serves as indicators of content mastery.

Success for Tier 1 is determined by Report Cards with a 2.0 or higher GPA and no discipline interventions.

Tier 2 interventions last for 9 to 12 weeks and can be repeated as needed. Tier 2 interventions provides for three to four intervention sessions per week, each lasting 30 to 60 minutes with a designated or trained mentor, coach or any instructional staff to determine whether the intervention is successful in helping the student learn at an appropriate rate.

Intervention Tier 3:

The students will be placed in a more intense, explicit and individualized instruction. This type of targeted instruction is delivered for a minimum of two 30-minute sessions every day for nine to twelve weeks. The interventions are similar to those in Tier 2 except that they are intensified in frequency and duration.

Success for Tier 2 is determined by Report Cards with a 2.0 or higher GPA and no discipline interventions.

The instruction in Tier 3 is typically delivered outside of the general education classroom. If tier three is not successful, a child is considered for evaluation by the ESE Specialist. At this time the RtI meets to make proper arrangements to consider ESE placement and begin procedures to evaluate student.

Describe the plan to train staff on MTSS.

Training Responsibility: Nellie Newsome

• During Pre-Planning for the 2011-2012 school year, teachers will begin their training to understand the roles, functions, and purpose of the RtI team
• Ongoing training will provide faculty the opportunity to share data, techniques, and results with the RtI team.
• Training the staff to utilize information gathered by the RtI team to drive their curriculum and instructional delivery.
• Pre-Planning training including data collection, progress monitoring and graphing

Describe the plan to support MTSS.

Under the leadership of Ms. Braziel, Principal, administration and guidance for Grades 6, 7 & 8 meet Monday mornings to review progress of students participating in RtI. Students not making success are evaluated further and referrals are made to applicable support agencies. Parents are informed and encouraged to assist with students progress.

Literacy Leadership Team (LLT)

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

Sonja Braziel, Principal
John Vetter, Assistant Principal
Charles Zimmerman, Assistant Principal
Karen Karras-Marchand, Assistant Principal
Angela Williams, Reading Coach
Melaine Thompson, Science Department Chair
Jasmine Medina, Social Studies Department Chair
Jolie Stevens, Language Arts Department Chair
Laurie Littlefield, ESOL Department Chair
Susan Hurley, Communications Broadcast Arts Magnet Coordinator
Nellie Newsome, ESE Specialist
Laura Clark, Media Specialist

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

The LLT meets on the first day of each school week. The agenda is based on strategies for authentic engagement of student learners, professional development and data disaggregation to incorporate appropriate information for direct instruction.

Staff development will be tailored to meet the needs of the teachers based upon observations via classroom walk-throughs and test data. They will coordinate staff development presentations for all teachers during the 2011- 2012 school year. Examples are:

CRISS
McCrel
Marzano's High Yield Strategies

In addition, they will coordinate team building activities for all teachers to integrate the Literacy Instructional Focus Calendars into all subject areas.

Ruby Payne's Framework for Understanding Poverty will be incorporated into this Leadership Team as part of their Professional Discussion.

The Principal and Leadership team will conduct daily classroom walk-throughs to ensure fidelity to the Instructional Focus. Weekly mini-assessment results in Reading are submitted to the principal from each teacher in those subject areas. Results are entered into a database and monitored by the LLT. Proficiency of skills and benchmarks should also be evident in skills and benchmarks that are taught as part of the whole group instruction.

Assistant Principals are assigned content areas and will work collaboratively with this team to ensure professional support opportunities are available for teachers.

Instructional focus lessons will be revised on a student-need basis. Teachers will utilize mini-BAT data, BAT-I, Bat-II data, teacher-made assessments, portfolio development, short and extended responses, and writing prompts to determine the strengths and weaknesses of individual students.

Because teachers share their weekly assessment data with administration and student examples prompting further discussion, then challenges should be addressed and corrected during the weeks ahead. The walk-throughs by administrators, coaches,
and department chairs in addition to student mini-assessments will provide the LLT an opportunity to determine if mastery has occurred.

Probing questions from teachers and the leadership team members to students during class, evaluations of short and extended student responses by the teachers and visiting LLT, and periodic data conferences with teachers helps to fuel further conversation regarding student achievement.

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

1. Ensure that reading is infused in all content areas
2. Promote reading throughout the school through- school wide essay contest, writing simulations, book fair, Principals AR

Book club for students.
3.All teachers will follow the Reading Instructional Focus Calendar and implement the highlighted weekly focus, when and where appropriate in their content, that week.
4.During team meeting teachers will collaborate on how to incorporate the RIF within their content area for that week.
5.Team leaders will report how the IFCs were taught by each content area in their team mins.
6.Use the K-12 Reading Plan to ensure all students are appropriately placed in reading classes and the appropriate reading curriculum is taught.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/18/2012)

*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.

N/A

*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.

The Reading Coach, Math Department Head and Science Department Head work collectively to assist teachers with providing instruction on the reading focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction in all content areas.

Staff development is tailored to meet the needs of the teachers based upon observations via classroom walk-throughs.

Assistant Principal Karen Karras is assigned the Reading content area and works collaboratively with Department Chairpersons to ensure professional development opportunities are available for teachers,

Teachers meet at least once weekly in Department Professional Learning Communities and once weekly during Team common planning periods with their individual teams. Teams consist of 6 teachers working with common students in the same grade level that have similar areas of strength and weakness. The Reading Instructional Focus Calendar remains at the forefront of discussion during these sessions. A teacher is designated to record notes from the meetings, and the notes are submitted along with the weekly agendas to the administrative staff. Members of the administrative staff attend meetings on a rotating basis.

*High Schools Only

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

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

N/A

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

Pompano Beach Middle School is total school Magnet for Communications/Broadcast Arts and Instructional Technology. All students have full access to the Magnet programs through the specialized electives but especially through the core content.

As a result, teachers and students utilize technology naturally in the classroom as a teaching and learning tool.

Elective course are career oriented and focus on emerging technology using industry standard equipment. Elective course offered include: PE, ART, Spanish I, Spanish II, Yearbook, Peer Counseling, Commercial Art, Graphic Arts, Print and Media Broadcasting Journalism, Film/Movies. Drama and Debate.

Students have 2 elective courses, if they do not achieve a 3 or higher on the FCAT they will automatically receive a reading elective and Journalism.

Teachers utilize core curriculum and Broward Enterprise Education Portal (BEEP) resources to supplement instruction.

ESE:
Addressed during the Individual Academic Plan process for all students; future plans are geared towards high school course selection and individual interests, as well as transition from school to career goals.

Career Exploration is an academic program designed to introduce students to a variety of careers and help student choose a career path based upon their individual abilities and areas of interests. This program is instituted within the Social Studies content area. ePersonal Education Planning (ePEP) is an academic planning tool used by middle and high school students to map out high school courses that will meet the needs of students based upon their areas of interest: Career Explorations is taught to all 7th grade students.
ePEP is taught through the 3 years a student is at Pompano Beach Middle school

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2012, 27.9% of students scored a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
279/1001= 27.9	375/1063 35%

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	Incomplete or lack of homework completion.	Grade level Guidance Counselors review Pinnacle Grade Book, Interim Reports and Report Cards for students declining or in danger of failing. Counselors meet with students in groups and contact parents for support.	Guidance Director, Gail Williams	Interim Reports and Report Cards or reviewed for progress.	Benchmark Assessment I and Benchmark Assessment II
2	Many students require remediation not available during the regular school day.	Students will be given the opportunity to attend Saturday School enrichment.	Sonja Braziel, Principal John Vetter, Assistant Principal Charles Zimmerman, Assistant Principal Angela Williams, Reading Coach Laurie Littlefield, ESOL Department Chair	Pre/Post Tests Remediation Tests Consistent Attendance	Data analysis of BAT I and II, and previous year FCAT data to determine areas of intervention and enrichment. Weekly Mini-Benchmark Assessment, Mini BAT, BAT I and II FAIR data (Sept, Jan, May)
3	Student perception that they have already passed the FCAT	Inform students of increase in the cutoff levels. Identify those students whose FCAT score from 7th grade would decrease if their SSS score remains the same. (Fragile 3s) Increase rigor (lexile and quantity of text) within the content areas. Align questions with FCAT 2.0.	Sonja Braziel, Principal John Vetter, Assistant Principal Angela Williams, Reading Coach Laurie Littlefield, ESOL Department Chair	Student work samples and CWT	Student work samples BEEP and BAT results
4	Level 3 students are no longer in a reading class	Fragile 3's will be pulled out for extra support in reading	Angela Williams, Reading Coach	Pre/Post Tests Remediation Tests Consistent Attendance	Mini Assessments, BAT 1, BAT 2, Teacher generated assessment using FCAT stems

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5	Students do not understand what the test scores mean to them.	Teachers will hold data chats with students.	Angela Williams, Reading Coach Classroom Teachers	Students will show an increased awareness. Students will know areas they need to improve on for remediation.	Goal Sheets FCAT scores
6	Students do not have experience with comprehension and analysis of complex text.	Teachers will provided students with experience and opportunities to read and analyze complex text through literature and novels in the Language Arts and Social Studies curriculum.	Angela Williams, Reading Coach Classroom Teachers	Classroom Walkthroughs, Implementation of the RtI, Team Meeting Mins	Mini Assessments, BAT 1, BAT 2, Teacher generated assessment using FCAT Stems
7	Instruction is not focused on student areas of weakness.	a. Teachers and coaches will analyze school specific Benchmark data. b. Teachers will identify student specific areas of weakness. c. Coaches will provide ongoing professional development focused on differentiated instruction (centers). d. Teachers will provide differentiated instruction (D.I.) based on areas of weakness. e. Coaches will provide support and feedback.	Sonja Braziel, Principal Angela Williams, Reading Coach Department Chairs (Jasmine Medina, Melaine Thompson, Jolie Stevens, Chris Mitchell, Laurie Littlefield)	Weekly CWT	Student Portfolios Collaborative Group Products
8	Students lack exposure to quality age appropriate literature	Maximize computer lab and Media Center availability during mornings, during school, and after school hours when possible. Compass Learning; Reading Plus; FCAT Explorer and Destination Learning	Sonja Braziel, Principal Angela Williams, Reading Coach Laura Clark, Media Specialists Classroom Teachers	Teacher observations and recommendations to reading coach and administrator based on-going progress monitoring instruments (OPMI)	Review BAT and Test Maker 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In 2012, 1/9 students scored at levels 4, 5, and 6 in reading on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1/9= 11%	3/9= 33%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not having sufficient knowledge to deliver instruction to students.	Staff Development on delivery of instruction, Marzano strategies, and differentiated instruction.	Nellie Newsome, ESE Specialists Angela Williams, Reading Coach Karen Karras, Administrator	Monthly Reading Assessments given by the Reading Coach, and the State assessments identified on the Testing Calendar for 2012-2013.	Mini BAT BAT FCAT FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
2a. FCAT 2.0: Students scoring at or above Achievement

Level 4 in reading. Reading Goal #2a:			24% of students demonstrated high performance in 2012. A higher percent of students achieving high performance is expected.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
236/1001 29%			400/1063 38%		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Higher order questioning in a content areas is not evident in all classrooms.	All FCAT level 4 and 5 students will participate in GLIDES. Student Achievement Chats will be conducted with all students to develop individual reading goals. They will keep progress/action plan logs. Logs will be updated weekly. Through the Communications and Broadcast Arts Magnet program students will have the opportunity to explore various facets of technology such as Graphic/Web Design, TV Broadcast, Newspaper, Debate and Yearbook.	John Vetter, Assistant Principal Nina Rickett, Social Studies Department Head	Rubrics Student Presentations Use of skills in other class presentations	Teacher created rubrics Data analysis of BAT I and II, and previous year FCAT data to determine areas of intervention and enrichment. Weekly Benchmark Assessment, Mini BAT, BAT I and II FAIR data (Sept, Jan, May)
2	Students do not have experience with comprehension and analysis of complex text.	Teachers will provided students with experience and opportunities to read and analyze complex text through literature and novels in the Language Arts and Social Studies curriculum.	Angela Williams, Reading Coach	Classroom Walkthroughs, Implementation of the RIFC, Team Meeting Mins	Mini Assessments, BAT 1, BAT 2, Teacher generated assessment using FCAT Stems
3	Students are not scheduled into a reading class.	All content areas will incorporate a school wide objective based on the Reading IFC.	Angela Williams, Reading Coach	Documentation of reading strategies in lesson plans Weekly Classroom Walkthroughs with individual teacher follow-up	Mini Assessments BAT 1 and BAT 2 data FCAT 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	3/9 students scored at or above Achievement Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3/9= 33%	4/9= 44%

	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 not having sufficient knowledge to deliver instruction to students.	Staff Development on delivery of instruction, Marzano strategies, and differentiated instruction.	Nellie Newsome, ESE Specialists Angela Williams, Reading Coach Karen Karras, Administrator	Monthly Reading Assessments given by the Reading Coach, and the State assessments identified on the Testing Calendar for 2012-2012.	Mini BAT BAT FCAT FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains is 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
636.3/968 63%	770/1063 72%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of endurance for sustained reading	School wide SSR program Student will keep weekly Reading Logs School wide Reading Incentive Program (AR) All content areas will incorporate a school wide objective based on the Reading IFC.	Sonja Braziel, Principal John Vetter, Assistant Principal Angela Williams, Reading Coach Laura Clark, Media Specialist	Weekly Classroom Walkthroughs with individual teacher feedback. *Results of monthly fluency assessments	FAIR test data BAT 1 and BAT 2 data FCAT data
2	Teachers lack of adequate knowledge to effectively differentiate instruction.	Use of demonstration classrooms.	Assistant Principals: Charles Zimmerman, John Vetter, Karen Karras, Angela Williams, Reading Coach	Assistant Principals' Classroom walkthroughs Teacher feedback PLCS	Students mini assessments Student work samples Classroom Walk-through Protocol, Teacher feedback, student mini-assessments
3	Lack of motivation for students to read.	Continue program that rewards students for their daily involvement in their reading course. Students who show increases in a variety of measures participate twice a quarter in a Chicken Soup for the Soul reading in which teachers and staff read short stories demonstrating fluency.	Sonja Braziel, Principal John Vetter, Assistant Principal Angela Williams, Reading Coach	Teacher evaluation of daily student participation.	Varied classroom assessments. Reading Logs Student reading attitude survey.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percentage of students making learning gains on the Florida Alternate Assessment is 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3/8= 37.5	4/8= 50%

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	Lacking of endurance for sustained reading	Students will keep weekly Reading Logs School wide Reading Incentive Program (AR) All content areas will incorporate a school wide objective based on the reading IFC	Sonja Braziel, Princial John Vetter, Assistant Principal Angela Williams, Reading Coach Laura Clark, Media Specialist	Weekly Classroom Walkthroughs with individual teacher feedback	FAIR test data BAT 1 and BAT 2 FCAT 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. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in this group meeting proficiency was 68% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
174.4/255 68%	205/255 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	Disfluent students need to show large increases in ability to reach reading level required for grade level reading.	The most intensive disfluent FCAT Level 1 students will receive 110 minutes of reading instruction daily. The Language Literacy Team will plan targeted intervention for students not responding to core instruction plus supplemental instruction using comprehension strategies in the Florida FCAT Coach program and FCAT Explorer.	Sonja Braziel, Principal John Vetter, Assistant Principal Angela Williams, Reading Coach Gail Williams, Guidance Director	Data will be analyzed to make adjustments in content, delivery, and expected outcomes. Students not making adequate progress will be targeted for interventions such as small group instruction, electronic learning systems, or after school tutoring. Those showing continued growth will move into more advanced reading classes utilizing Read XL with Novel Study.	Progress monitoring of students will take place three times annually on the Florida Assessments in Reading (FAIR).

2	Students in the lowest 25% lack higher order thinking skills.	Marzano's Nine High Yield Strategies will be used by all teachers. Webb's Depth of Knowledge and the Item Specifications will be used in writing higher order thinking questions	Sonja Braziel, Principal John Vetter, Assistant Principal Angela Williams, Reading Coach	Data discussions, data analysis of mini assessments	FAIR data mini assessments BAT 1 BAT 2
3	Lack of vocabulary skills to assist with comprehension	-Word Walls -Weekly introduction of mature word choice and comprehension techniques -Appropriate use of vocabulary resources such as a dictionary and thesaurus -Provide strategies across the curriculum regarding the use of context clues in determining word meaning	Sonja Braziel, Principal John Vetter, Assistant Principal Angela Williams, Reading Coach	Progress monitoring. Classroom Walkthroughs focusing on DI and giving feedback-Progress monitoring -Evaluation of student work samples	Administration/Reading Coach/Teacher data discussion -BAT I and BAT II data comparison -FCAT Mini BATs

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : In 2013, the school will reduce their achievement gap by 45%.

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of Black students not making AY in 2012 60%; White students-31%, Asian- 7%, Indian-75%, and Hispanic 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 299/496= 60% Hispanic 95/216= 44% White 79/251= 31% Indian 3/4= 75% Asian 1/15=.07%	Black 400/575= 69% Hispanic 125/249=50% White 200/449=44% Indian 6.5/8=81% Asian 3/10= .3%

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	Using materials that will effectively target all subgroups and meet their needs so learning gains can be made by all groups	Classroom libraries updated to include books appealing to students of Hispanic, Haitian-Creole, Brazilian origin, plus any other sub-cultures represented in our student body from other countries. Students should be provided ample opportunities for self-selection.	Laurie Littlefield, ESOL Department Head Angela Williams, Reading Coach Laura Clark, Media Specialist	Department Heads to review lesson plans and establish pacing of IFC. Common Assessments Professional Development to address before reading and vocabulary strategies.	Accelerated Reader Cella BAT I to BAT II FAIR, Sept, Jan, May

		Incentives provided for novel completion. Students encouraged to participate in Reading Across Broward.			
2	Lack of a strong oral and written academic vocabulary inhibits students' comprehension	Academic content area teachers will include direct vocabulary instruction in their lessons including non-linguistic representations, student friendly definitions and multiple meaning words	Laurie Littlefield, ESOL Department Head Angela Williams, Reading Coach Laura Clark, Media Specialist	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT, FAIR
3	Students are unable to comprehend text proficiently.	Content area teachers will incorporate research based reading strategies within their curriculum to support reading growth of all students while following their content specific IFC. Teachers will provide additional direct support to those students scoring at the lowest levels of FCAT as needed. Students scoring Level 1 or 2 on the FCAT will be enrolled in a Reading Class.	Head Angela Williams, Reading Coach Laura Clark, Media Specialist	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT, FAIR

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Exposure to highly engaging culturally relevant text may be limited as evidenced by teacher input to the Language Literacy Team.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34/37 92%	35/37= 94%

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	Course content textbooks are written at grade level not in the students language.	Materials should be highly visual and include course specific vocabulary with visual representation. Sources would include Millmark Education for Science Picture Books for Historical Biography ELL and reading students use of SuccessMaker software as a diagnostic, instructional and remediation tool and the supplemental Global Voice Kit.	Nellie Newsome, ESE Specialist Laurie Littlefield, ESOL Coordinator Angela Williams, Reading Coach	Student participation in classroom discussions in content area. Completion of course work through alternative assessments and project based learning with rubric	Increased mastery percentage on common assessments in content areas BAT I to BAT II increases Steady increase in Lexile and Reading Comprehension percentile on FAIR, Sept, Jan, May

		Scheduling will consistently follow the K-12 ESOL plan.			
2	Students need a strong support system to master unique skills in a new language.	A1 & A2 English Language Learners I use the Visions program coupled with reading lessons that incorporate language development that offer students opportunities to listen, speak, read, or write using functional language. Paraprofessionals will work with ELL students per state/district guidelines.	Nellie Newsome, ESE Specialist Laurie Littlefield, ESOL Coordinator Angela Williams, Reading Coach	Student participation in classroom discussions in content area. Completion of course work through alternative assessments and project based learning with rubric	Increased mastery percentage on common assessments in content areas BAT I to BAT II increases Steady increase in Lexile and Reading Comprehension percentile on FAIR, Sept, Jan, May
3	Lack of a strong oral and written academic vocabulary inhibits students' comprehension	Academic content area teachers will include direct vocabulary instruction in their lessons including non-linguistic representations, student friendly definitions and multiple meaning words.	Laurie Littlefield, ESOL Coordinator Angela Williams, Reading Coach	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT, FAIR
4	Lack of a strong oral and written academic vocabulary inhibits students' comprehension	Academic content area teachers will include direct vocabulary instruction in their lessons including non-linguistic representations, student friendly definitions and multiple meaning words.	Laurie Littlefield, ESOL Coordinator Angela Williams, Reading Coach	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT, FAIR

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	ESE students need additional support in grade level reading content.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77/99 77%	80/99 81%

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	ESE student need additional support in grade level reading content.	ESE teachers will provide support facilitation. These students are in reading classes for a double period - 110 minutes daily. The Language Literacy Team will develop a plan using FAIR data not just to monitor student	ESE Specialist, Nellie Newsome Sonja Braziel, Principal John Vetter, Assistant Principal Angela Williams, Reading Coach Gail Williams, Guidance Director	Data will be analyzed to make adjustments in content, delivery, and expected outcomes. Students not making adequate progress will be targeted for interventions such as small group instruction, electronic learning systems, or after school tutoring. Those showing continued	Progress monitoring of students will take place three times annually on the Florida Assessments in Reading (FAIR) Weekly teacher/text assessments.

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			progress but as a tool for aligning instruction to meet the needs of students.		growth will move into more advanced reading classes utilizing Read XL with Novel Study.	
2		ESE students in general ed classes need additional support	Support Facilitators will collaborate with the general ed teacher.	ESE Specialist, Nellie Newsome Sonja Braziel, Principal	Monitor changes on DAR and FAIR assessment results.	DAR, FAIR
3		Students lack some basic reading fundamentals	Wilson reading will be taught	ESE Specialist, Nellie Newsome Sonja Braziel, Principal	Testing will be done throughout the year to check progress.	FCAT Reading, BAT 1, BAT 2, DAR, FAIR

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Students have limited background knowledge based on demands of an economically disadvantaged family. Teachers shared with the Language Literacy Team significant time is spent working on this area. 55% ED.
2012 Current Level of Performance:	2013 Expected Level of Performance:
430/782 55%	470/782 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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Different background knowledge base and students are not keeping pace with state expectations.	Teachers in all content areas to provide ample background knowledge to tap into what students currently know and directly teach target vocabulary prior to teaching any new concept. Improve classroom libraries to include greater variety of reading material with leveled text. Promote student self-selection of reading material Increase frequency of the automated callout system to communicate with parents about events at school. Parent workshops on technology, resources, and parenting skills Student achievement chats will be conducted with all students to develop individual reading goals. They will keep progress/action plan logs. Logs will be updated weekly	Administration Department Heads Angela Williams, Reading Coach	Department Heads to review lesson plans and establish pacing of IFC. Common Assessments Professional Development to address before reading and vocabulary strategies.	Weekly benchmark assessments, common assessments in content areas, BAT, FAIR, and Mini Benchmark Assessments.

2	Limited out of school resources such as technology and/or reading materials	Provide novels for home use and book talks to increase student self-selection of high interest novels. Book talks to include relevant fiction for targeted population based on awards (Coretta Scott King, Newbery, Sunshine State Readers, Bluford Series). Provide incentives for book completion. Increase usage of computer lab and media center for research.	Angela Williams, Reading Coach	Weekly reading logs Completion of research-based projects	BAT I and BAT II data comparison -FCAT -FAIR fluency comparisons

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Weekly Reading Learning Community Discussion: Implementation of Focus Calendar, Sharing of Best Practices & Marzano Strategies	6-8 Reading Teachers	Angela Williams, Reading Coach	Reading Teachers	Weekly - Tuesday AM	Assistant Principal, Karen Karras will monitor teachers lesson plans, delivery of instruction and student progress based on FAIR and Benchmark I & I data	Karen Karras, Assistant Principal - Langauge Arts & Reading
Weekly Reading Across All Content Areas Learning Community Discussion: Support of Reading Weekly Focus, Strategies for Instruction, Sharing of Best Practices & Marzano Strategies.	6-8 All Subject Areas	Angela Williams Reading Coach	All Subject Area Teachers	Weekly - Friday AM	Assistant Principal, Karen Karras will monitor teachers lesson plans, delivery of instruction and student progress based on FAIR and Benchmark I & I data	Karen Karras, Assistant Principal - Langauge Arts & Reading

Reading Budget:

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

Increase availability of print materials	Novels & Magazines	School Budget	$6,500.00
Increase usage of reading on computers to ready students for computerized testing	Laptops, Electronic Tablets	School Budget	$23,000.00
			Subtotal: $29,500.00

Technology

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

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
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: $29,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	2012 FCAT = 34/37 9%

2012 Current Percent of Students Proficient in listening/speaking:

2012 FAIR testing indicated 0% of A1 & A2 ELL students scored on level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of exposure to language usage at home and in the community.	Students are scheduled into self-contained Reading & LA classes but mainstreamed for all other subjects with support from bi-lingual Teacher Assistants.	Laurie Littlefield, ELL Contact	Benchmark Assessment I and II	FCAT 2013
2	Lack of vocabulary skills to assist with comprehension	Word Walls -Weekly introduction of mature word choice and comprehension techniques - Provide strategies across the curriculum regarding the use of context clues in determining word	Sonja Braziel, Principal John Vetter, Assistant Principal Angela Williams, Reading Coach	Progress monitoring. Classroom Walkthroughs focusing on DI and giving feedback-Progress monitoring -Evaluation of student work samples	Administration/Reading Coach/Teacher data discussion -BAT I and BAT II data comparison -FCAT Mini BATs

		meaning			

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

2. Students scoring proficient in reading. CELLA Goal #2:	2012 FCAT = 34/37 9%

2012 Current Percent of Students Proficient in reading:

2012 FAIR testing indicated 0% of A1 & A2 ELL students scored on level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Disfluent students need to show large increases in ability to reach reading level required for grade level reading.	ELL intensive dis-fluent students will receive 110 minutes of reading instruction daily. The Language Literacy Team will plan targeted intervention for students not responding to core instruction plus supplemental instruction using comprehension strategies in the Florida FCAT Coach program and FCAT Explorer.	Laurie Littlefield, ELL Contact	Data will be analyzed to make adjustments in content, delivery, and expected outcomes. Students not making adequate progress will be targeted for interventions such as small group instruction, electronic learning systems, or after school tutoring.	Progress monitoring of students will take place three times annually on the Florida Assessments in Reading (FAIR).
2					

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

3. Students scoring proficient in writing. CELLA Goal #3:	2012 FCAT = 34/37 9%

2012 Current Percent of Students Proficient in writing:

2012 FAIR testing indicated 0% of A1 & A2 ELL students scored on level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student's lack of Grammar & Conventions (sentence structure, punctuation and editing)	The ELL Language Arts teachers will administer a diagnostic FCAT writing prompt. Scores will be turned in to the Assistant Principal.	Karen Karras, Language Arts Assistant Principal	Monthly practice writing prompts.	1. The ELL teacher will receive feedback from the Language Arts administrator. 2. The ELL

| 1 | | Teachers will incorporate the use of the writing and grammar textbook and mini workshops in all areas of writing for all students, especially those who scored at level 1 or 2.

Students are given weekly and monthly mini lessons on how to write a persuasive essay incorporating the six traits of writing. | | | teacher will evaluate monthly goals using their writing prompt score sheet.

3. The ELL teacher will monitor and report student's monthly writing scores. |

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Bi-Lingual Dictionaries is all of students classrooms.	Bi-Lingual Dictionaries	Budget	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: $500.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Increase percentage of students making level 3 by 20%
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
301/1002 30% achieving Level 3	500/1002 50%

	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	Incomplete or lack of homework completion.	Grade level Guidance Counselors review Pinnacle Grade Book, Interim Reports and Report Cards for students declining or in danger of failing. Counselors meet with students in groups and contact parents for support.	Guidance Director, Gail Williams	Interim Reports and Report Cards or reviewed for progress.	Benchmark Assessment I and Benchmark Assessment II
2	Students enter middle school with diverse background knowledge and skills as evidenced by prior tests.	Develop an additional support/intervention Instructional Focus Calendar for Math classes based on the areas of weakness with MGM model infused. This will be created in conjunction with the reading department to incorporate effective reading strategies for word problems. Students will utilize Compass Odysessy Learning Program and FCAT Explorer.	Mr. Mitchell, Math Department Head and Mr. Mitchell, Math Coach, Mr. Vetter, Intern Principal, Ms. Braziel, Principal	Evaluation of weekly mini assessments FCAT Explorer report, and Saturday camp post-test. Data from common assessments will be used to drive instructional strategies and align corrective instruction as needed The Math Coach will model strategies for teachers and students to correct areas of weakness.	Common-Assessment, BAT, FCAT 2013
3	Keeping level 3 bubble students from dropping, and moving high level 2 students to level 3.	Disaggregate data then schedule Math classes based on SSS scores for the 2011 FCAT and district approved placement test. Levels 1 and 2 are placed in intensive classes, Levels 3 and above are placed based on teacher recommendation, GEM Policies and Gifted status Students will utilize Compass Odysessy	Mr. Mitchell, Math Department Head and Mr. Mitchell, Math Coach, Mr. Vetter, Intern Principal, Ms. Braziel, Principal	Evaluation of weekly as regularly scheduled common assessments Evaluation of FCAT Explorer/FOCUS reports, and Saturday camp post-test. Data from mini assessments will be used to drive instructional strategies and align corrective instruction. The Math Coach will	Common Assessment, BAT, FCAT 2013

		Learning Program, FCAT Explorer, and have the opportunity to participate in FCAT Saturday Camps.		model strategies for teachers and students to correct areas of weakness.	
4	Students need practice with FCAT testing format	Teachers incorporate the use of the FCAT Reference Sheet and the Struggling Math Chart in all related activities for all students especially those who scored level 1 or 2. Students are given a daily math warm-up application problem emphasizing problem solving strategies to reinforce the students' learning process.	Mr. Mitchell, Math Department Head and Mr. Mitchell, Math Coach, Mr. Vetter, Intern Principal, Ms. Braziel, Principal	Evaluation of weekly common assessments Evaluation of FCAT Explorer/FOCUS reports, and Saturday camp post-test. Data from mini assessments will be used to drive instructional strategies and align corrective instruction. The Math Coach will model strategies for teachers and students to correct areas of weakness	Common Assessment, BAT, FCAT 2013

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Increase percentage of students scoring 4, 5, 6 by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
235/1002 23%	285/1002 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	Teachers understanding of FCAT 2 skills	Weekly PLC to review Math Instructional Focus Calendar	Math Department Head Mr. Mitchell, Mr. Vetter, Math Assistant Principal	Benchmark Assessment I & II Daily classroom observations by administration	FCAT 2013

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase percentage of students scoring level 4 by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
235/1002 23.5%	275/1002 27.5%

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

	1	Although students score high - maintaining high levels is inconsistent. And, students come from all of Northern Broward County with different background strengths and areas needing improvement.	Data disaggregation using 2011 FCAT, BAT data and common assessments to determine areas of weaknesses for individual students Students will utilize Compass Odysessy Learning Program, FCAT Explorer, and have the opportunity to participate in FCAT Saturday Camps. Students are given a daily math application problem emphasizing FCAT strategies to reinforce the students' learning process. FCAT data is analyzed by all math teachers to determine which areas of the FCAT Sunshine State Standard shows strengths or areas of weakness for instructional focus. All teachers are required to follow the instructional focus outlined in the curriculum maps. During morning professional learning communities, time is designated for teachers to discuss the maps and share best practices. Teachers utilize core curriculum and Broward Enterprise Education Portal (BEEP) resources to supplement instruction. GEM students will participate in a weekly review of grade level FCAT questions and materials, using FCAT.	Mr. Mitchell, Math Department Head and Mr. Mitchell Math Coach, Mr. Vetter, Intern Principal, Ms. Braziel, Principal	Evaluation of weekly common assessments and Pinnacle grade book. Data from common assessments will be used to drive instructional strategies and align corrective instruction as needed. The Math Coach will model strategies for teachers and students to correct areas of weakness	Common benchmark assessments, BAT assessments, 2013 FCAT
	2	Continued implementation of new textbooks and materials preparing for FCAT 2	Maintain rigor and higher order thinking activities and lessons. Teachers utilize textbook ancillary resources, internet activities offered through BEEP, computer-based programs such as Compass Odyssey, Podcasting, Inspiration, iMovie, Garage Band, and Microsoft Office whereby students develop spreadsheets, visual presentations, word processing documents,	Mr. Mitchell, Math Department Head and Mr. Mitchell Math Coach, Mr. Vetter, Intern Principal, Ms. Braziel, Principal	Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment).	Common assessments tied to Next Generation Math Standards administered weekly

		and graphic design documents to enhance learning experiences.			

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Increase level of Alternative Assessment Level 7 scoring students to 3 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1/9 11%	3/9 33%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Physical barriers require each student to have unique manipulatives	Practice math using math manipulatives such as 10 base blocks, fraction bars and probability dice.	Ms. Newsome, ESE Specialist & Mr. Mitchell, Math Dept. Chair.	Monthly teacher/text assessments reported to Math Dept. Head.	2013 Alternative Assessment Test
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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	597/968 61.7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
618/977 63%	650/1000 65%

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
	Individual students Learning Gains are not consistent from year to year.	Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to assure teachers' strengths are matched to their students' needs. Data disaggregation using 2009 FCAT, BAT data and BEEP assessments to	Mr. Mitchell, Math Department Head and Mr. Mitchell Math Coach, Mr. Vetter, Intern Principal, Ms. Braziel, Principal	Evaluation of weekly or regularly scheduled common benchmark assessments	BAT assessments FCAT 2013

1	determine areas of weaknesses for individual students.

Students will utilize Compass Odysessy Learning Program, FCAT Explorer, and have the opportunity to participate in FCAT Saturday Camps

Students are given a daily math application problem emphasizing FCAT strategies to reinforce the students' learning process.

Pull-out program utilizing various support staff and volunteers works with individual students using assignments provided by teachers and Math support staff. |

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.

Mathematics Goal #3b: | Increase Alternative Assessment scoring students to 4. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 2/7 20% | 4/7 57% |

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students taking alternative assessments have unique needs based on Exceptional Student Education or Other Health Impaired Status	Resource & ESE Specialists will develop and monitor IEP's, notifying parents of any changes in progress.	Ms. Nellie Newsome, ESE Specialist	Teacher made tests	Semester and EOY exams.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4: | Increase percentage of learning gains by 11% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 139/253 55% | 160/239 66% |

		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	The pace of Learning Gains needs to increase to meet State expectations.	Disaggregate data then schedule Math classes based on SSS scores for the 2012 FCAT and district approved placement test. Levels 1 and 2 are placed in intensive classes, Levels 3 and above are placed based on teacher recommendation, GEM Policies and Gifted status Develop an additional support/intervention Instructional Focus Calendar for Math classes based on the areas of weakness with MGM model infused. This will be created in conjunction with the reading department to incorporate effective reading strategies for word problems. Students will utilize Compass Odysessy Learning Program and FCAT Explorer as well as calculators and other technologies provided by the school's Communication Broadcast Arts Magnet Program. Teachers incorporate the use of the FCAT Reference Sheet and the Struggling Math Chart in all related activities for all students especially those who scored level 1 or 2. Students are given a daily math warm-up application problem emphasizing FCAT strategies to reinforce the students' learning process. Increase the use of motivational incentives using the school's "Bengal Bucks" program.	Mr. Mitchell, Math Department Head and Mr. Mitchell Math Coach, Mr. Vetter, Intern Principal, Ms. Braziel, Principal	Evaluation of weekly mini assessments FCAT Explorer/FOCUS report, and Saturday camp post-test. Data from mini assessments will be used to drive instructional strategies and align corrective instruction as needed with the Instructional Focus Calendar The Math Coach will model strategies for teachers and students to correct areas of weakness	Common Assessment, BAT, and 2013 FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Middle School Mathematics Goal # 9/11 awaiting data release

by 50%.	5A :					▼
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Decrease percentage of students not making satisfactory progress by an average of 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White not making satisfactory progress in mathematics 71/250 28% Black not making satisfactory progress in mathematics 291/498 58% Hispanic not making satisfactory progress in mathematics 90/216 41.7%	White not making satisfactory progress in mathematics 50/250 20% Black not making satisfactory progress in mathematics 250/498 50% Hispanic not making satisfactory progress in mathematics 75/216 34%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic, grade level math skills.	Determine core instructional needs by reviewing common assessment data for students. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics curriculum	Mr. Mitchell, Math Department Head and Mr. Mitchell Math Coach, Mr. Vetter, Intern Principal, Ms. Braziel, Principal	Evaluation of weekly mini assessments FCAT Explorer/FOCUS report, and Saturday camp post-test. Data from mini assessments will be used to drive instructional strategies and align corrective instruction as needed with the Instructional Focus Calendar The Math Coach will model strategies for teachers and students to correct areas of weakness	Common Assessment, BAT, and 2013 FCAT FCAT 2013

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Decrease the percentage of ELL students not making progress by 19%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29/37 78%	22/37 59%

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

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

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1	Language may be a barrier for students whose first language is not English.	Provide multi-lingual paraprofessionals in math classes. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics Support from ESOL facilitator, and use of ESOL strategies (ie peer grouping)	Mr. Mitchell, Math Department Head and Mr. Mitchell Math Coach, Mr. Vetter, Intern Principal, Ms. Braziel, Principal	Evaluation of weekly common assessments FCAT Explorer/FOCUS report, and Saturday camp post-test.	Common Assessment, BAT, and 2013 FCAT FCAT 2013

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Decrease SWD students not making satisfactory progress by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
75/98 76%	65/98 66%

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 not making anticipated progress or able to keep pace with the Instructional Focus Calendar need remediation assistance.	Provide Support Facilitation for ESE students. Develop an additional support/intervention Instructional Focus Calendar for Math classes based on the areas of weakness with MGM model infused. This will be created in conjunction with the reading department to incorporate effective reading strategies for word problems. Students will utilize Compass Odysessy Learning Program and FCAT Explorer as well as calculators and other technologies provided by the school's Communication Broadcast Arts Magnet Program. Students are given a daily math warm-up application problem emphasizing FCAT strategies to reinforce the students' learning process.	Mr. Mitchell, Math Department Head and Mr. Mitchell Math Coach, Mr. Vetter, Intern Principal, Ms. Braziel, Principal	Evaluation of weekly common assessments FCAT Explorer/FOCUS report, and Saturday camp post-test.	Common Assessment, BAT, and 2013 FCAT

| | | Refer students, that are not demonstrating progress to the Response to Instruction/Intervention Team.

Increase the use of motivational incentives using the school's "Bengal Bucks" program.

Increase parents participation by providing "Math Family Workshops" and using the schools robotic call out system. | | | |

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Decrease the percentage of students not making progress by 26%
2012 Current Level of Performance:	2013 Expected Level of Performance:
412/783 76.5%	390/783 50%

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	Consistency in attendance to school and supplemental tutoring of these students, which may be affected by students living in transition and parent involvement.	Students will utilize Compass Odysessy Learning Program and FCAT Explorer as well as calculators and other technologies provided by the school's Communication Broadcast Arts Magnet Program. Refer students, that are not demonstrating progress to the Response to Instruction/Intervention Team. Increase the use of motivational incentives using the school's "Bengal Bucks" program. Increase parents participation by providing "Math Family Workshops" and using the schools robotic call out system.	Mr. Mitchell, Math Department Head and Mr. Mitchell Math Coach, Mr. Vetter, Intern Principal, Ms. Braziel, PrincipalPrincipal, Ms. Braziel, Principal	Evaluation of weekly mini assessments FCAT Explorer report, and Saturday camp post-test. Data from mini assessments will be used to drive instructional strategies and align corrective instruction as needed with the Instructional Focus Calendar The Math Coach will model strategies for teachers and students to correct areas of weakness	Common Assessment, BAT, and 2012 FCAT

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Increase the percentage of students scoring Level 3 to 80%
2012 Current Level of Performance:	2013 Expected Level of Performance:
49/105 46.7%	85/105 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	Students need to pace & meet assignment due dates providing high quality work	Students will carry organizers/planners recording daily assignments, parents will sign planners weekly.	Algebra teachers & Mr. Mitchell, Math Department Head.	Benchmark Assessments 1 & 2	FCAT 2013

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 scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not know areas of Math weakness.	Students will use BEEP to access practice tests to identify areas needing more assistance. Students will complete resource lesson Algebra work in areas of weakness.	Classroom teacher, Mr. Mitchell, Department Head	Benchmark Assessments I and II and Text content specific quizzes	EOY 2013
2	Students may not know areas of Math weakness.	Students will use BEEP to access practice tests to identify areas needing more assistance. Students will complete resource lesson Algebra work in areas of weakness.	Classroom teacher, Mr. Mitchell, Department Head	Benchmark Assessments I and II and Text content specific quizzes	EOY 2013

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	3A :	Increase percentage to 75%

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61.7					

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
5	5

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

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

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	NA

Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA
Problem-Solving Process to Increase Student Achievement	

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
4.5	5
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students Geometry curriculum is 10th grade level - students are not practicing traditional 8th grade work	Students will use beep assessments and computer assessment.	Math Dept Head, Chris Mitchell	Teacher made & chapter assessments	EOC Geometry 2013

End of Algebra EOC Goals

Geometry End-of-Course (EOC) 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 scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Increase the number of students scoring level 3 or higher to 35
2012 Current Level of Performance:	2013 Expected Level of Performance:
24/49 49%	35/49 71%

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 Geometry curriculum is 10th grade level - students are not practicing traditional 8th grade work	Students will use beep assessments and computer assessment.	Math Dept Head, Chris Mitchell	Teacher made & chapter assessments	EOC Geometry 2013

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 scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Increase Level 4's to 39 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24/49 49%	35/49 71%

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 Geometry curriculum is 10th grade level - students are not practicing traditional 8th grade work.	Students will use beep assessments and computer assessment.	Math Dept Head, Chris Mitchell.	Teacher made & chapter assessments.	EOC Geometry 2013

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 9/11 Data not released 3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Decrease Black students not making progress to 0 in all subgroups
2012 Current Level of Performance:	2013 Expected Level of Performance:
White not making satisfactory progress in Geometry 0 Black not making satisfactory progress in Geometry 1 Hispanic not making satisfactory progress in Geometry 0	Black not making satisfactory progress in Geometry 0

		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 Geometry curriculum is 10th grade level - students are not practicing traditional 8th grade work	Students will use beep assessments and computer assessment	Math Dept Head, Chris Mitchell and M. McCuteheon (Virtual Teacher)	Teacher made & chapter assessments	EOC Geometry 2013

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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/A
2012 Current Level of Performance:	2013 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	Students Geometry curriculum is 10th grade level - students are not practicing traditional 8th grade work.	Students will use beep assessments and computer assessment.	Math Dept Head, Chris Mitchell	Teacher made & chapter assessments	EOC Geometry 2013

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	N/A
2012 Current Level of Performance:	2013 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	Students Geometry curriculum is 10th grade level - students are not practicing traditional 8th grade work	Students will use beep assessments and computer assessment.	Math Dept Head, Chris Mitchell	Teacher made & chapter assessments	EOC Geometry 2013

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:

	3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Decrease the number of students to 0.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	1/26 3.8%	0

	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 Geometry curriculum is 10th grade level - students are not practicing traditional 8th grade work	Students will use beep assessments and computer assessment	Math Dept Head, Chris Mitchell	Teacher made & chapter assessments	EOC Geometry 2013

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community Discussion: Math Focus Calendar Implementation FCAT 2 Preparation Marzano Strategies Math Best Instructional Practices	6-8	Christopher Mitchell Math Department Head	Math Teachers	Weekly - each Tuesday AM	Classroom Observations Data Chats - Monthly Lesson Plan Monitoring	John Vetter, Intern Principal monitoring Math

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase students use of graphing calculators for solving higher order problems.	Graphing Calculators	Budget	$4,000.00
			Subtotal: $4,000.00
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: $4,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase the number of students scoring on grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
122/363 33.6%	35%

	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	Incomplete or lack of homework completion.	Grade level Guidance Counselors review Pinnacle Grade Book, Interim Reports and Report Cards for students declining or in danger of failing. Counselors meet with students in groups and contact parents for support.	Guidance Director, Gail Williams	Interim Reports and Report Cards or reviewed for progress.	Benchmark Assessment I and Benchmark Assessment II
2	Lack of reading, math, and writing skills necessary for completing a lab report (vocabulary development, computational skills, writing experience).	Utilize hands-on laboratory experiments that adhere to the school-wide lab report template and accompanying rubric at least once per week using the 7E model and cooperative learning opportunities. Activities and experiments will be garnered from BEEP lesson plans, district-adopted textbook resources, Science Front Loaded Lab Binder and appropriate	Science Teachers Ms. Thompson, Science Department Chair, Mr. Vetter, Intern Principal Mrs. Braziel, Principal	Lesson plans will be developed with consistency in alliance with the district-based Instructional Focus Calendar, reviewed by the Science Department during CWT's, and monitored by the Assistant Principal and Principal. The Science Department Chair and the Assistant Principal will monitor the students Lab Journals to ensure lab report samples adhere to the	FCAT 2.0 2013

		external resource as outlined on the county-based Instructional Focus Calendars.		school-wide lab report template. The Science Department will review results of common assessment data (Unit Tests/Benchmark Assessments)every 6 weeks to determine progress toward benchmark (75% on common assessment).	
3	Student attendance and participation in Extended Learning Opportunities such as FCAT Camp, afterschool and/or on Saturdays and in home electronic activities may be limited due to transportation provided by parents, scheduled dates & times, availability of internet at home and other school-based extracurricular activities such as clubs and sports.	Provide afterschool and Saturday Extended Learning Opportunities for 8th grade students that scored Level 1 or 2 in Reading & Math, as these are the students that tend to struggle within all content areas. Item specs for FCAT 2.0 will be utilized to build the curriculum for Extended Learning Opportunities, along with FCAT practice materials from resources that are district approved.	Science Teachers Ms. Thompson, Department Chair, Mr. Vetter, Intern Principal Mrs. Braziel, Principal	During CWT's of the FCAT Camp, the Science Coach, Assistant Principal, & Principal will monitor the proper implementation Extended Learning activities. Follow-up between the teachers and the Science Coach will occur during designated before school meeting times/provided planning time.	Increased scores from the Pre-Test provided at the onset of the Camp in addition to improvement on the district-based mini-assessments and teacher-created assessments that will be a required component of the Science portfolio.
4	Students lack exposure/pre-knowledge to real world scientific experiences.	There will be one science field trip planned for each grade level. These field trips will be geared towards enhancing the science curriculum specific to that grade. 6th Grade:(1st Quarter) Content being covered is Space. The IMAX film Hubble 3D will make this part of the curriculum more concrete for our below level, at level and above level students. 7th Grade: (3rd Quarter) Students will be covering Florida's Ecosystem. "Everglades Experience" is a field trip that will bring to life the beauty and environmental concerns of the Florida Everglade for our three groups of students. 8th Grade:(3rd Quarter) Our 8th grade students tend to struggle the most on the Earth and Space Science questions on FCAT, As a result of this a filed Trip to see the IMAX film Hubble 3D will be used as a refresher for these students about a month before FCAT. Many of our below level student are visual learners and seeing	Science Teachers Ms. Thompson, Science Coach, and Department Chair, Mr. Vetter, Intern Principal Mrs. Braziel, Principal	Lesson plans will be developed with consistency in alliance with the district-based Instructional Focus Calendar, reviewed by the Science Coach during CWT's, and monitored by the Assistant Principal and Principal. The Science Coach and the Assistant Principal will monitor the student portfolios to ensure lab report samples adhere to the school-wide lab report template. The Science Department will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	Benchmarks 1 and 2 FCAT 2013 Teacher/test tests

space will solidify some of the concepts covered in the 6th grade that they may not be able to recall. Data from District BAT 1 will be used to identify areas of weakness for students at the 6th and 7th grade level. During the teaching of these areas the teacher of those students will be aware of the need to give additional opportunity for the students to explore the topic and provide real life example so the students can grasp the concept in a more concrete manner.	

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Increase the number of students scoring level 7 to 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1/7 14.30%	3/7 42%

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students scoring at Levels 4 & 5 require additional enrichment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27/295 9%	14%

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 | 1.Student's inability to access content information covered in last grade. 2. Lack of access to internet technology to complete Winter Break research assignment. 3. Inability to find transportation or parent work schedule can prevent parent and student participation in Science Family Nights. 4.Strength and weakness in clusters from 2010 and 2011 FCAT may not be the same for the students currently in the 8th Grade. | Provide daily FCAT Daily warm-ups and/or Problem of the Day that correlate to the Next Generation Sunshine State Standards.

Provide all students with Winter Break Extended Learning Opportunities that encourage hands-on learning and reinforces reading within the content area.

Teachers will participate in training on Science Fair. Research Projects will be infused into lessons. The Science Department will develop a plan for exhibiting Science Fair Projects and Family Science Night.

Science lessons will be planned and implemented utilizing the District Science Curriculum, approved leveled texts and other appropriate resources. Implementation of IMACS in the classroom as extended lab/demonstration opportunities for a real world understanding of topic.

Data from District BAT 1 and 2 will be used to identify areas of weakness for students at the 6th and 7th grade level. During the teaching of the topics in which students are weakest in the teacher will be aware of the need to give additional opportunity for the students to explore the topic and provide real life example. This will result in students getting a better handle on the concept in a more concrete manner.

Remediation of District Mini Assessments will be required of any student scoring below a 75% on test.

Special attention will be paid to the strengths and weaknesses of clusters as scored on the 2011 BAT 1 and 2 and the 2010 and | Principal Sonja Braziel, Science Coach Melaine Thompson, Teachers | CWT's and lesson plans review by Science Coach and Administration. Improvement on the District Mini Assessments and teacher created assessments after remediation | BAT I and II and FCAT 2013 |
|---|---|---|---|---|---|

		2011 FCAT scores.			

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Increase the number of students scoring level 7 to 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2/7 28.6%	4/7 57%

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

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

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

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

Science Budget:

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

			Subtotal: $0.00

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase high level writing scores to 88%. The percentage of students scoring at Level 3.0 or higher decreased - 2012- 85%, 2011- 88%
2012 Current Level of Performance:	2013 Expected Level of Performance:
309/365 85%	295/347 88%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's lack of Grammar & Conventions (sentence structure, punctuation and editing)	All Language Arts teachers will administer a diagnostic FCAT writing prompt. Scores will be turned in to the Assistant Principal. Teachers will incorporate the use of the writing and grammar textbook and mini workshops in all areas of writing for all students, especially those who scored at level 1 or 2. Students are given weekly and monthly mini lessons on how to write a persuasive essay incorporating the six traits of writing.	Language Arts Department Head, Jolie Stevens Language Arts Administrator, Charles Zimmerman	Teachers will adhere to a set schedule for turning in sample student FCAT writing prompts and writing prompt score sheets. During Professional Learning Communities (PLC's), teachers will use tracking sheet to as a planning tool and to assess student progress.	Bat I and II, 2012 FCAT Monthly Writing Prompts
2	Student's lack of organization and planning.	8th grade teachers will meet with students on a bi-monthly basis to discuss the writing process and their writing progress.	Language Arts Department Head, Jolie Stevens Language Arts Administrator, Charles Zimmerman	The department chairperson, using data received from the teachers, will explain the specific writing goals of the students who are predicted to sore at level 3.0-on the writing assessment.	1. Teachers will receive feedback from the Language Arts administrator. 2. Teachers will evaluate monthly goals using their writing prompt

					score sheet.
					3. Teacher will turn in monthly writing scores
3	Maintaining high standards for students writing above proficiency level.	Teachers will create portfolios for students to keep their monthly writing samples and a FCAT Writing tracking sheet so that students can track their own progress.	Language Arts Department Head, Jolie Stevens Language Arts Administrator, Charles Zimmerman	1. Teachers will adhere to a set schedule for turning in sample student FCAT writing prompts and writing prompt score sheets. 2. During Professional Learning Communities, teachers will use tracking sheets as a planning tool and to assess student progress.	1. Teachers will receive feedback from the Language Arts administrator. 2. Teachers will evaluate monthly goals using their writing prompt score sheet. 3. Teacher will report student's monthly writing scores.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard Writer's Workshop for Middle School, one day Seminar						

This seminar examines vertically-articulated, skills-based, direct writing instruction. Teachers will leave this training with strategic preparation to prepare students for success on high-stakes assessments.	8th grade	Broward County District Training	8th grade Language Arts Teachers	November 2012	Language Arts Department Head, Jolie Stevens Language Arts Administrator, Charles Zimmerman

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) 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 scoring at Achievement Level 3 in Civics. Civics Goal #1:	Students will be able to identify civic life, politics and government process as evidenced by an achievement level of 3 on Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of students (215/346) are proficient in basic vocabulary and concepts related to civics based on pretest, receiving a score between 70 and 80 percent. No students exceeded 80% on pretest.	80% of students (277/346) will pass the Civics EOC field test scoring a level 3 or higher.
Problem-Solving Process to Increase Student Achievement	

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

			Monitoring	Strategy	
1	Students are not familiar with cumulative curriculum associated with end-of-course exams.	Students will maintain a portfolio of work to assist with cumulative comprehension and organization of course work.	Sonja Braziel, Principal John Vetter, Assistant Principal Jasmine Medina, Social Studies Department Chair	Student work samples and CWT	Chapter and Unit assessments, student portfolio

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 scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	N/A
2012 Current Level of Performance:	2013 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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Civic Textbook Training Course This course examines tools offered by McGraw-Hill to strengthen lessons and assist with student engagement in course.	7th Grade/Civics	Broward County District Training	7th Grade Social Studies Teachers	October, 2012	CWT, Lesson Plans	John Vetter, Intern Principal-Social Studies Administrator Jasmine Medina, Social Studies Department Chair
7th Grade PLC						John Vetter,

Communities will share lesson ideas, projects and useful curriculum materials	7th Grade/Civics	Jasmine Medina, Social Studies Department Chair	7th Grade Social Studies Teachers	Weekly	Grade level pacing guides	Intern Principal-Social Studies Administrator Jasmine Medina, Social Studies Department Chair

Civics 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 Civics 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:	Decrease the number of excessive absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.90 181371/193069	95% 1010/1063
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
185	100
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
55	25

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not arrive at school after leaving their homes.	Establish a stronger motivational program for students attending school and arriving promptly through addition of clubs in the morning. Increase use of robot caller to homes when students are not present. Update phone numbers quarterly to increase the number of parents getting the message from the call-outs. Send certified/registered letters to parents of students who are absent for more than 10 days. After teacher intervention, refer students to Guidance and School Social Worker for excessive absences.	Principal, Sonja Braziel Intern Principal, John Vetter	Use District data to monitor progress quarterly RtI team will evaluate students' progress bi-monthly based on TERMS data pulls.	2012 - 2013 attendance reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Club sponsors to attend district training as required and or needed for implementation.	6, 7, 8	Sonja Braziel, Principal	Jasmine Medina - NJHS and FFEA, Melaine Thompson - Builders Club KAPOW club - Jasmine Medina	First wednesday of each month	Attendance sheets throughout the year	Club Sponsors. Sonja Braziel, Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Club needs provided by participants	No new resources needed	none	$0.00
			Subtotal: $0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Increase attendance at meetings	camera and paper	outside funding source	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
none required	na	na	$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:	Keep students in classrooms.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
504	425
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
240	200
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
45	30
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
29	15

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
	Students need direction in the importance in attending school and respecting peers.	Increase the Peer Counseling program. Increase marketing of	Principal, Sonja Braziel, Intern Principal, John Vetter,	Decreased discipline incidents	2012 - 2013 District data will show significant decrease in

| 1 | | guidance services to students.

Increase participation in Youth Crime Watch.

Increase partnerships with social and health agencies. | Guidance Director, Gail Williams and School Resource Officer, Deputy McGee | | incidents. |
| 2 | Teachers need assistance and direction in dealing with students that do not follow class rules. | Provide Classroom management training to staff - CHAMPS | Principal, Sonja Braziel, Intern Principal, John Vetter, Guidance Director, Gail Williams and School Resource Officer, Deputy McGee | Decreased discipline incidents | 2012 - 2013 District data will show significant decrease in incidents. |

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

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

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

Suspension Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase the opportunities for parents to participate in school activities to once per month.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
922/1086 85% of parents attend a school function.	904/1063 90% of parents attending at least 1 school function

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See Title I Parent Involvement Plan	See Title I Parent Involvement Plan	See Title I Parent Involvement Plan	See Title I Parent Involvement Plan	See Title I Parent Involvement Plan

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	100% of students will participate ini 1 project requiring Internet research, data analysis and demonstration of mastery.

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 needed more support to effectively implement interdisciplinary units that incorporate STEM cutting edge technologies.	Provide training for teams to effectively use research technology in their classrooms. Provide additional access to STEM computer labs with assistance of STEM Lead teachers to help train both students and teachers. Expose teams to Vernier Probeware for use in creation of interdisciplinary projects, for example use of "geocatching" in social studies classes.	Ms. Thompson, Science Dept Chair. Mr. Mitchell, Math Department Chair, Mr. Bush, Technology Specialist.	Student samples of work created using new technology. Classroom walkthroughs, coaching support and co-teaching where needed.	Teacher surveys that indicate comfort level and need for more tech training. Student technologies ST2L survey

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

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

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

| STEM PLC will begin in October and be offered twice a month. Focus will be technology. | 6th, 7th, 8th and open to all instructional staff. | Brian Bush, Tech Specialist | All Instructional Staff | October through May. 2 Thursdays a month. | of projects created in PLCs.

Lesson studies and collaboration among participants.

Sharing of best STEM Tech practices. | Sonja Braziel, Principal Karen Karras, Vice-Principal |

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	By June 2013, 50% of 8th grade students enrolled in Magnet classes for broadcasting will stream 1 project on the Internet using School Tube.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Technology	Teach cooperative teamwork and video production skills.	Joseph Wells, Video Teacher Susan Hurley, Magnet Coordinator	Video Package Uploaded	Projects met pre-determined Rubric Criteria.

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

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

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

CTE 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 CTE Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase availability of print materials	Novels & Magazines	School Budget	$6,500.00
Reading	Increase usage of reading on computers to ready students for computerized testing	Laptops, Electronic Tablets	School Budget	$23,000.00
CELLA	Provide Bi-Lingual Dictionaries is all of students classrooms.	Bi-Lingual Dictionaries	Budget	$500.00
Mathematics	Increase students use of graphing calculators for solving higher order problems.	Graphing Calculators	Budget	$4,000.00
Attendance	Club needs provided by participants	No new resources needed	none	$0.00
				Subtotal: $34,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Increase attendance at meetings	camera and paper	outside funding source	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	none required	na	na	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $34,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes   jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓   Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Funds will provide: Print rich classroom libraries - novels & magazines Motivational tokens of appreciation for academic accomplishments Technology updates	$5,317.60

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

SAC will focus on:
Strategies to decrease the achievement gap between all subgroups
Strategies to increase the number of students in advanced placement classes
Strategies to increase the number of students with daily access to technolgy

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
POMPANO BEACH MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	65%	88%	38%	255	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	63%	63%			126	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?	66% (YES)	60% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					507	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District
POMPANO BEACH MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	64%	92%	39%	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	62%	64%			126	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?	62% (YES)	54% (YES)			116	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					501	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested