

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: NOVA MIDDLE SCHOOL

District Name: Broward

Principal: Dr. Jermaine Fleming

SAC Chair: Ms. Jill Slesinski/Jerome Yao

Superintendent: Mr. Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 11/14/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
Principal	Dr. Jermaine Fleming	Masters in Educational Leadership. Bachelor of Science in Music Education. Certification all	1	9	<p>By June 2013, 95%(441) of all 8th grade students in Nova Middle will show satisfactory progress based on the Writing FCAT.</p> <p>2011-2012 Hallandale HS. Data not available at this time.</p> <p>2010-2011-Hallandale HS, 85% of all students met AYP in Reading: 23% At or above level, 36% made learning gains, 50% of the lowest 25% made learning gains in Math: 61% of students at or above level, 59% made learning gains, 60% of the lowest 25% made learning gains in Writing:85% made state standards in science: 27% met state standards.</p> <p>2009-2010 Hollywood Hills HS, 72% met AYP. Percent meeting high standards: Reading</p>

		level Principal. ESOL Endorsement			<p>39%, Math 69%, Writing 91%, Science 36%. % of students making learning gains: Reading 48%, Math 75%. Adequate progress for lowest 25%: Reading 43%No, Math 64% Yes.</p> <p>2008-2009 Hollywood Hills HS. 77% Met AYP. FCAT level 3 or above: Reading 36%, Math 70%, Writing 81%, Science 31%. % of students making learning gains: Reading 56%, Math 72%. Adequate progress of lowest 25%: Reading 48% NO, Math 59% YES</p>
Assis Principal	Paul Baugh	Educational Leadership Middle Grade Math	4	4	<p>By June 2013, 72%(875) of all students will show satisfactory progress on the Reading FCAT.</p> <p>2011-2012. Area of Supervision: Reading and Language Arts All students did not meet adequate progress. .64% of all students showed satisfactory or higher level based on the Reading FCAT. .90% of all students showed satisfactory or higher level based on the Writing FCAT.</p> <p>Area of Supervision: Reading, Language Arts 2010-2011 2011: Grade A All students did not meet AYP criteria Reading: 76% High standards. 63% Learning gains. 68% Lowest 25% Writing Mastery: 96%</p> <p>Area of Supervision: Reading, Language Arts 2009-2010 2009 – A High standards:76%; Learning gains: 70%; Lowest 25%: 71%; AYP – N – Economically Disadvantaged 2008 – A High standards:76%; Learning gains: 69%; Lowest 25%: 64%; AYP – N – ELL 2007 – A High standards:74%; Learning gains: 64%; Lowest 25%: 65%; AYP – Yes</p>
Assis Principal	Rayner Garranchan	Educational Leadership Middle Grades Math All level Principal certification. ESOL Endorsement	3	6	<p>2011-2012. Areas of Supervision: Math and ELL School Grade: A All students did to meet adequate progress. .66% of all students showed satisfactory or higher level based of the Math FCAT. . ELL subgroup became a non subgroup due to a reduced number of students.</p> <p>By June 2013, 72%(875) of all students will show satisfactory progress in the Math FCAT.</p> <p>Areas of supervision: Math and ELL 2011: Grade A All students did not meet AYP criteria Reading: 76% High standards. 63% Learning gains. 68% Lowest 25% Science Mastery: 47% Math: 77% High standards. 73% Learning gains.72% Lowest 25%. Writing Mastery: 96%</p> <p>Area of Supervision: Science,Math,ELL 2009-2010 59% of the students meeting high standards in science. Math. 78% of the students high standards.AYP (YES) 74% of the students made learning gains.AYP(YES) Lowest 25%: 72% (YES). 55% of ELL High standards. Safe harbor AYP(YES)</p> <p>2008-2009: Science. 40% met high standards. Math. 73% High standards.AYP(YES) 69% Learning gains. 67% Lowest 25% ELL: 40% High standards. AYP(NO)</p> <p>2007-2008: Science. 45% met High standards.</p>

					<p>Math. 71% High standards.AYP(YES) 72% Learning gains. 63% Lowest 25% ELL: 41% High standards. AYP(YES)Safe harbor</p> <p>2006-2007: Science. 40 % met High standards. Math. 68% High standards.AYP(YES) 64% Learning gains. 60% Lowest 25%. ELL: 44% High Standards. AYP(YES) Safe harbor.</p>
Assis Principal	Gail Thompson	Educational Leadership English 6-12 Computers K-12 ESOL Endorsement	9	10	<p>2011-2012. Areas of supervision: Science and Social Studies. School Grade: A. . 47&amp;(218) of all students showed satisfactory or higher level based on the Science FCAT.</p> <p>By June 2013, 52%(232) of all 8th grade students will show satisfactory progress in the Science FCAT</p> <p>Area of Supervision: Science/Math/ EII 2007-2008</p> <ul style="list-style-type: none"> <li>• 43% of students meeting high standards in science</li> <li>• 78% of students meeting high standards in math.</li> <li>• 75% of students making learning gains in math</li> <li>• 68% of lowest quartile students making learning gains in math</li> </ul> <p>Area of Supervision: ELL/ Science 2008-2009</p> <ul style="list-style-type: none"> <li>• 53% of students meeting high standards in science.</li> </ul> <p>Area of Supervision: Science/Social Studies 2009-2010</p> <ul style="list-style-type: none"> <li>• 49% of students meeting high standards in science.</li> </ul> <p>Area of Supervision: Science/Social Studies 2010-2011</p> <ul style="list-style-type: none"> <li>• 47% of students meeting high standards in science.</li> </ul>

## 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	Gail Krause	EdM., Boston University 1972; B.S., Boston University, 1970  Language Arts 6-12 Reading K-12 ESOL endorsed Elem Ed. certified	13	5	<p>2012: Grade A All students did not meet adequate progress. Reading: 64% Satisfactory or higher 65% Showed Learning gains 60% of the Lowest 25% showed Learning gains</p> <p>By June 2013, 72%(875) of all students will show satisfactory progress in the Reading FCAT.</p> <p>2011: Grade A All students did not meet AYP criteria Reading: 76% High standards. 63% Learning gains. 68% Lowest 25% Science Mastery: 47% Math: 77% High standards. 73% Learning gains.72% Lowest 25%. Writing Mastery: 96%</p> <p>2010-75% High standards.66% Learning gains. 65% Lowest 25%. AYP(NO) Black,ED,ELL and SWD. 2009 – A High standards: 76%; Learning gains: 70%; Lowest 25%: 71%; AYP – N – Economically Disadvantaged 2008 – A High standards: 76%; Learning gains: 69%; Lowest 25%: 64%; AYP – N –</p>



78	2.6%(2)	12.8%(10)	41.0%(32)	35.9%(28)	51.3%(40)	97.4%(76)	17.9%(14)	7.7%(6)	93.6%(73)
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## 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
Mrs. Rezende	Mrs. Jonkins	Mrs. Jonkins is a New to Nova teacher and Mrs. Rezende will help her with lesson plans and procedures	Weekly meetings
Mrs. Rezende	Mrs. Brown	Mrs. Brown is new to our school and our department chair will help with our procedures and processes	Weekly meetings
Mrs. Nodarse	Mrs. Clementz	Mrs. Clementz is new to our school and our department chair will help with our procedures and processes	Weekly meetings

## 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

Working closely with the area and district office, the Curriculum Coaches will be able to facilitate an effective professional growth program for the Staff. Our Coaches will work with teachers to improve instruction through a variety of workshops, use of model teaching, conferencing, observations, and Professional Learning Communities. The coaches will work with the teachers to develop techniques to support all students.

The Coaches will also work to monitor student progress in order to ensure that students receive instruction and materials at the appropriate levels.

Parent and Community participation will focus on training workshops that will provide parents with the tools they need to help their children be successful in school. Training can include, but not be limited to, supporting children in reading, math, and other academic areas as well as technology training, with a focus on accessing student progress data in the Pinnacle website. We will look to our business partners to collaborate with the school in the preparation of the workshops by providing some services or goods such as refreshments or materials for the planned activities.

\* Title I funds at Nova Middle School provide additional teachers to assist students, particularly low performing students.

\* Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement.

\* Parental Involvement Funds are utilized to provide parents with access to resources, such as technology and life skills (Megaskills), and academic learning workshops for parents to promote communication and close relationship between school and families.

#### Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Teachers that work with students achieving at low academic levels facilitate this program. These Highly Qualified teachers work with small classes in order to maximize individual attention to student needs. They employ effective instructional and assessment strategies and methods in preparing students to increase their achievement levels. The School PTSA provides assistance to this program via the support they provide to the various academic departments.

Violence Prevention Programs

Nova Middle School students are invited to participate in the Nova Middle Crime Watch Program. This program is a critical part of our school's safety as we strive for excellence and leadership in the area of safety. The teacher who leads this group is also the liaison between the school and the Broward County Schools Bullying Prevention Program. As such, connections are made between both groups so that the District's initiatives funnel down to the school in a manner that is accepted and supported by students of the Crime Watch Program.

Nova Security Personnel, along with the Student Resource Officer work to maintain a presence of safety among the students that is proactive by establishing positive relationships with all students. The Student Resource Officer works with the 7th grade students in the area of gang prevention. The G.R.E.A.T. Program is a school-based, law enforcement officer-instructed classroom curriculum. With prevention as its primary objective, the program is intended as an immunization against delinquency, youth violence, and gang membership.

A new Behavior Plan has been designed and will be implemented to increase our violence prevention initiatives.

Nutrition Programs

Breakfast and Lunch are served every day to students.

Housing Programs

N/A

Head Start

N/A

Adult Education

Nova Middle is part of the Nova Center. Our campus is shared with Nova High School and Nova Community School. Adult education programs are offered after school hours as well as on Saturdays and throughout the summer. The programs are diverse and are designed to provide the community with an array of choices from improving the employability of the workforce through Adult Basic Education (ABE), Adult Secondary Education, General Educational Development (GED), English for Speakers of Other Languages (ESOL), Family/Intergenerational Literacy, Adults with Disabilities, and Vocational Preparatory Instruction to recreational, health, cultural, artistic, social science, and parenting preparation programs.

Career and Technical Education

Students explore a variety of career options through our STEM Lab. The students also take part in the computer assisted career guidance program, Florida Choices, provided by the Florida Department of Education. The school offers a variety of computer/ technology classes, providing students with a variety of real life experiences.

The school will be offering classes on Dream Weaver and Photo Shop, to provide the students with more opportunities in the realm of industrial certifications.

Job Training

N/A

Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- **Administration:** The school administration team is responsible for leading the school's staff in effective policies and procedures that create a positive and stimulating learning environment. The Principal and Grade Level administrators are responsible for monitoring the teaching in the classroom, targeting teachers and staff members in need of additional training and mentoring, ensuring that the school environment is safe and secure, and addressing student behavioral needs and concerns.
- **Curriculum Coaching Team:** The curriculum coaching team (reading, writing, and Mathematics) is responsible for implementing and monitoring the teaching practices taking place within the classroom. The curriculum coaching team will facilitate staff development that will enhance student achievement in all AYP subgroups. The curriculum coaching team will monitor the implementation of effective teaching practices within the classroom environment and target teachers and staff members in need of additional training and mentoring. When a tier 2 or tier 3 student is identified, the curriculum coaching team will go into the classroom setting to observe and recommend appropriate teaching strategies to enhance student learning.
- **Guidance Department, School Social Worker, Family Counselor, and School Psychologist:** The school guidance department, school social worker, family counselor, and school psychologist are responsible for assisting students in their academic performance and providing necessary support to assist with overall success. Ms. Coy, the guidance director and Mr. Garranchar, 8th Grade administrator, are responsible for coordinating team activities/meetings. The guidance department and school psychologist will assist with the monitoring of all students and help to target those students, tier 2 and tier 3 students, in need of additional assistance.
- **ESE Specialist and Support Facilitators** are responsible for ensuring that all students with disabilities are receiving the appropriate accommodations, as outlined in the IEP, within the classroom setting and are provided individualized instruction when necessary. The ESE Specialist and Support Facilitators will lend assistance to the classroom teacher and coaching team to assist with the delivery of instructional material that will ultimately enhance student achievement.
- **ESOL Resource Teacher:** The ESOL Resource Teacher is responsible for ensuring that all ELL students are receiving the appropriate accommodations, as outlined in the ESOL Instructional Matrix, within the classroom setting and are provided individualized instruction when necessary. The ESOL Resource Teacher will lend assistance to the classroom teacher and coaching team to assist with the delivery of instructional material that will ultimately enhance student achievement.

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

The Leadership Team will focus meetings around one question: "Why are we doing what we are doing and is it effective?" The School-based MTSS Leadership Team meets weekly to discuss curriculum management, student achievement, and staff development needs. Meetings are used to disaggregate data and develop strategies to address instructional learning needs across grade levels and AMO subgroups.

- Curriculum coaches, ESE Specialist, and ESOL Resource Teacher are available to model scientifically-based lessons within the classroom setting
- Curriculum coaches, ESE Specialist, and ESOL Resource Teacher provide in-service on classroom set-ups for effective instruction (word walls, small and whole group instruction, etc.)
- Curriculum coaches, ESE Specialist, Support Facilitator and ESOL Resource Teacher will work with the administration and classroom teachers to analyze data to ensure that all students are receiving the appropriate instruction.
- The school leadership team utilizes classroom walkthroughs and progress monitoring tools to identify model classrooms for other teachers to observe.

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 School Advisory Committee, along with MTSS Leadership Team input, is responsible for creating the School Improvement Plan. Needs assessments are evaluated and effective strategies and monitoring components are put into place to address student achievement. The School-based RTI Team is responsible for monitoring the implementation and delivery of the instructional focus calendar and the teaching of benchmarks and strands identified by the district in all content areas. Progress monitoring tools are used to monitor student strengths and weaknesses. Utilizing Progress Monitoring Tools, Teacher Data Meetings, and Classroom-Walkthroughs, allow the monitoring of the implementation of the school improvement plan. Tier I data are routinely inspected in the areas of reading, math, writing, science and behavior, and used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. The teacher will use "data chats" as a means of routinely inspecting aggregate data to assess effectiveness of the core curriculum and behavior management strategies being used in the classroom. Based on the data chats and observed behavior, the teacher will directly measure a specifically defined observable activity that will provide baseline information regarding attendance and/or behavior, then the teacher will operationalize cause/effect relationships and finally will monitor the effectiveness of the intervention(s) at Tier 1. Core interventions in Tier 1 include school-wide discipline plan; core curriculum; positive behavior supports and whole-class interventions. Frequency charts are being used as the best way to observe, record and monitor behavior and attendance. The graphs being used are the Ron Hockman Behavior Graph or Graphing Made Easy.

## 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.

Daily, classroom teachers monitor student progress and immediately identify areas of concern. When a teacher recognizes a student considered to be "at risk" the teacher notifies the MTSS Leadership team for further observation. Individual student data is pulled from Data Warehouse and strengths and weaknesses are identified and disaggregated according to AMO subgroups. Individual teacher data meetings are held with the Curriculum Coaching Staff and Administration. Within these data meetings, effective instructional strategies are discussed and student needs are assessed. Students are identified according to FCAT SSS levels and placed in courses accordingly. Tier I students are placed in regular education courses according to both academic performance and behavior. Tier II students are considered "fragile" and require some interventions and monitoring by the RTI Leadership Team. Tier III students are the "most fragile" and require individualized instruction, tutoring, and other support services provided by the MTSS Leadership Team. Such students are referred to the CPS team for consideration on how to proceed.

Tier I students data sources are the following: • Baseline Data: Florida Assessments in Reading (FAIR) for all 6th grade students and level 1 and 2 Reading students in grades 7 and 8. Benchmark Assessment Test (BAT 2 for reading and math), Florida Comprehensive Assessment Test (FCAT) • Progress Monitoring: Mini-Assessments, Student Portfolio, Teacher Portfolio • End of the Year: FCAT Reading, Math, Science, and Writing • Frequency of Data Days: Twice a month through Teacher Data Meetings and Team Data Meetings Data sources for Tier II and III students are the intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Prior to the start of the school year, all staff members are introduced to the School-based MTSS Team and the expectations for the implementation of instructional delivery and progress monitoring of student achievement. During the pre-planning week, the teaching staff will attend Department Meetings that will discuss the MTSS leadership team per each content area. School psychologist will present the first training to the staff MTSS during the year district personnel (Talent development department) will follow up. Also, faculty meetings will be used to address concerns of the MTSS Team and review proper procedures. Over the duration of the school year, staff members attend bi-weekly meetings training staff on various aspects of MTSS and effective strategies for instructional delivery and progress monitoring. Teachers will participate in weekly team meetings to address student achievement and academic strengths and weaknesses.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Curriculum Coaching Team: The curriculum coaching team (Mrs. Krause: Reading Coach, Mrs. Morales: Math Coach, Mrs. Nodarse: Language Arts chair, and Ms. Rezende: Reading chair) is responsible for implementing and monitoring the teaching of literacy taking place within the classroom. The Reading Coach (Mrs. Krause) is considered an expert in the development of literacy trainings and initiatives. The curriculum coaching team will facilitate staff development that will enhance student achievement in all AYP subgroups regarding literacy development. The curriculum coaching team will monitor the implementation of effective literacy development strategies within the classroom environment and target teachers and staff members in need of additional training and mentoring. • ESE Specialist and Support Facilitators: The ESE Specialist (Ms. Moore) and Support Facilitators (Ms. Joseph, Mrs. Cameron, and Ms. Woehr) are responsible for ensuring that all students with disabilities are receiving the appropriate accommodations, as outlined in the IEP, within the classroom setting and are provided individualized instruction when necessary. The ESE Specialist and Support Facilitators will lend assistance to the classroom teacher and coaching team to assist with the delivery literacy instruction that will ultimately enhance student achievement. The ESE Specialist and Support Facilitators will be weekly with the Reading Coach to continue developing teaching strategies to enhance student achievement. • ESOL Resource Teacher: The ESOL Resource Teacher (Ms. Febles) is responsible for ensuring that all students with varying language needs are receiving the appropriate accommodations. The ESOL Resource teacher will lend assistance to the classroom teachers and coaching team to assist with the delivery of literacy instruction that will ultimately enhance student achievement. The ESOL teacher will meet bi-weekly with the Reading Coach to continue developing strategies to enhance student achievement. • Administration: The school administration team (Ms. Thompson, Mr. Baugh, and Mr. Garranchan) is responsible for leading the school's staff in effective policies and procedures that create a positive and stimulating learning environment. The Principal (Dr. Fleming) and Grade Level



administrators are responsible for monitoring the implementation of literacy instruction taking place in the classroom and targeting teachers and staff members in need of additional training and mentoring. • The Guidance Department: The Guidance Department ( Ms. Coy and Ms.Gazitua) is responsible for assisting with leading the school's staff in creating an environment conducive to learning. The Guidance Department will assist with monitoring individual student progress through frequent communication with both students and staff members. • Media Specialist: The media specialist (Ms. Snipas) will assist with the development of reading across the school. Ms. Snipas will host a monthly book club to provide enrichment opportunities for students. Additionally, students will be scheduled to visit the media center through their reading class on a monthly basis. Along with the reading and principal, the media specialist will assist the literacy leadership team in promoting, enriching, and supporting school-wide reading initiatives.

• Reading and Content Area Teachers: Teachers will also participate on the literacy leadership team. The teachers represent different content areas ensuring that effective reading strategies are implemented with fidelity across the curriculum. The following teachers participate in LLT: Ms. Febles (ESOL Resource Teacher), Ms. Verma (Science Department Chairperson), Ms. Rezende (Reading Department Chairperson), Ms. Nodarse (Language Arts Department Chairperson), Mr. Morales (Gifted Social Studies Teacher), Ms Thompson (Social Studies Chairperson), Ms. Leasure (Science Teacher), Ms.Smith (Intensive Reading)

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

The Reading Coach serves as the Literacy Leadership Team facilitator and "expert." The Literacy Leadership team meets weekly to discuss strategies and teaching taking place within the classroom. The Literacy Leadership Team brainstorms and develops effective instructional delivery strategies that enhance literacy development within all tiers of students

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

The major initiatives of the LLT team this year are to continue enhancing the development of literacy within all students. The LLT team will desegregate data, focusing on AMO subgroups and particular benchmarks that are in need of improvement. The LLT team will continue to develop and enhance literacy instruction in all content areas and ensure that effective literacy strategies are being consistently utilized across the curriculum. The literacy leadership team will utilize modeling and classroom demonstrations to showcase effective reading strategies. Teachers will be provided with an instructional focus calendar, focusing on their individual student data. The instructional focus calendar is ever-changing due to the identified needs of the students. The Reading Coach and members of the literacy leadership team will facilitate and monitor weekly learning communities as well as study groups where teachers will share and learn new effective reading strategies to utilize in the classroom. During these scheduled meetings, teachers will learn about school-wide initiatives that promote literacy.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Every teacher is responsible for acquiring Marzano's High probability reading strategies to utilize within their assigned curriculum area for the teaching of, and improvement in, reading. Staff Development is provided and teachers are encouraged to utilize the most highly effective reading strategies.

Nova Middle has implemented a school wide literacy plan that addresses four areas of literacy: reading, writing, speaking, and listening. This literacy plan includes lists of strategies, rubrics, check-lists for students to self check, and an administrators' observation checklist that may be used to help provide feedback to the teachers.

Reading: Teachers are to utilize a reading strategy from a menu of strategies as they present the lessons and use the materials from their content area.

Writing: Teachers will incorporate various writing activities within their lessons on a daily basis to facilitate learning. Focus is given to having the students practice using Formal Register—the language they must master in order to be successful in business or higher education. All teachers are expected to use the same revision and editing checklists with the students.

Speaking: All students will receive regular opportunities to engage in different types of speaking activities in their content

areas. Teachers are asked to integrate different speaking strategies including, but not limited to oral presentations, debates, explaining sequential processes, and poetry recitation.

Listening: Students are to be provided with regular opportunities to engage in different types of listening activities that go beyond passive listening. Some strategies included in the menu of listening strategies include Directed Listening-Thinking Activities, games, structure note taking, and asking questions for clarification.

We will continue to send teachers to CRISS training. In addition the Reading Coach will provide mini-workshops in research-based strategies. Teachers will be responsible for developing word walls to enhance vocabulary acquisition. The Reading Coach will continue to write school-wide lessons for Early Release Days. These lessons, which are taught school-wide by master teachers over closed circuit TV, contain character education and literacy skills as applied to relevant content area topics. Administrators will continue to do classroom walkthroughs to look for literacy components to lessons. Teachers need to understand that they are all teachers of reading.

### \*High Schools Only

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

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

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

### Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	All students will receive ongoing effective classroom instruction ensuring that all reading benchmarks established by the state of Florida and Broward County are effectively taught in a timely manner within the classroom setting.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (359) of the students in grades 6-8 scored level 3 on the FCAT 2.0 SSS Reading Assessment Test.	By June 2013, 34% (418) of students in grades 6-8 meeting DOE Account-ability Rule will score Level 3 on the FCAT 2.0 Reading Assessment Test.

#### 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 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	Administration, Reading Coach, Gail Krause Reading Department Chair, Juliet Rezende.	-Bi-weekly vocabulary assessments - Classroom Walkthroughs focusing on utilization of word wall and providing feedback. -Student/Teacher Data Discussion	-FAIR testing - BAT II testing -Classroom Walkthrough feedback - Mini- benchmark Assessments -FCAT 2.0 -Textbook or teacher-made vocabulary assessments.
2	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	Administration, Reading Coach, Gail Krause Reading Department Chair, Juliet Rezende.	-Bi-weekly vocabulary assessments - Classroom Walkthroughs focusing on utilization of word wall and providing feedback. -Student/Teacher Data Discussion	-FAIR testing - BAT II testing -Classroom Walkthrough feedback - Mini- benchmark Assessments -FCAT 2.0 -Textbook or teacher-made vocabulary assessments.
3	Students barely reaching proficiency (Level 3) demonstrate a decline in reading performance	- Instructional focus calendars emphasizing individual student needs -Reading stamina practice -Provide individualized instruction for remediation. -Modifications with grade level reading material -Graphic organizers -Differentiated Instruction -Weekly fluency practice.	Administration, Reading Coach - Gail Krause, Reading Department Chair- Juliet Rezende, LA Department Chair- Isabel Nodarse	-Reading stamina practice data comparisons with progress monitoring. - Classroom Walkthroughs focusing on DI and giving feedback with progress monitoring -Evaluation of student work samples	Administration/Reading Coach/Teacher data discussion -FAIR and BAT II data -FCAT 2.0 -Mini BATs -Textbook or teacher-made comprehension assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Students obtaining levels 4 , 5 and 6 on the Florida Alternate Reading Assessment will receive ongoing instruction emphasizing on enrichment activities to reinforce high-achieving students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of all students scored level 4 ,5 and 6 on the Florida Alternate Reading Assessment Test.	By June 2013, 100% of all students will score 4, 5 and 6 on the Florida Alternate Reading Assessment.

**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 vocabulary skills to assist with comprehension	Pictorial Representation. Provide strategies across the curriculum regarding the use of context clues in determining word meaning -Word Walls -Weekly introduction of mature word choice and comprehension techniques -	Administration, Reading Coach, Gail Krause Reading  Casey Woehr, Support staff. Helaine Moore, ESE specialist	Bi-weekly vocabulary assessments - Classroom Walkthroughs focusing on utilization of word wall and providing feedback. - Student/Teacher Data Discussion	Scholastic Reading Inventory (SRI) - DAR word list - FORF Fluency test Classroom Walkthrough feedback - Mini-benchmark Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Students obtaining levels 4 and 5 on the FCAT Reading Assessment will receive ongoing instruction emphasizing on enrichment activities to reinforce high-achieving students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (404) of all students scored level 4 or 5 on the FCAT 2.0 SSS Reading Assessment Test.	By June 2013, 38% (467) of students in grades 6-8 meeting DOE Accountability Rule will score Level 4 or 5, on the FCAT 2.0 SSS Reading Assessment Test.

**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	All classes, including but not limited to, gifted/high achieving reading classes must incorporate consistent high-order questioning strategies	-Novel Study -Monthly nonfiction reading and writing opportunities -Weekly lesson study Groups -Springboards Pre-AP learning strategies	Administration, Reading Coach - Gail Krause, Reading Department Chair- Juliet Rezende, LA Department Chair – Isabel Nodarse.	- Classroom Walkthroughs -Evaluation of writing samples -Monitoring of higher order thinking skills within teacher - created lesson plans.	- Classroom Walkthrough Feedback -Accurate responses to nonfiction writing opportunities
	All classes, including	-Novel Study	Administration,	- Classroom	- Classroom

2	but not limited to, gifted/high achieving reading classes must incorporate consistent high-order questioning strategies	-Monthly nonfiction reading and writing opportunities -Weekly lesson study Groups -Springboards Pre-AP learning strategies	Reading Coach - Gail Krause, Reading Department Chair- Juliet Rezende, LA Department Chair – Isabel Nodarse.	Walkthroughs -Evaluation of writing samples -Monitoring of higher order thinking skills within teacher - created lesson plans.	Walkthrough Feedback -Accurate responses to nonfiction writing opportunities
3	Increasing participation in reading enrichment opportunities	-Reading Across Broward -District and school-wide reading and writing competitions -School book fairs -Classroom book talks	Reading Coach - Gail Krause, Reading Department Chair - Juliet Rezende, Media Specialist – Peg Snipas, all reading and language arts teachers	-Weekly out-of-school reading requirements -Periodic review of Reading Across Broward participant's logs	-End of novel Collaborative projects and discussions -Overall number of Reading Across Broward Participants -Increase in school library book circulation numbers

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:	Students obtaining levels 7 or above on the Florida Alternate Reading Assessment will receive ongoing instruction emphasizing on enrichment activities to reinforce high-achieving students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of all students scored level 7 on the Florida Alternate Reading Assessment Test.	By June 2013, 50% (1) of students in grades 6 -8 meeting DOE Accountability Rule will score Level 7 in the Florida Alternate Reading Assessment Test.

**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 vocabulary skills to assist with comprehension	Pictorial Representation. Provide strategies across the curriculum regarding the use of context clues in determining word meaning -Word Walls -Weekly introduction of mature word choice and comprehension techniques -	Administration, Reading Coach, Gail Krause Reading Casey Woehr, Support staff. Helaine Moore, ESE specialist -	Bi-weekly vocabulary assessments - Classroom Walkthroughs focusing on utilization of word wall and providing feedback.	Student/Teacher Data Discussion Scholastic Reading Inventory (SRI) - DAR word list - FORF Fluency test Classroom Walkthrough feedback - Mini-benchmark Assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Nova Middle School will require teachers to monitor and evaluate individual student learning needs and identify effective methods of instruction to increase student learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (774) of students demonstrated learning gains on the FCAT 2.0 Reading Assessment	By June 2013, 70% (860) of students in grades 6-8 meeting will demonstrate learning gains on the FCAT 2.0 Reading Assessment Test.

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 school-wide demonstrate a weakness in vocabulary and Literary analysis	-Every student will participate in Reading activities -Instructional focus calendars are designed to meet the individual needs of students and address areas of weakness in a timely manner -Reading strategies will be implemented across all curriculum areas. -Springboards reading and writing strategies will be implemented in all Language Arts classes	Reading Coach - Gail Krause, Reading Department Chair - Juliet Rezende, Language Arts Department Chair- Isabel Nodarse, Science Department Chair – Usha Verma, Social Studies Department Chair – Kendra Thompson.	- Mini- benchmark assessment report analysis - Classroom Walkthroughs focusing on IFCs, DI and the integration of activities targeting Reading Application and Literary Analysis.	- FAIR test data, - BAT II data -FCAT 2.0 -Mini-benchmarks -Classroom Walkthroughs -Textbook or teacher-made tests.
2	Limited critical thinking skills	-Read and discuss nonfiction pieces of writing -Incorporate higher-order questioning and thinking strategies in all lesson plans -Facilitate whole and small group discussions -Springboards reading and writing strategies will be implemented in all Language Arts classes	Reading Coach - Gail Krause, Reading Department Chair - Juliet Rezende, Language Arts Department Chair- Isabel Nodarse, Science Department Chair – Usha Verma, Social Studies Department Chair – Kendra Thompson	-Classroom Walkthroughs focusing on higher order thinking skills and providing feedback -Teacher created assessments with higher-order thinking questions -Observation of whole and small group discussions	- Classroom Walkthrough feedback -FAIR data -Mini Benchmark assessment data -BAT II data -FCAT 2.0 Reading data -Use of rubrics to measure rigor and relevance.
3	Students with decoding deficits	-Level 1 and 2 students who have severe phonemic awareness in decoding deficits that impact all areas of reading will take Wilson Just Words or Rewards reading classes 90 minutes every day with the same highly qualified teacher	Reading Coach- Gail Krause, Reading Department Chair- Juliet Rezende.	-Classroom Walkthroughs focusing on decoding strategies and providing feedback -Beginning/Middle/ Endof-Year assessments -Just Words assessment tests -REWARDS -Assessment tests	-Wilson Just Words or Rewards program assessments. -WADE, DAR or FAIR IRI -BAT II testing -Mini-BAT testing -FCAT 2.0 -FAIR testing pre/post comparison.

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:	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				

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:	Students will receive ongoing instruction in all reading benchmarks and strands mandated by the state of Florida and Broward County. Student progress will be monitored and individual areas of weakness addressed with effective classroom and individualized instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (200) of students in the lowest 25% demonstrated learning gains on the FCAT 2.0 Reading Assessment	By June 2013, 67% (206) of students in the lowest 25% will demonstrate learning gains on the FCAT 2.0 Reading Assessment

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 grade level reading comprehension skills	Teacher modeling of comprehension and fluency -Daily implementation of effective reading strategies, including but not limited to, selective underlining and marginal note taking -Participation in individualized learning opportunities -Springboards comprehension skills in Language Arts classes	Administration Reading Coach-Gail Krause, Reading Department Chair - Juliet Rezende, Language Arts Department Chair - Isabel Nodarse,	-Student work samples - Classroom Walkthroughs	-FAIR data -BAT II data -FCAT 2.0 -Text or teacher created student assessments.
2	Consistent reading strategies implemented across all content areas	-Consistent graphic organizers will be shared with all reading/content area teachers to create conformity across the grade level and school -Word walls will expose students to current vocabulary being presented in the classroom - Consistent reading strategies, including but not limited to, selective underlining, marginal notes -Lesson studygroups will meet weekly to develop lessons and effective strategies as designated by Broward County curriculum -Springboards comprehension strategies will be implemented in all LA classes -Curriculum	Administration, . Reading Coach - Gail Krause, Reading Department Chair - Juliet Rezende, Language Arts Department Chair- Isabel Nodarse, Science Department Chair – Usha Verma, Social Studies Department Chair – Kendra Thompson.	-Student work samples - Classroom Walkthroughs	-FAIR data -BAT II data -FCAT 2.0 -Teacher created student assessment data

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 #					
	In June 2011, 66% of all students showed satisfactory progress in Reading. In June 2012, 64% of all students showed satisfactory progress in Reading.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	72%	75%	77%	80%	

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:	Students within all AMO subgroups, including but not limited to ethnicity will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students who demonstrated FCAT 2.0 reading proficiency: White: 76%(218) Black: 52%(282) Hispanic: 70% (165) Asian: 84%(65) Amer. Indian :0%(1)	By June 2013, the following levels of performance are expected: White: 80%(372) Black: 56%(335) Hispanic: 74% (192) Asian: 88% (62) American Indian: 33%(10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading strategies and skills will be taught and practiced in all content area classes	-Graphic organizers -Content area teachers will be trained on reading strategies including but not limited to CRISS strategies, marginal notes and selective underlining -Use of school-wide Instructional Focus calendar	Administration Reading Coach-Gail Krause, Reading Department Chair-Juliet Rezende, LA Department Chair – Isabel Nodarse, Science Department Chair – Usha Verma, Social Studies Department Chair – Kendra Thompson.	- Student work samples -Progress monitoring -Classroom Walkthroughs	- Minibat benchmark assessment data - Informal teacher-made assessments - Classroom Walkthrough Feedback - FCAT 2.0 - BAT II
2	Implementing differentiated instructional strategies in the reading classroom	- Incorporate hands-on learning opportunities - Projects/presentations and other informal assessment opportunities	Administration Reading Coach-Gail Krause, Reading Department Chair-Juliet Rezende, ESE Specialist – Helaine Moore	- Classroom Walkthroughs -Student work samples -Curriculum parent nights	-FAIR data -BAT II data -FCAT 2.0 -Mini bats -text-specific assessment - projects designed for differing learning styles.

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:	Students within all AMO subgroups, including but not limited to English Language Learners will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
In June 2012, 12% (2) English Language Learners demonstrated proficiency on the FCAT 2.0 Reading Assessment			By June 2013, 16% (4) English Language Learners will demonstrate proficiency on the FCAT 2.0 Reading Assessment		
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	Effective implementation of effective ESOL instructional strategies to enhance reading comprehension skills	-Lesson study groups - Training on ESOL Instructional Matrix	Administration, ELL Department Chair -Raquel Febles Gonzalez.	- Classroom Walkthroughs -Lesson Plan Monitoring	- Mini assessments - BAT II data -FCAT 2.0 -FAIR data
2	English Language Learners scheduled according to K-12 ESOL Program Plan regarding sheltering and clustering of students	-ESOL Resource Teacher will monitor and work with students in whole group, small group, and individually -Classroom teachers utilize ESOL Instructional Matrix in the classroom and through lesson planning	Administration, ELL Department Chair -Raquel Febles Gonzalez.	- Lesson Plan Monitoring - Scheduling of ELL students -monitoring of ELL student report cards	- Mini assessments - BAT II data -FCAT 2.0 -FAIR data
3	Testing accommodations must be provided throughout the school year	-Providing classroom teachers with translation dictionaries -Training on proper testing accommodations for ELL students	Administration, ELL Department Chair -Raquel Febles Gonzalez.	- Classroom Walkthroughs	- Mini assessments - BAT II data -FCAT 2.0 -FAIR data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Students within all AMO subgroups, including but not limited to students with disabilities will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
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2012 Current Level of Performance:		2013 Expected Level of Performance:	
In June 2012, 32% (37) of students with disabilities demonstrated proficiency on the FCAT 2.0 Reading Assessment.		By June 2013, 36% (84) students with disabilities will demonstrate proficiency on the FCAT 2.0 Reading Assessment.	

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	Effective implementation of designated accommodations to enhance reading comprehension skills	-Lesson study group - Assistance/Training from ESE specialist and support facilitators	Administration, Reading Coach-Gail Krause, Reading Department Chair-Juliet Rezende, Helaine Moore-ESE specialist and support staff	- Classroom Walkthroughs -Lesson plan monitoring -Student report card monitoring	- Classroom Walkthrough feedback -BAT II data -FCAT 2.0 data -FAIR data
2	Providing necessary support for both students and classroom teachers	-Lesson Study Groups - Availability of support facilitators, ESE Specialist, and Behavior Specialist in and out of the classroom - Modeling	Administration, Reading Coach-Gail Krause, Reading Department Chair-Juliet Rezende, Helaine Moore-ESE specialist and	-Progress monitoring - Classroom Walkthroughs -Student work samples	-BAT II data discussions -Review of student IEP

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 within all AMO subgroups, including but not limited to economically disadvantaged students will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 55% (386) of economically disadvantaged students demonstrated proficiency on the FCAT 2.0 Reading Assessment.	By June 2013, 59% (445) economically disadvantaged students will demonstrate proficiency on the FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited out of school resources such as technology and/or reading materials	-Monthly visits to school media center -Daily access to technology within the school environment	Administration, Reading coach - Gail Krause, Reading Department chair- Juliet Rezende, Media Specialist – Peg Snipas.	-Completion of research-based projects	BAT II data -FCAT 2.0 -Number of students participating in Science Fair, Social Studies Fair, or other project-based activities

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
Rtl and ESE strategies	All teachers	School Psychologist; Helaine Moore, ESE Specialist	All teachers school wide	PLCs – Fall 2012	Follow up meetings	Guidance, ESE
Modified Digital Classroom	Selected Teachers	Peg Breland TLC	Selected Teachers	TBA	follow up TBA	Peg Breland
Common Core State Standards	All Grade Levels/Content Areas	CCSS Team/Mrs Woehr	All Grade Levels/Science, Reading, Math, Social Studies, Magnet/Elective, Language Arts	Beginning in August 2012 and periodically through the end of the school year	-Classroom Walkthrough -Monitoring of teacher lesson plans	Administration ,Curriculum coaches Department chairs, CCSS Team/Ms. Woehr
Understanding Poverty follow-up	All	HRD personnel	Selected teachers	TBA	Administration	Administration
Common Core State Standards	All teachers	HRD personnel	All teachers	Beginning in August 2012 and periodically through the end of the school year	-Classroom Walkthrough -Monitoring of teacher lesson plans	Administration ,Curriculum coaches Department chairs,

Reading Strategies	All teachers	Gail Krause, Reading Coach	All teachers school wide	Beginning in August 2012 and periodically through the End of the school year	-Classroom Walkthrough -Monitoring of teacher lesson plans	-Administration, -Gail Krause, Reading Coach
Technology	All teachers	TLC	All teachers	Ongoing throughout the year	CWT's	-Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intensive/enrichment consumable materials	Consumable Materials (Jamestown Signature, IMPACT, Word Wisdom, Vocabulary though Morphemes), Classroom novel sets	Accountability	\$1,000.00
Intensive/enrichment consumable materials	Scope, Read, Action Magazines Classroom novel sets	Accountability	\$800.00
			Subtotal: \$1,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase learning gains in reading	Riverdeep, Compass Odyssey, FCAT Explorer	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase learning gains in reading	CCSS training, CRISS training, other workshops, RTI and Differentiated Instruction training	Title 1	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading -Parent Education	Parent Night: materials and staff	Title I (ELO funds)	\$500.00
			Subtotal: \$500.00
			Grand Total: \$2,300.00

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:	All students will receive ongoing effective classroom instruction ensuring that all listening, Speaking, Reading and Writing, benchmarks established by the state of Florida and Broward County are effectively taught in a timely manner within the classroom setting.
2012 Current Percent of Students Proficient in listening/speaking:	
In June 2012, 69%(18) showed proficiency in Listening and Speaking base on the CELLA	
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				

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:

All students will receive ongoing effective classroom instruction ensuring that all listening, Speaking, Reading and Writing, benchmarks established by the state of Florida and Broward County are effectively taught in a timely manner within the classroom setting.

2012 Current Percent of Students Proficient in reading:

In June 2012, 69%(18) of the students were proficient in reading according to the CELLA.

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				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

All students will receive ongoing effective classroom instruction ensuring that all listening, Speaking, Reading and Writing, benchmarks established by the state of Florida and Broward County are effectively taught in a timely manner within the classroom setting.

2012 Current Percent of Students Proficient in writing:

In June 2012, 65% (17) of the students showed proficiency in writing according to the CELLA.

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				

CELLA 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 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:	All students will receive ongoing effective classroom instruction ensuring that the mathematical benchmarks established by the state of Florida and Broward County are effectively taught in a timely manner within the classroom setting.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 27% (328) of all students scored level 3 on the FCAT Math Assessment.	By June 2013, 32% (396) of all students will score level 3 on the FCAT Math Assessment

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in 8th grade are not demonstrating proficiency in geometry	With the use of the flipped classroom, teachers will provide individualized attention and differentiated instruction to meet the needs of all students.	Administration.Department chair,Jill Slesinski,Math coach Ana Morales.	-Teacher observation - Monitoring frequency of correct responses	-Weekly formal and informal assessments - BAT II data and FCAT comparisons - Monthly Data Meetings
2	Students lacking necessary math skills from previous school years	Spiraling mini-lessons addressing previous year's math curriculum -PLC collaboration on spiraling initiative - -Math parent night to disseminate information regarding math instruction -Curriculum Alignment	Administration.Department chair,Jill Slesinski,Math coach Ana Morales.	-Teacher observation -Monitoring frequency of correct responses -Self Monitoring Scale	-Weekly formal and informal assessments - BAT II data and FCAT comparisons - Monthly Data Meetings
3	Lack of time for professional development for FCAT 2.0 and CCSS.	-Ensure teachers are properly trained on Core Curriculum Standards through profession learning communities and implement these through lesson plans and classroom instruction	Administration.Department chair,Jill Slesinski,Math coach Ana Morales.	- Classroom Walkthroughs focusing on NGSS and integration of CCSS implementation, IFC and providing to feedback-Lesson Plans	-Chapter tests of district-approved textbooks -BAT II and FCAT data - Common assessment 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 mathematics.  Mathematics Goal # 1b:	Students obtaining levels 4 , 5 and 6 on the Florida Alternate Math Assessment will receive ongoing instruction emphasizing on enrichment activities to reinforce high-achieving students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 100% (2) of all students received a level 4, 5 and 6 or 5 on the Florida Math Alternate Assessment.	In June 2013, 100% (2) of all students will receive a level 4, 5 and 6 on the Florida Math Alternate Assessment.

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 basic skills as building blocks for comprehension of grade level material	- Use of manipulatives and hands on learning opportunities – Daily mini-lessons and mini assessments of basic math skills to determine areas of weakness in order to provide remediation of identified areas of weakness through individualized learning opportunities	Administration, Math coach, Ana Morales and Department chair, Jill Slesinski Casey Woehr ESE Teacher Helaine Moore, ESE Specialist	Implement weekly formal and informal assessments- CWTs focusing on assessments, remediation and enrichment activities and providing feedback	TOMA II data Benchmark Tests based on the specific curriculum

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:	Students obtaining levels 4 and 5 on the FCAT Math Assessment will receive ongoing instruction emphasizing enrichment activities to reinforce high-achieving students'
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 39% (466) of all students received a level 4 or 5 on the FCAT Math Assessment.	By June 2013, 44% (543) of all students will receive a level 4 or 5 on the FCAT Math Assessment.

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	Creating and providing effective and engaging enrichment learning opportunities	-Utilize the NGSS curriculum -Emphasize the use of technology within the creation of lesson planning by the integration of digital manipulative and differentiated activities. -PLC collaboration and Best practices sharing -Participation in school and district-wide math competitions -Offering a school math club -online math competitions	Administration, Ana Morales, Math coach and Math Department Chairperson, Jill Slesinski.	-Math Lesson Study Group Discussion and Evaluation -Sharing best practices -Professional Development Opportunities - Classroom Walkthroughs focusing on DI activities that challenge students to develop higher order thinking. -Progress Monitoring - -Participation in math related extra-curricular activities	-Monthly Team Data Meetings - Lesson Study Evaluation - Classroom Walkthrough Feedback. - Results of District Assessments -Chapter tests of district-approved textbooks -BAT II data -FCAT -Common assessment data
2	Students not having the motivation to maintain a high proficiency level.	-In class competitions through technology based math software -Levels 4 and 5 students will be scheduled for an advanced and/or high school level classes. -Classroom instruction will include differentiated instruction with computer assisted learning -hands on activities -Khan Academy	Administration, Ana Morales, Math coach and Math Department Chairperson, Jill Slesinski and All Math Teachers	CWTs focusing on high level and challenging strategies -integration of Technology -providing feedback on the analyzed results of District Assessments.	-Results of District Assessments -Data Analysis -PLC

3	Lack of technology and enough resources to use in the classroom.	- cooperation with computer teacher and computer lab EOC laptop cart will be accessible.	Administration, Ana Morales, Math coach and Math Department Chairperson, Jill Slesinski.	- Classroom Walkthrough - Run reports through pinnacle, khan academy, fcat focus	- Common Assessment data - Bat II - mini BAT - District Exams
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	Students obtaining levels 7 or above on the Florida Alternate Math Assessment will receive ongoing instruction emphasizing enrichment activities to reinforce high-achieving students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 0% (0) of all students received a level 7 or above on the Florida Math Alternate Assessment	By June 2013, 50% (1) of all students will receive a level 7 or above on the Florida Math Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having a limited mathematics vocabulary	Implementation of vocabulary building strategies within the classroom - Word Walls	Administration, Math coach, Ana Morales, Department chair, Jill Slesinski. Casey Woehr, Teacher Helaine Moore ESE specialist	- Student Work Samples - Mini- benchmark assessments incorporating word problems	TOMA II Data Graded work samples Unit assessment tests

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Nova Middle School will require teachers to monitor and evaluate individual student learning needs and identify effective methods of instruction to increase student learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 70% (828) of Nova Middle School students demonstrate learning gains on the 2011 FCAT Math Assessment.	By June 2013, 75% (927) of students at Nova Middle School will demonstrate learning gains on the 2011 FCAT Math Assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having a limited mathematics vocabulary	Implementation of vocabulary building strategies within the classroom - Word Walls	Administration, Math coach, Ana Morales, Department chair, Jill Slesinski.	- Student Work Samples - Mini- benchmark assessments incorporating word problems	Administration/Teacher data discussions - BAT II data
2	Lack of basic skills in order to build on mathematical knowledge	- Daily mini-lessons incorporating current and previous taught math concepts. PLC Collaboration focusing on addressing	Administration, Math coach, Ana Morales, Department chair, Jill Slesinski.	- Informal and Formal Assessments - Classroom Walkthroughs focusing on activating prior knowledge activities providing feedback	Administration/Teacher data discussions - Classroom Walkthrough Feedback Common Assessment data analysis and



	prior knowledge as it pertains to grade level material		discussions.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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:	Students will receive ongoing instruction in all math benchmarks mandated by the state of Florida and Broward County. Student progress will be monitored and individual areas of weakness addressed with effective classroom and individualized instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 55% (172) students in the lowest 25% Demonstrated learning gains on the FCAT Math Assessment	By June 2013, 60% (188) of students in the lowest 25% will demonstrate learning gains on the FCAT Math Assessment

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 basic math skills as building blocks for comprehension of grade level material	-Use of manipulatives and hands-on learning opportunities -Daily mini-lessons and mini assessments of basic math skills to determine areas of weakness in order to provide remediation of identified areas of weakness through individualized learning opportunities -Use of Khan Academy videos and exercises to review and teach material -Implementation of Self	Administration, Math coach, Ana Morales and Department chair Jill Slesinski	- Implement weekly formal and informal assessments - Classroom Walkthroughs focusing on assessments, remediation and enrichment activities and providing feedback	-Comparison of assessment data on mini assessments, - BAT II - Classroom Walkthrough feedback - -Progress Monitoring

		Monitoring Scale			
2	Limited integration of technology to enhance overall student engagement	<ul style="list-style-type: none"> <li>-PLC Lesson study groups share implementation of technology in math lessons</li> <li>-Provide teacher training on various technology-based programs to enhance math instruction</li> <li>-Math Department meetings and sharing of best practices</li> <li>-Use of Khan Academy lessons and exercises.</li> </ul>	Administration, Math coach, Ana Morales and Department chair Jill Slesinski	Classroom Walkthroughs	- Classroom Walkthrough feedback
3	Students struggle with understanding content upon initial delivery of instruction	<ul style="list-style-type: none"> <li>- All level 1's and 2's in 6th and 7th grade and low level 1's in 8th grade students are scheduled in and extra math classes designed to be support the core math class, always spiraling back to ensure content acquisition</li> <li>-Based on Pre-Test results, enrichment teachers are teaching with the crunchtime calendar</li> </ul>	Administration, Math coach, Ana Morales and Department chair Jill Slesinski	Daily CWTs focusing on IFCs realigned with core class curriculum. Common assessments and Mini Bats discussions to discuss pace	<ul style="list-style-type: none"> <li>- Common assessments.</li> <li>- Mini Bats</li> <li>- Bat II</li> </ul>

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%.		Middle School Mathematics Goal #				
		<p>In June 2011, 66% of all students showed satisfactory progress in the Math FCAT.</p> <p>In June 2012, 66% of all students showed satisfactory progress in the Math FCAT.</p>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66%	72%	75%	77%	80%	

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:	Students within all AMO subgroups, including but not limited to students of varying ethnicities will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
In June 2012, White: 81% (234) Black: 66% (308) Hispanic: 69%(164) Asian: 93%(72) American Indian: 100% (0) demonstrated proficiency on the FCAT Math Assessment	In June 2013, White: 86% (248) Black: 71% (391) Hispanic: 74% (176) Asian: 98% (76) American Indian: 100% (1) students will demonstrate proficiency on the 2013 FCAT Math Assessment			
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	Lack of basic skills in order to build on mathematical knowledge	-Daily mini-lessons incorporating current and previous taught math concepts -PLC collaboration focusing on the remediation of math skills -Use of Khan Academy lessons and exercise	Administration. Ana Morales, Math coach Jill Slesinski Department chair and ELL department chair, Raquel Febles.	- Informal and Formal Assessments - Classroom Walkthroughs focusing on activation of prior knowledge strategies providing feedback- Administration/Teacher data discussions	- Classroom Walkthrough Feedback Informal and formal assessments.
2	Lack of Implementation of differentiated instructional opportunities to meet the needs of all students	-Staff development on DI. -Lesson study groups - Project-based learning opportunities -Designated parent curriculum night	Administration. Ana Morales, Math coach Jill Slesinski Department chair	-Student work samples - Classroom Walkthroughs focusing on DI strategies providing feedback	- BAT II data comparison -FCAT Mini benchmark assessments - -Accurate responses to high- order questioning

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:	Students within all AMO subgroups, including but not limited to English Language Learners will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 29% (5) English Language Learners demonstrated learning gains the FCAT Math Assessment.	By June 2013, 34% (15) English Language Learners will demonstrate learning gains on the FCAT Math Assessment

**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	Effective implementation of effective ESOL instructional strategies to enhance math skills and content vocabulary.	-Lesson study groups - Training on ESOL Instructional Matrix	Administration Math Coach, Ana Morales and Department Chair, Jill Slesinski. ELL department chair Raquel Febles Gonzalez	- Classroom Walkthroughs -Lesson Plan Monitoring	- Classroom Walkthrough feedback
2	Testing accommodations must be provided throughout the school year	-PLC collaboration focusing on the effective implementation of accommodations for ELL students	Administration Math Coach, Ana Morales and Department Chair, Jill Slesinski. ELL department chair Raquel Febles Gonzalez	- Classroom Walkthroughs -Lesson Plan Monitoring	- Classroom Walkthrough feedback

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:	Students within all AMO subgroups, including but not limited to students with disabilities will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In June 2012, 38% (44) of students with disabilities demonstrated progress in FCAT 2.0 Math assessment	By June 2013, 43% (50) students with disabilities will Demonstrate progress in FCAT 2.0 Math assessment
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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	Effective implementation of designated accommodations to enhance necessary math skills	-Lesson study group - Assistance/Training from ESE specialist and support facilitators	Administration Ana Morales Math coach Jill Slesinski Math chair Ms. Moore ESE specialist All Math teachers	- Classroom Walkthroughs -Lesson plan monitoring	- Classroom Walkthrough feedback BAT II data comparison -FCAT
2	Low basic math skills.	Teachers will utilize best practices and differentiated instruction.  math classes will use the Riverdeep, FCAT Explorer, or other FCAT simulated software, in addition to using hands-on manipulatives during classroom instruction.  Pull out and push in will be provided by math coach.	Administration Ana Morales Math coach Jill Slesinski Math chair Ms. Moore ESE specialist All Math teachers	Results of District Assessments, teacher-made tests, and/or textbook assessments.	District Assessments, teacher-made tests, and/or textbook assessments.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	Students within all AMO subgroups, including but not limited to economically disadvantaged students will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 57% (403) of economically disadvantaged students demonstrated adequate progress on the FCAT Math Assessment.	By June 2013, 62% (438) economically disadvantaged students will demonstrate adequate progress on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low basic math skills.	Teachers will utilize best practices and differentiated instruction.  math classes will use the Riverdeep, FCAT Explorer, or other FCAT simulated software, such as Florida achieves. These type of software can be adjusted to target all level students, in addition to using hands-on manipulatives during classroom instruction.  Weekly Pull- out and push- in will be provided	Administration Math Coach, Ana Morales and Department Chair, Jill Slesinski.	Results of District Assessments, teacher-made tests, and/or textbook assessments	District Assessments, teacher-made tests, and/or textbook assessments.

## Algebra 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 Algebra. Algebra Goal #1:	Students taking High School Level Algebra I Honors will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 22% (31) students Demonstrated proficiency on the EOC.	In June 2013, 23% (33) students will Demonstrated proficiency on the EOC.

### 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 basic Algebra skills	Review and spiraling back when necessary during daily lessons -Do Now assignments geared towards review and EOC practice -Khan Academy lessons and exercise to practice concepts that should have already been mastered	.Classroom Teachers, Administration, Math Coach, Ana Morales, Department Chair, Jill Slesinski	-Classroom Walkthroughs providing focused feedback	-Common Assessments -Mini Bat's -EOC BAT -Informal and formal assessments -Self monitoring scale -District 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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students taking High School Level Algebra I Honors will receive effective classroom instruction and progress monitoring to ensure that the requirements
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 77% (109) students Demonstrated mastery on the EOC.	In June 2013, 82% (117) students will Demonstrated mastery on the EOC.

### 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	-Integration of technology to enhance overall student engagement and enrichment	-PLC Lesson study groups share implementation of technology in math lessons -Provide teacher training on various	- Classroom Teachers, Administration, Math coach, Ana Morales and Department chair Jill Slesinski	-Classroom Walkthroughs providing focused feedback	- Classroom Walkthrough feedback

	technology-based programs to enhance math instruction -Math Department meetings and sharing of best practices			
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## 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:	Students taking High School Level Geometry will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 2%(1) student achieved a level 3 on the Geometry EOC	In June 2013, 0%(0) students will receive a level 3 on the Geometry EOC

### 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 basic Algebra skills to apply in Geometry	- Review and spiraling back when necessary during daily lessons - Do Now assignments geared towards review and EOC practice - Khan Academy lessons and exercise to practice concepts that should have already been mastered	Classroom Teachers, Administration, Math Coach, Ana Morales, Department Chair, Jill Slesinski	- Classroom Walkthroughs	- Classroom Walkthrough feedback

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:	Students taking High School Level Geometry will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 98% (41) students achieved a level 4 or 5 on the Geometry EOC	By June 2013, 100% 43 students will achieve a level 4 or 5 on the Geometry EOC

### 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
	integration of technology to enhance	PLC Lesson study groups	Classroom Teachers,	- Classroom Walkthroughs	- Classroom Walkthrough

1	overall student engagement and enrichment	share implementation of technology in math lessons -Provide teacher training on various technology-based programs to enhance math instruction -Math Department meetings and sharing of best practices	Administration, Math coach, Ana Morales and Department chair Jill Slesinski	feedback
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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
Differentiated Instruction Training follow up	All levels	Talent development department	Math teachers	August 2012 throughout the year	Formal and informal observations CWTs	Ana Morales Math coach Jill Slesinski Math department chair Administration
Ongoing training on the alignment of the FCAT 2.0 standards and the CCSS	All levels	Mrs. Brown and Mrs Woehr	Math teachers	August 2012 throughout the year	Formal and informal observations CWTs	Ana Morales Math coach Jill Slesinski Math department chair Administration
GEM/EOC trainings	All levels	Talent development department	Math trachers	August 2012 throughout the year	Formal and informal observations CWTs	Ana Morales Math coach Jill Slesinski Math department chair Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Calculators	Class sets of FCAT Calculators	Accountability	\$1,000.00
Consumable materials	scantrons/manipulatives	Accountability	\$500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Speakers/ Headphones	computer speakers for math video presentations and headphones for Video and audio usage	Accountability	\$500.00
Document cameras	5 document cameras for extra math classes	Accountability	\$1,000.00
Promethean Pens	Pens for the promethean boards	Accountability	\$500.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Ongoing math standards training	Training on the transition to the common core standards	Title I	\$900.00
			Subtotal: \$900.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,400.00

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:	All students, including 8th graders, will receive ongoing instruction in Science related concepts, including but not limited to, Physical and Chemical Sciences, Earth and Space Science, Life and Environment Science, and Scientific Thinking, in preparation for the 2013 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 135 out of 398(34%) students scored at a level 3 on the science FCAT	By June 2013,37%(149) of students will attain a level 3 on the Science FCAT

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students making connections between scientific concepts taught in the classroom and real world situations.	-Participation in projects, including but not limited to research opportunities, that foster real world science connections -Hands-on learning opportunities, including but not limited to, labs that are aligned with designated science benchmarks	Administration Department Chair Usha Verma and all science teachers	-Bi-weekly benchmark assessment data -Bi-weekly department meetings to discuss benchmark data and realign instructional focus calendar as needed	- Monthly Teacher/Administration/Data Chats -Progress Monitoring of student work sample
2	Lack of student comprehension of science concepts and vocabulary required for Science FCAT proficiency	-Participation in weekly FCAT related vocabulary improvement strategies, ensuring all teachers are reading teachers	Administration Department Chair Usha Verma and all science teachers	-Daily mini-lessons focusing FCAT Science vocabulary -Classroom word walls demonstrating important science terms and concepts	Bi-weekly benchmark assessment data -Accurate implementation of science vocabulary in student work samples
3	Students with low reading levels	Provide CRISS strategies and reading help. Identify students with low reading levels and differentiate instructions. Teachers will practice FCAT like questions with the students. Utilize LA Benchmarks to emphasize to	Administration Department Chair Usha Verma and all science teachers	Ongoing Assessments Simulated FCAT Science assessments will be administered across the grade levels Pretests and post tests	County generated Mini assessments. Teachers will grade the simulated tests and chart student progress. Eighth graders will take the BAT 2 Test. Pre and posttest will be given each semester.



		promote reading comprehension.			
4	Students are not able to read and comprehend the questions correctly. Students go not retain the content form 6th and 7th grade benchmarks namely Earth Science and Life Science	Provide for review by running an FCAT Science camp.	Administration Department Chair Usha Verma and all science teachers	. Ongoing Assessments simulated FCAT Science assessments will be administered across the grade levels across the grade levels	County generated Mini assessments. Teachers will grade the simulated tests and tabulate
5	Parents may not be aware of the details of the FCAT Science test. They mat also be unable to help their child at home	Science parent night	Administration Department Chair Usha Verma and all science teachers	Ongoing Assessments Simulated FCAT Science assessments will be administered across the grade levels	County generated Mini assessments. Teaches will grade the simulated tests and tabulate BAT 2 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 Levels 4, 5, and 6 in science. Science Goal #1b:	Students obtaining levels 4,5 and 6 on the Florida Alternate science Assessment will receive ongoing instruction emphasizing enrichment activities to reinforce high-achieving students.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In June 2012, 100% (1) of all students received a level 4,5 and 6 on the Florida science Alternate Assessment.	N/A
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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 obtaining levels 4 and 5 on the FCAT Science Assessment will receive ongoing instruction emphasizing enrichment activities to reinforce high-achieving students'
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, 13%(53) scored at a level 4 or 5 on the FCAT Science Assessment	By June 2013,15%(60) students will attain a level 4 or 5 on the FCAT Science Assessment
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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 to	-Students will be	Gail Thompson	Ongoing Assessments	County generated

1	retain content form grades 6 – 8  Performance levels are much higher than 5th. Grade levels	provided enrichment classes like NEMA , Fishing and Come fly with me to increase their critical thinking skills.	Assistant Principal Department Chair Usha Verma Paulette Friedel NEMA teacher Ricardo Plummer Lets go Fishing Dennis Toback Come Fly with me	Simulated FCAT Science assessments will be administered across the grade levels	Mini assessments. Teaches will grade the simulated tests and tabulate BAT 1 and BAT 2 scores
2	Limited structured and enrichment opportunities to apply scientific knowledge to real world situations	-Participate in community-based competitions - Participate in school and county Science Fair -Integration of mathematical concepts as they pertain to enriching science activities	Administration Department Chair Usha Verma and all science teachers	Scoring and evaluation of overall quality and effectiveness of student projects and work samples	Science project rubric(s) -Number of participants in county-related Science competitions and events
3	Lack of opportunities for teachers to share enrichment activities that are both challenging and present high-order thinking opportunities	-Weekly participation in lesson study groups to share best practices	Administration Department Chair Usha Verma and all science teachers	-Classroom Walkthrough -Progress Monitoring -Overall effectiveness of lesson plans	-Classroom Walkthrough feedback

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:	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
PLC Common Core	6-8	Usha Verma	Science Teachers	All year	Monitoring of lesson plans	Gail Thompson, Administrator. Usha Verma, department chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Consumable Materials/ Magazines, Chemicals for labs	Students will be using these materials for lab and various projects	Accountability	\$500.00
Science Night	Science will hold joint Science Parent Night.	TITLE 1	\$500.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Document cameras	Teachers will use the cameras to deliver instruction more effectively	Accountability	\$1,500.00
			Subtotal: \$1,500.00
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: \$2,500.00

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:	All students, including 8th graders, will receive ongoing instruction in both expository and persuasive writing in preparation for the 2013 FCAT Writes Assessment. School-wide teachers will emphasize a 4.0 and above as demonstrating proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 90% (361) of students achieved adequate yearly progress in writing obtaining a 3.0 or higher on the FCAT Writes Assessment.	By June 2013, 95% (362) of 8th grade students will be proficient in writing as demonstrated by receiving a 4.0 or higher on the FCAT Writes Assessment.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistency in instruction across all grade levels in writing as prescribed by Springboard	Staff development in springboard strategies Implementing higher order thinking strategies to apply in writing as prescribed by Springboard	Language Arts Department Chair - Isabel Nodarse  Paul Baugh, Administrator	-Progression of skills demonstrated in student writing samples - Teacher data meetings Portfolios check - Weekly classroom walkthroughs focusing on consistency of springboard strategies. - Quarterly additions of writing samples placed in student writing portfolio.	- Springboard Embedded Assessment. CWT Portfolios
2	Lack of knowledge in creating nonfiction writing instructional opportunities across the grade levels and content areas	Intensive Writing workshops with mini-lesson focused on the Six Traits areas of Organization and Ideas for expository and persuasive essays. Content Area teachers will provide students opportunities to write expository and persuasive essays	Administration Language Arts Department Chair—Isabel Nodarse.	Portfolio Check List to ensure that specific genres are included in folder. On-going assessment to measure student growth, as determine by teacher. - Progress Monitoring - Student Work Samples	Writing Portfolios. Springboard embedded assessments.
3	Students lack the basic foundation of writing skills	Teacher will conduct pullout sessions of small groups of students for intensive remediation of writing skills.	Language Arts Department Chair - Isabel Nodarse	- Teacher Data Chats monitoring progress of student writing - Evaluation of Student Writing Portfolios for areas of improvement	CWT - Writing Portfolios

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:	Students obtaining levels 4 or higher on the Florida Alternate writing Assessment will receive ongoing instruction emphasizing enrichment activities to reinforce high-achieving students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 100% (1) of students achieved level 4 or higher on the FAA Writes.	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				

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
Monthly Language Arts Workshops on Six Traits of Writing	6-8/L.A.	Isabel Nodarse, LA Department Chair	All Language Arts Teachers	June 2013	CWTs, PLC Modeling, Follow-ups, Student Writing Portfolios	Isabel Nodarse, LA Department Chair
Differentiated Writing Strategies	6-8 LA	Isabel Nodarse, LA Department Chair	All Language Arts Teachers	June 2013	CWTs, PLC Modeling, Follow-ups using Student Writing Portfolios	Isabel Nodarse, LA Department Chair
Content Area Writing Workshop	6-8/All Subjects	LA Teachers and Administration	School-wide PLC	June 2013	CWTs, PLC Modeling, Follow-ups using Student Writings as Samples	Administration and Department Chairs

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student/Teacher Conferences	Teachers meet one on one with students to discuss writing.	Accountability	\$1,800.00
			Subtotal: \$1,800.00
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
Writing Pull-Outs	Pullout sessions of small groups of students for intensive remediation of writing skills	Accountability	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$3,800.00

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:	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				

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:	
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
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
No Data Submitted						

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

*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:	Nova Middle School will monitor and encourage students attending school on a daily basis and the requirement to arrive on time will be clearly presented within the first weeks of school in all content areas.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In June 2012, Nova Middle School's overall attendance rate was 96% (1171 students) .	By June 2013, Nova Middle School's overall attendance rate will rise to 99% (1207 students).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In June 2012, Nova Middle School's number of students with excessive absences was 33.	By June 2013, Nova Middle School's number of students with excessive absences will be 29.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In June 2012, Nova Middle School's number of students with excessive tardies was (176).	By June 2013, Nova Middle School's number of students with excessive tardies will be 158.

### 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	Providing students with appropriate incentives to attend school regularly and arrive on time	-Attendance recognition for those students with regular attendance	Administration, Guidance Department, School Support Staff, All Classroom Teachers	-End of marking period attendance/tardy monitoring -Increase in students receiving positive recognition	-Decrease in excessive absences each marking period
	Consistent classroom monitoring and	-All teachers document absences and tardies	Administration, Guidance	-End of marking period attendance/tardy	-Decrease in excessive

2	documentation of frequent absences and tardies	and report high frequency offenses to Guidance Department for parent/guardian follow-up	Department, School Support Staff, All Classroom Teachers	monitoring	absences each marking period
3	Increase in absences on early release days	-Provide students with meaningful lessons	Administration, Curriculum Coaching Team, All Classroom Teachers	-End of marking period attendance/tardy monitoring	-Decrease in excessive absences/tardies each marking period

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						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:



1. Suspension Suspension Goal #1:	Nova Middle School will utilize both a school-based and district-wide discipline plan along with a newly designed behavior plan to reinforce positive behaviors within the school environment. This year the total number of students with AES Suspensions was 94 and the total number in AES suspensions was 143. Our goal is to limit the number of students participating in outside of the classroom behavioral interventions in order to maximize instructional learning opportunities.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In June 2012, there were 764 Internal suspensions.	By June 2013 there will be a decrease of 10% (688) of internal suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In June 2012, there were 301 students suspended.	By June 2013 there will be a decrease of 10% (271) of students suspended.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In June 2012, there were 214 external suspensions.	By June 2013 there will be a decrease of 10% (193) of external suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In June 2012, there were 124 students externally suspended.	By June 2013, there will be a decrease of 10% (112) of students externally suspended.

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	Ensuring teachers use consistency when following the school discipline plan.	-Provide training opportunities to review school-wide discipline strategies  Schedule parent /student conference with administration	Administration, Guidance Department, All Classroom Teachers	- Documentation of offenders and monitoring of repeat offenders	-Progress Monitoring and Evaluation of Data Collection Classroom walkthroughs.
2	Assisting teachers with developing and implementing effective classroom management strategies	-Provide training and modeling opportunities to assist teachers with creating and maintaining a classroom environment conducive to learning.	Administration, Guidance Department, All Classroom Teachers	- Classroom Management Observations - Progress Monitoring	Administration/Guidance/Teacher Conferences -Classroom Management Observation Feedback Teacher referral reports from DWH and Data chats regarding number of referrals written.
3	Availability of data	Review discipline data quarterly and meet with students following the first suspension.  Schedule parent /student conference with administration	Grade Level Counselor	Review suspension data to see reduction	School Reports: Discipline – by student  School Filemaker Database

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
CHAMPS follow up	All levels	Talent development	All teachers	August 2012 and throughout the year	CWTs	Administration and Department chairs
Proactive Positive Behavior Plan follow up	All Levels	Administration	All Teachers	August 2012	Suspension reports monthly	Administration

Suspension Budget:

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

End of Suspension Goal(s)

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:

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>See PIP</p>
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2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In June 2012, 76% (864) of parents participated in the school orientation and other school-related parent involvement activities.		By June 2013, 79% (960) of parents will participate in the school orientation and other school-related parent involvement activities.			
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	Traveling distance for Nova parents	Provide ample time for notification to the parents. Continue using Parent link and website. Provide more parent night. Open house, etc	Administration and Guidance	Parent participation log books.	Parent participation log books.

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

## 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:		By June 2013, 75% of all students enrolled in the full year STEM class will show adequate or higher progress in STEM and SECME based skills.		
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
No Data Submitted						

## STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Balsa wood, Balsa Dragster Bodies, Small and big wheels. Plastic engraving plaques.	All these materials are used by the students to complete pertinent projects of the STEM class	Accountability	\$1,273.00
Materials for SECME: Balsa wood, Poster Boards, Victor Mouse traps, Rocket Launchers and Pump	Students will complete projects pertinent to the SECME class	Accountability	\$623.00
			Subtotal: \$1,896.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Printing supplies	Students will be using these materials for projects that require shirt printing	Accountability	\$615.00
			Subtotal: \$615.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$2,511.00</b>

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, 25%() of the 8th grade students enrolled in our computer application 1 and 2 classes, will be certified in Microsoft Word Suite(Word, Power Point and Excel)		
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	Teacher Training	Provide staff development to teacher and getting	Administration Department chair, Maria Taravella	Progress monitoring through computer base testing	Computerized certification Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training for Microsoft Word Suite and Certification assessments	8th Grade	Talent development	Computer Application 8th Grade teacher	TBA	Progress monitoring with the District	Administration and Department chair, Maria Taravella

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
<b>Technology</b>			

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

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Intensive/enrichment consumable materials	Consumable Materials (Jamestown Signature, IMPACT, Word Wisdom, Vocabulary though Morphemes), Classroom novel sets	Accountability	\$1,000.00
Reading	Intensive/enrichment consumable materials	Scope, Read, Action Magazines Classroom novel sets	Accountability	\$800.00
Mathematics	Calculators	Class sets of FCAT Calculators	Accountability	\$1,000.00
Mathematics	Consumable materials	scantrons/manipulatives	Accountability	\$500.00
Science	Consumable Materials/ Magazines, Chemicals for labs	Students will be using these materials for lab and various projects	Accountability	\$500.00
Science	Science Night	Science will hold joint Science Parent Night.	TITLE 1	\$500.00
Writing	Student/Teacher Conferences	Teachers meet one on one with students to discuss writing.	Accountability	\$1,800.00
STEM	Balsa wood, Balsa Dragster Bodies, Small and big wheels. Plastic engraving plaques.	All these materials are used by the students to complete pertinent projects of the STEM class	Accountability	\$1,273.00
STEM	Materials for SECME: Balsa wood, Poster Boards, Victor Mouse traps, Rocket Launchers and Pump	Students will complete projects pertinent to the SECME class	Accountability	\$623.00
				Subtotal: \$7,996.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase learning gains in reading	Riverdeep, Compass Odyssey, FCAT Explorer	N/A	\$0.00
Mathematics	Computer Speakers/ Headphones	computer speakers for math video presentations and headphones for Video and audio usage	Accountability	\$500.00
Mathematics	Document cameras	5 document cameras for extra math classes	Accountability	\$1,000.00
Mathematics	Promethean Pens	Pens for the promethean boards	Accountability	\$500.00
Science	Document cameras	Teachers will use the cameras to deliver instruction more effectively	Accountability	\$1,500.00
STEM	Printing supplies	Students will be using these materials for projects that require shirt printing	Accountability	\$615.00
				Subtotal: \$4,115.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase learning gains in reading	CCSS training, CRISS training, other workshops, RTI and Differentiated Instruction training	Title 1	\$0.00
Mathematics	Ongoing math standards training	Training on the transition to the common core standards	Title I	\$900.00
				Subtotal: \$900.00
Other				



Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading -Parent Education	Parent Night: materials and staff	Title I (ELO funds)	\$500.00
Writing	Writing Pull-Outs	Pullout sessions of small groups of students for intensive remediation of writing skills	Accountability	\$2,000.00
				Subtotal: \$2,500.00
				Grand Total: \$15,511.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 10/9/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Accountability money will be used to fund items outlined in the final budget of this plan in order to support various disciplines.	\$6,304.00
Accountability money carried over from the prior year will be used to fund items outlined in the final budget equitably amongst the various disciplines.	\$3,238.00

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

The purpose of the School Advisory Council is to support our school as an advocate for students, assist with the annual school budget, and promote school, family and community involvement. The following are activities that we implement at the SAC meetings:

- Share and discuss pertinent issues concerning our students academic achievement
- Receive updates on the School Improvement Plan. The SAC members and guest share ideas and the SAC members vote on proposed budget plans.
- The School Faculty Forum representative shares the information presented at the zone meetings.
- The PTSA representative discusses the plans for the school year. School, Parent, and Community involvement is encouraged.
- The Leadership Team presents the student goals, strategies, professional development for teachers, as well as necessary materials needed to best promote educational excellence.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Broward School District NOVA MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	77%	96%	47%	296	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	67%	73%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	72% (YES)			140	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District NOVA MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	75%	97%	53%	300	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	66%	73%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	64% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					568	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested