

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE SCHOOL

District Name: Broward

Principal: Jackson Self

SAC Chair: Elyse Kotkin

Superintendent: Robert Runcie

Date of School Board Approval:

Last Modified on: 10/12/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jackson Self	Master's in Educational Leadership	2	7	2005-2007, H.D. Perry Middle School, C 2007-2008, Orange Brook Elementary, A 2008-2010, H.D. Perry Middle School, B 2010-2011, H.D. Perry Middle School, C 2011-2012, North Broward Academy of Excellence, A
Assis Principal	Diana Sierra Bowman	Master's in Educational Leadership	1	1	

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/Staterwide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Meagan Connolly	Elementary K-6; Gifted Endorsement, ESOL Endorsement, Reading Endorsement	5	2	2011-2012, North Broward Academy of Excellence, A
Math	Karen Satchell-Simpson	Math 5-9; Gifted Endorsement; ESOL Endorsement	3	1	

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Applicants determined to be qualified for employment for current vacancies will be screened by a member of the CSUSA Human Resources Department as well as school administrative personnel to determine if they meet qualifications to be interviewed for the position available. Applicants apply through the Charter Schools USA Website and uploaded to Virtual Edge.	Bryan Rueger, CSUSA Talent Acquisition Manager Jackson Self, Principal	As needed.	
2	Interview protocol utilized, references and certification checked through State of Florida data base, disciplinary actions researched	Jackson Self, Principal	Before formal offer is made	
3	Salaries of teachers at North Broward Academy of Excellence will be competitive with schools in the area.	CSUSA Executive Team	Periodic review based on cost of living model	
4	Charter Schools USA Human Resources Department travel to other areas of the nation and the world to recruit highly qualified personnel.	Bryan Rueger, Talent Acquisition Manager	When warranted	
5	TLC program to mentor new teachers	Meagan Connolly, TLC Coordinator Diana Sierra Bowman, Assistant Principal	Monthly meetings and as needed	
6	TLC program to mentor new teachers	Meagan Connolly, TLC Coordinator Diana Sierra Bowman, Assistant Principal	Monthly meetings and as needed	
7	Team Leaders in elementary school and content leaders in middle school assist new teachers to the school with school-specific processes and procedures	Jackson Self, Principal Arlene Parnofiello, Dean	Monthly meetings and as needed	
8	CSUSA New Teacher Induction Program	Katie Gillespie, Manager of Education	The week before pre-planning at pre-determined site.	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
19	21.1%(4)	52.6%(10)	21.1%(4)	5.3%(1)	15.8%(3)	100.0%(19)	5.3%(1)	0.0%(0)	15.8%(3)

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
Karen Satchell-Simpson	Matthew Borowski	Math Coach & Prior Experience	Support will occur throughout the school year up to and including: classroom observation, support through out the school day when needed, training based on schoolspecific technology, professional development in areas of weakness based on benchmark data scores, TLC support to complete districtmandated NESS Binder, ongoing administrative support
Meagan Connolly	Virginia Gray	Reading Coach & Prior Experience	Support will occur throughout the school year up to and including: classroom observation, support through out the school day when needed, training based on schoolspecific technology, professional development in areas of weakness based on benchmark data scores, TLC support to complete districtmandated NESS Binder, ongoing administrative support
Ashley Culverhouse	Lauren Wood	Team Leader	Support will occur throughout the school year up to and including: classroom observation, support through out the school day when needed, training based on schoolspecific technology, professional development in areas of weakness based on benchmark data scores, TLC support to complete districtmandated NESS Binder, ongoing administrative support
			Support will occur throughout the school year up to and including: classroom observation, support through out the school day when needed,

Elyse Kotkin	Andrew Haddon	Team Leader	training based on schoolspecific technology, professional development in areas of weakness based on benchmark data scores, TLC support to complete districtmandated NESS Binder, ongoing administrative support
Ashley Culverouse	Brandy Godfrey	Team Leader	Support will occur throughout the school year up to and including: classroom observation, support through out the school day when needed, training based on schoolspecific technology, professional development in areas of weakness based on benchmark data scores, TLC support to complete districtmandated NESS Binder, ongoing administrative support

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

2012-2013

Title I, Part A: School Level Parent Involvement Plan

PART I. GENERAL EXPECTATION

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

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

- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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

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

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

education at school;

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

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

PARENTAL INFORMATION AND RESOURCE CENTER (PIRC)

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

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

2012-2013

North Broward Academy of Excellence
Title IA: School Level Parent Involvement Plan

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

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

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

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

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

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

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

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

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

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

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

1. Distributing and discussing scores at individual parent conferences
2. Mailing home a copy and explanation of the state assessments
3. Meeting with teachers to review assessments

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

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

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

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

The activities to assist parents include:

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

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

1. Title I/ESOL information night: we will present information regarding the No Child Left Behind (NCLB) Act, RTTT, Common

Core, the Parent-Teacher-Student Compact, NBAE's Parent Involvement Policy and a description of the Title I and ESOL Programs at NBAE.

2. Classroom Teachers and Bilingual staff members will be encouraged to participate as planners and facilitators for Family Literacy Nights to help parents understand that the school programs form a team with them to help their children to learn.

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

1. Invite members of the Multicultural & ESOL Program Department to provide a short in-service for building staff members on best to serve and communicate with our Hispanic and Haitian-Creole populations.

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

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

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

1. Provide translated copies, in Spanish, Haitian-Creole, Portuguese, and English, of printed materials, i.e., school and Title I Newsletter, Title I Brochure, Family Literacy Night and Reading Without Boundaries flyers, School/District Handbook, and Progress Reports.
2. Update outside marquee and PTC Bulletin Board (located next to the front office) with information of upcoming Title I Events and Literacy Nights.
3. When necessary, staff members will conduct in-home conferences or telephone conferences between teachers or other educators who work directly with participating children to maximize parent involvement.

ADOPTION OF THE PARENTAL INVOLVEMENT PLAN

This School Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, at North Broward Academy of Excellence. Parents of children participating in Title I, Part A programs, were included in the development of this plan, as evidenced by meetings conducted during the fall 2012.

This plan was adopted by North Broward Academy of Excellence on 9/25/2011 and will be in effect for the period of August 2012-June 2013. The school will make this plan available to all parents on or before December 16, 2012.

(Signature of School Advisory Council Chairperson)

(Signature of School's Principal)

(Date)

Title I, Part C- Migrant

Title I, Part D

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer

leadership and curriculum workshops can be supported with Title I funds.

Title III

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

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

Head Start

Not applicable.

Adult Education

Not applicable.

Career and Technical Education

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

Job Training

Not applicable.

Other

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

School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

Jackson Self, Principal; Meagan Connolly, Reading Coach; Kimberly Britton, School Counselor; Susan Hendler-Lubar, ESE Specialist and ESOL Coordinator; Diana Sierra Bowman, Assistant Principal,

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

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

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

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.

Charter School USA, the school's management company, has instituted a student data tracking component to it's Student Information System. Benchmarking data is entered into the system, this component helps the RTI team complete a student report based on the grade level strands. Additionally, the Fair Assessment provides additional information about student's specific reading deficits.

Describe the plan to train staff on MTSS.

Pre-Planning professional development and ongoing Professional Development focused on the Goal Initiatives.

Describe the plan to support MTSS.

Ongoing, monthly/weekly meetings are help to support the RTI Leadership Team's initiatives.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Meagan Connolly, Reading Coach; Diana Sierra Bowman, Assistant Principal; Jackson Self, Principal; Hallie Romain, ESE Teacher; Christopher Mattox, 8th Grade Language Arts Teacher; Sandra Milligan, Intervention Reading Teacher

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

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

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

The greatest of all goals is moving all students towards proficiency. With that in mind, the LLT's focus for 2012-2013 school year is to continue to implement a reading program that places a variety of nonfiction text and leveled readers within the classroom and around the school. The team will also continue move focus to reading application with an emphasis on vocabulary.

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.

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

*High Schools Only

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

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

Not applicable.

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

Not applicable.

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](#)

Not applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	On the 2013 FCAT Reading Test, 39% of the students will achieve a proficiency level of 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (123/343)	39%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be provided with additional time to practice reading skills after whole group instruction.	Master schedule now includes reading classes for 7th and 8th grade students. Teachers will create a reading block schedule that includes time for independent reading and/or small group instruction.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self	Leadership Team observations will be conducted to make sure time is included for independent reading. Student reading logs or reading goals will display an increase of books read.	Observation checklists FAIR data Reading logs/reading goals set within the classroom Reading schedule Quarterly reading grades
2	With the grade level increase, students may struggle with advanced skills and concepts.	Teachers will implement and use Instructional Focus Calendars to target and remediate skill deficiencies.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self	Teachers will provide pre and post test assessments to determine if students are mastering targeted skills. From this information, students who are continuing to struggle will be invited to attend after school tutoring.	Pre and post test assessments Benchmark assessments Quarterly grades
3	Students may experience challenges with more complex reading materials, especially within the area of non-fiction texts.	Teachers will develop a plan to increase and infuse non-fiction reading materials across all content areas.	Classroom teacher Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self	Assessments will be provided to determine if students' are retaining knowledge in the area of non-fiction. Data analysis will be tracked on benchmark data reports, with special focus on non-fiction questions.	FAIR data Benchmark Assessments Quarterly Grades Non-fiction reading 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:				
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				

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:	On the 2013 FCAT Reading Test, 21% will achieve above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (61/343)	21%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High achieving students may not be fully challenged from whole group classroom instruction.	Teachers will provide high achieving and gifted students will acceleration, curriculum compacting, and/or enrichment learning opportunities.	Gifted Grade Level Teacher ESE Specialist, Susan Hendler-Lubar Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self	Teachers will analyze data to make sure that high achieving students are making gains from advanced instruction. Rubrics for assignments will be evaluated to make sure that students are performing.	Rubrics for advanced projects/assignments Benchmark Assessments Quarterly Grades
2	High achieving students should be provided with challenging learning opportunities on a continual basis.	Student home learning will be differentiated to ensure that students are receiving instruction on their ability level. An emphasis on project based learning will occur after culminating units.	Classroom Teacher ESE Specialist, Susan-Hendler Lubar Assistant Principal, Diana Sierra	Teachers will frequently assess for ability level and adjust the home learning assignments as necessary. Rubrics will be provided for culminating projects.	Tracking home learning Quarterly Grades Benchmark Assessments Rubrics for advanced projects/assignments
	High achieving students	Teachers will attend the	Classroom Teacher	Teachers will provide	Benchmark

3	may not be fully engaged with the reading curriculum.	Goldmansour & Rutherford training to learn strategies to engage readers. Teachers will use a variety of reading materials to keep students interested.	ESE Specialist, Susan-Hendler Lubar Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self	other faculty with information from trainings and report on students' engagement levels with new strategies. Teachers will use student interest inventories and observations to determine level of interest and student engagement.	Assessments Quarterly Grades Reading goals established within the classroom FAIR data Engagement level observations Training roster
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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 reading. Reading Goal #2b:	
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				

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (226/343)	69%

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 multiple exposures of content strategies throughout the year in order to be proficient.	Subject area teachers will utilize Instructional Focus Calendars to revisit and reteach areas of skill deficits. Students who do not	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal,	IFC calendars will be continuously written to meet the changing needs of students. IFC essential questions and focused skills are to	Post-Test IFC Assessments Benchmark Assessments FAIR data

1		perform well on the IFC post test will be invited to tutoring. Intensive reading classes will be provided for students who do not meet established criteria.	Diana Sierra Principal, Jackson Self	be strategically placed in lesson plans and visible to students. Data will tracked and analyzed for students in the intensive reading course to see if projected levels are improving.	Quarterly grades
2	Some students have a greater achievement gap to close than their peers.	Teachers will provide after school tutoring, Tier II instruction during the day, and Tier III instruction after starting the CPS process. Reading has been added to the master schedule for 7th and 8th to increase reading strategies.	Grade Level Team Lead Guidance Counselor Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self	Progress Monitoring by team Data Chats by team Data Chats with Administration	Post-Test IFC Assessments Benchmark Assessments FAIR data Quarterly reading grades
3	Instruction is not always data driven.	Teachers will participate in data chats with grade level team members and reading coach. Small groups will be established to meet the changing needs of students.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self	Tracking of benchmark data to determine whole group instruction. Analyzing FAIR data for small group instruction. Monitoring targeted skills using instructional focus calendars.	Benchmark Assessments FAIR data IFC post tests

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:	
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				

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:	On the 2013 FCAT Reading Test, 65% of the lowest quartile will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

62% (54/87)			65%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25% may need additional reading minutes beyond the fifty-five minute reading block.	RtI Tier II and Tier III interventions will be in place for students in the lowest 25%. Intensive reading classes will be provided for students who do not meet the established criteria. Additional reading courses have been added to the master schedule for 7th and 8th grade students.	Grade Level Team Lead School Counselor Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self	Data will be analyzed on a regular basis to review the progress of Tier II and Tier III students. Data will tracked and analyzed for students in the intensive reading course to see if projected levels are improving.	IFC Post Test Assessments Benchmark Assessments FAIR data Quarterly grades
2	Teachers may need to increase their knowledge of instructional strategies to reach all students.	Teachers will attend the Goldmansour & Rutherford training to learn new ways to meet the needs of all students. Grade levels will meet and plan together to discuss ideas and strategies.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self	Leadership team will conduct observations to make sure classroom instruction is meeting the needs of all students. Teachers will be attend the Goldmansour & Rutherford trainings.	Observation documentation Teacher in-service records Team meeting minutes Training sign-in rosters
3	Students in the lowest 25% may struggle with grade level, whole group instruction.	Center activities, differentiating instruction, small group instruction, home learning, and scaffolding activities, will all be used to provide students with opportunities for additional practice.	Grade Level Team Lead Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self	Grade level teams will work together to develop strategies for centers, small group and differentiated instruction. Leadership team will complete observations to make sure that students are provided with multiple opportunities to practice reading skills.	Team meeting minutes Post-Test IFC Assessments Benchmark Assessments Leadership Team Observations

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 # On the 2013 FCAT Reading Test, 65% of students will meet Annual Measurable Objectives. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	65	75	85	100	

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.	On the 2013 FCAT Reading Test, 61% of Blacks and 82% of Hispanics will achieve proficiency.
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Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (111/193) Black 79% (26/33) Hispanic	61% Black 82% Hispanic

Problem-Solving Process to Increase Student Achievement

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

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:	By April 2012, English Language Learners at North Broward Academy of Excellence Middle School in reading will make adequate yearly progress.
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By April 2012, students with disabilities at North Broward Academy of Excellence Middle School will make adequate yearly progress in reading.
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	On the 2013 FCAT Reading Test, 64% of economically disadvantaged students will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (131/216)	64%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers should expand their knowledge of instructional strategies in order to reach all students.	Team meetings, resource teachers, and coaches will provide ideas resources, and opportunities for professional development. Teachers will attend the Goldmansour & Rutherford training regarding the ways to meet the needs of diverse learners.	Grade Level Team Lead Reading Resource Teacher Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson	Leadership observations will pinpoint areas needed for professional development. Grade level meeting minutes will reflect discussions of strategies to assist students.	Observation checklists Inservice records Grade level meeting minutes

			Self		
2	Economically disadvantaged students may not have as many options for reading materials as their peers.	Students will have access to classroom libraries to check out books for personal use. Educational programs such as Study Island will be utilized for students to practice reading comprehension.	Classroom Teacher Team Lead Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self	Student reading logs or book counts will demonstrate the types of books students have been reading.	Classroom book goal achievements
3	Economically disadvantaged students often do not have access to some of the same supplemental resources as their peers.	Students will access to computers before or after school for students to improve academically, using programs such as Study Island, FCAT Explorer, Discovery Education, etc. Free tutoring is provided to students who are in need of remediation after Tier II interventions have been provided in the classroom. A school-wide reading initiative will be implemented to promote reading goals.	Classroom Teacher Grade Level Team Lead Assistant Principal, Diana Sierra Principal, Jackson Self	Tutoring data and computer program usage will be monitored by both the grade levels and administration.	Computer Program Reports (Study Island , Discovery Education) Tutoring assessments

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
Meeting the Needs of Diverse Learners	K-8	Ken Westerman/Goldmansour & Rutherford	School-wide	Planning Days	Administration will complete walk-throughs to make sure that different strategies taught are implemented. ken Westerman will do walk-throughs to provide support to teachers to implement strategies taught.	Team Leaders Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self
Adaptive Planning	K-8	Ken Westerman/Goldmansour & Rutherford	School-wide	Planning Days	Administration will complete walk-throughs to make sure that different strategies taught are implemented. ken Westerman will do walk-throughs to provide support to teachers to implement strategies taught.	Team Leaders Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Principal, Jackson Self

Teacher Learning Community (TLC)	K-8	Meagan Connolly	New teachers and those working on their professional certification	Once a month, Mondays	<p>New teachers will be observed through walk-throughs to provide continual feedback.</p> <p>All new teachers have been assigned a mentor.</p> <p>Teachers working toward their professional certification will demonstrate competency understanding through binder coursework.</p>	<p>Reading Coach, Meagan Connolly</p> <p>Teacher Mentors</p> <p>Assistant Principal, Diana Sierra</p> <p>Principal, Jackson Self</p>
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school tutoring, FCAT Saturday Camps	FCAT Coach, STARS, AMSCO Florida Reading	General Budget	\$25,000.00
			Subtotal: \$25,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Interactive Software Nook Books	Barnes and Noble, Panaboard Software	Internal Accounts, General Budget	\$30,000.00
			Subtotal: \$30,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Meeting the Needs of Diverse Learners and Adaptive Planning	Goldmansour and Rutherford: Teachers will learn strategies to meet the needs of all learners in the classroom (Universal Design for Learning)	Title I Professional Development Budget	\$7,500.00
			Subtotal: \$7,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$62,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	
CELLA Goal # 1:	
2012 Current Percent of Students Proficient in listening/speaking:	

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:

2012 Current Percent of Students Proficient in reading:

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:

2012 Current Percent of Students Proficient in writing:

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:	On the 2013 FCAT Mathematics Test, 42% of the students will achieve proficiency, level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (123/343)	42% (147/350)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not yet mastered prerequisite content necessary to be successful at the current grade level	Tier II interventions will be provided within the regular classroom as outlined in the instructional focus calendars to ensure mastery of all concepts. Students in need of Tier III interventions will be scheduled into a supplemental intensive math class	Math Content Lead, Karen Satchell-Simpson CPST Coordinator Math support Teacher, Vanessa Braga	The middle school mathematics team will meet to discuss the data regarding IFC efforts. The RtI team will progress monitor students receiving Tier II and Tier III interventions.	Benchmark Assessments IFC Post Tests
2	There is a lack of student engagement.	Additional technology has been provided to the math department to help enhance instruction.	Math Content Lead, Karen Satchell-Simpson Assistant Principal, Ms. Diana Sierra-Bowman Math support Teacher, Vanessa Braga	The leadership team will look for evidence of student engagement during observations.	Properly Completed Student Work Benchmark Assessments Classroom Observations
3	Students have difficulty with problem solving and vocabulary.	Select teachers will receive professional development to expand their repertoire of teaching strategies for these areas.	Math Content Lead, Karen Satchell-Simpson Assistant Principal, Diana Sierra-Bowman Math support Teacher, Vanessa Braga	Assessments will include more problem solving opportunities.	Benchmark Assessments Textbook Unit Tests
4					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	
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Mathematics Goal #1b:				
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				

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:	On the 2013 FCAT Mathematics Test, 38% of the students will achieve at or above level 4 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (110/343)	38% (133/350)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not given enough daily inquiry based activities.	Elective classes are infusing more inquiry based and problem solving lessons into their curriculum.	Principal, Jackson Self Assistant Principal, Diana Sierra-Bowman Math Content Lead, Karen Satchell-Simpson Math Resource Teacher, Vanessa Braga	The math department and administration will monitor student data to regularly assess the progress of students by monitoring test scores and rubrics.	Benchmark Assessments
2	High achieving students need to have challenging instruction and curriculum.	Students will complete assignments and activities out of the enrichment portion (Glencoe Connects Plus) of the Glencoe Connects curriculum. The advanced eighth grade class will be taking the Algebra I course. GEM 6 Training provided for GEM 6, 7th and 8th teacher	Math Content Lead, Karen Satchell-Simpson Assistant Principal, Diana Sierra Math support Teacher, Vanessa Braga	Teachers will use progress monitoring assessments to check the effectiveness of the enrichment curriculum.	Benchmark Assessments Textbook Unit Tests
	High achieving students	Student homework	Math Content	Teachers will review	Successful

3	need to be provided challenging learning opportunities on a daily basis outside the classroom.	assignments will be differentiated each night to ensure that students are being academically stimulated.	Lead, Karen Satchell-Simpson Assistant Principal, Diana Sierra-Bowman Math support Teacher, Vanessa Braga	homework on a daily basis to ensure that it was challenging and meaningful for students.	completion of homework assignments Textbook Unit Tests
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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:	
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				

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:	On the 2013 FCAT Mathematics Test, 88% of the students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (285/343)	88% (308/350)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to expand their repertoire of teaching strategies in order to reach each learner.	The math department will meet on a regular basis as a professional learning community to discuss topics being taught, resources that are available and suggest strategies to one another.	Math Content Lead, Karen Satchell-Simpson.	The administration team will conduct regular observations to determine the effectiveness of teaching and student engagement.	Classroom Observations
	Students need multiple	The instructional focus	Math Content	Progress will be	Benchmark

2	exposures to the same content throughout the school year in order to obtain a level of mastery.	calendar will spiral back to the previous topic to remediate specific skills and provide students with immediate feedback.	Lead, Karen Satchell-Simpson Assistant Principal, Diana Sierra-Bowman Math support Teacher, Vanessa Braga	monitored by reviewing data from Unit Tests and IFC Post Tests.	Assessments IFC Post Tests
3	Some students have a larger achievement gap to fill than their peers.	Teachers will provide after school tutoring opportunities for students who do not demonstrate mastery of content after a designated IFC time frame.	Assistant Principal, Diana Sierra-Bowman Principal, Jackson Self Math Content Lead, Karen Satchell-Simpson	Data chats will be held on a regular basis by the mathematics department to discuss the effectiveness of tutoring efforts.	IFC Post Tests Tutoring Assessments Benchmark Assessments
4					

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

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

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:	On the 2013 FCAT Mathematics Test, 85% of the lowest quartile will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (68/86)	85% (75/88)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Some students lack prerequisite knowledge needed to be successful at the current grade level in mathematics.	Students in the lowest quartile will be placed in a supplemental, intensive math class to receive additional support.	Math Content Lead, Karen Satchell-Simpson The RTI Team	Student data from lowest quartile will be analyzed on a regular basis to monitor progress and growth. Each student's success in the mainstream math class will be also be an indicator of effectiveness.	Chapter Diagnostic Tests Benchmark Assessments
2	Teachers need to increase their knowledge of alternative teaching strategies and instructional ideas.	The math department will meet monthly to exchange ideas and resources.	RTI Team	Notes will be taken at the math department meetings. Administration and the Rtl team will sit in on meetings. The Student Intervention Record should be updated on a regular basis when new strategies are implemented for each student receiving interventions.	Benchmark Assessments Textbook Progress Monitoring Assessments
3	Students need a variety of learning opportunities, including hands-on activities, in order to master concepts.	Center activities will be used to differentiate for various learning styles and provide students with opportunities for practice.	Math Content Lead, Karen Satchell-Simpson RTI Team	The leadership team will evaluate the effectiveness of center activities during observations.	Completed Student Center Activities Benchmark Assessments Chapter Assessments
4					

Based on 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 # On the 2013 FCAT Mathematics Test, 80% of students will meet AMO. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	80	85	90	95	

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:	On the 2013 FCAT Mathematics Test, 75% of each applicable subgroup will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 32% (73/226), White: N/A, Hispanic: 32% (19/58), Asian: N/A, American Indian: N/A	Black: 75%, White: N/A, Hispanic: 75%, Asian: N/A, American Indian: N/A
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are not receiving adequate interventions.	Tier II interventions will be provided within the regular classroom as outlined in the instructional focus calendars to ensure mastery of all concepts. Students in need of Tier III interventions will be scheduled into a supplemental math class.	Math Content Lead, Karen Satchell-Simpson Math support Teacher, Vanessa Braga	Each teacher providing interventions will collect each student's data to check for growth.	Benchmark Assessments Textbook Unit Tests
2	Students in some of the subgroups are not achieving mastery of standards, but rather partial mastery.	The instructional focus calendar will continuously spiral back to concepts not fully mastered to ensure mastery. Students who have not mastered concepts after the IFC time frame, will participate in after school tutoring.	Math Content Lead, Karen Satchell-Simpson Assistant Principal, Diana Sierra-Bowman Math support Teacher, Vanessa Braga	IFC data will be tracked by both the mathematics department and administration to monitor effectiveness and continuously make improvements	IFC Post Tests Tutoring Assessments Benchmark Assessments
3	Teachers need to increase their knowledge of alternative teaching strategies and instructional ideas in order to reach each learner in our diverse population.	The math department will meet monthly to exchange ideas and resources. The math resource teacher will provide ideas and resources to supplement the core curriculum.	Math Team Lead, Karen Satchell-Simpson Assistant Principal, Diana Sierra-Bowman	Notes will be taken at all math department meetings. Administration and the RtI team will sit in on meetings.	Benchmark Assessments Classroom Observations for evidence of student engagement Meeting minutes from math department meetings
4					
5					

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

3					
4					

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					
3					
4					
5					

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	On the 2013 FCAT Mathematics Test, at least 45% of economically disadvantaged students will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (85/237)	45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically disadvantaged students often do not have access to some of the same supplemental academic resources as their peers.	Tutoring will be provided for any student in need of remediation after Tier II interventions have been given in the classroom.	Principal, Jackson Self Math Content Lead, Karen Satchell-Simpson	Tutoring data and Study Island usage and data will be monitored by both the mathematics department and administration.	Study Island Reports Tutoring Assessments

		The computer lab will be open before school for students to improve academically on programs such as Study Island.			
2	Economically disadvantaged students often do not have completed homework due to a lack of home support.	Homework will be differentiated each night based on informal data gathered during each lesson.	Classroom Teachers	Teachers will track whether students are completing nightly homework and whether or not it is being completed accurately.	Textbook Unit Tests
3	Economically disadvantaged students may need to be exposed to math concepts multiple times before obtaining a level of mastery	Students who do not demonstrate full mastery of content on a topic test will receive small group remediation as outlined by the IFC.	Classroom Teachers Math Content Lead, Karen Satchell-Simpson	IFC data will be tracked and analyzed on a regular basis by both the mathematics department and administration.	Textbook Unit Tests IFC Post Tests Tutoring Assessments
4					

End of Middle School Mathematics Goals

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:	On the 2013 Algebra EOC Mathematics Test, 100% of the students will achieve at or above level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (5/22)	100% (23/23)

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	Incorporating differentiated instruction in the classroom may pose a problem for teachers.	Professional development will be provided to aid teachers in incorporating differentiated instruction addressing small group instruction for those students struggling in weak strands. The Instructional Focus Calendar will be revised to ensure that all concepts are covered according to the EOC exam.	Assistant principal Diana Sierra-Bowman Math Content Lead, Karen Satchell-Simpson	. Teachers will provide reflective teaching feedback and student work samples from student portfolios. Teachers will record DI strategies in lesson plans.	Benchmark Assessments Textbook Unit Tests
2	Some students have not yet mastered prerequisite content necessary to be successful at algebraic thinking.	Increase the use of manipulative such as algebra tiles, and expose students to more hands on activities to reinforce math concepts.	Assistant principal Ms. Diana Sierra-Bowman Math Content Lead, Karen Satchell-Simpson Algebra 1 Math Teacher, Matthew	Teachers will administer Mini-Benchmark Assessments to monitor student progress. Lesson plans will be collected and reviewed by Content team lead. Classroom Walkthroughs will be conducted to ensure proper	Monthly Mini-Benchmarks, Benchmark Assessments IFC Post Tests

			Borowski	implementation of strategies set forth in IFC once a month. Before/After-school tutorials will be offered twice a week in 30 minute	
3	There is a lack of student engagement.	The Instructional Focus Calendar will be revised to ensure that all concepts are covered according to the EOC exam. Teachers will attend training on the EOC Algebra exam	Principal Jackson Self Assistant Principal, Diana Sierra-Bowman Math Content Lead, Karen Satchell-Simpson Math Content	Teachers will team plan with content team lead to ensure that lessons are alignment with EOC exam. Principal/Assistant Principal will review lesson plans and conduct classroom walkthroughs to ensure proper implementation of textbook series in alignment Algebra specification.	Classroom assessments aligned to the new Test specification.

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:	On the 2013 Algebra EOC Mathematics Test, 85% of the students will achieve proficiency, level 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (17/22)	85% (19/23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High achieving students need to have challenging instruction and curriculum.	Students will complete assignments and activities out of the enrichment portion (Holt McDougal Algebra 1).	. Principal, Jackson Self Assistant Principal, Diana Sierra-Bowman Math Content Lead, Karen Satchell-Simpson	Progress monitoring assessment will be used to check the effectiveness of the enrichment curriculum	Classroom assessments aligned to the Algebra EOC specimens.
2	High achieving students need to be provided challenging learning opportunities on a daily basis outside the classroom.	Student class assignments will be differentiated each daily to ensure that students are being academically stimulated.	Principal, Jackson Self Assistant Principal, Diana Sierra-Bowman Math Content Lead, Karen Satchell-Simpson	Teachers will administer Mini-Benchmark Assessments to monitor student progress. Lesson plans will be collected and reviewed by administration. Classroom Walkthroughs will be conducted to ensure proper implementation of strategies set forth in IFC once a month	Monthly Mini-Benchmarks, Classroom walkthrough tools and lesson plans

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # On the 2013 FCAT Mathematics Test, 100% of students will meet AMO. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100	100	100	100	100	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	On the 2013 algebra EOC mathematics test, 100% of our subgroup (Blacks) will make satisfactory progress in algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Blacks 0%(0/17) Hispanic 0% (0/2)	Blacks 100%(0/19) Hispanic 100% (0/2)

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	Incorporating Differentiated Instruction in the classroom may pose to be a problem for teachers.	Professional development will be provided to aid teachers in incorporating differentiated instruction. Students will maintain math learning logs to check for understanding and track progress.	Principal, Jackson Self Assistant Principal, Diana Sierra-Bowman Math Content Lead, Karen Satchell-Simpson	Teachers will administer Mini-Benchmark Assessments to monitor student progress. Lesson plans will be collected and reviewed by administration. Classroom Walkthroughs will be conducted to ensure proper implementation of strategies set forth in IFC once a month.	Learning Logs, Monthly Mini-Benchmarks, Classroom walkthrough tools and lesson plans
2	Students have progression gaps in content understanding	A pre assessment will be administered the first week of the course. Teachers will utilize a daily exit strategy to clarify and reinforce understanding before student leaves the classroom	Principal, Jackson Self Assistant Principal, Diana Sierra-Bowman	Pre assessment and daily exit activity	Exit activity

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
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				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
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				

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	On the Algebra EOC exams 100% of the economically disadvantaged students will make satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/12)	100%

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 possess limited Incorporating Differentiated Instruction in the classroom may pose to be a problem for teachers.	Increase the use of hands on activities to reinforce math concepts. Students will utilize Math Lab in room 224 and teacher will use rigorous vocabulary in classroom	Principal, Jackson Self Assistant Principal, Diana Sierra-Bowman Math Content	Teachers will administer Mini-Benchmark Assessments to monitor student progress. Lesson plans will be collected and reviewed by administration. Classroom Walkthroughs	Learning Logs; Content Area Assessments

1		<p>dialogue.</p> <p>Teachers will create student friendly attainable objectives/goals and essential questions utilizing the vocabulary.</p> <p>Students will maintain learning logs incorporating vocabulary strategies in all content areas.</p>	<p>Lead, Karen Satchell-Simpson</p>	<p>will be conducted.</p> <p>Learning Logs</p>	
2	<p>Incorporating Differentiated Instruction in the classroom may pose to be a problem for teachers.</p>	<p>Professional development will be provided to aid teachers in incorporating differentiated instruction.</p> <p>Students will maintain math learning logs to check for understanding and track progress.</p>	<p>Principal, Jackson Self</p> <p>Assistant Principal, Diana Sierra-Bowman</p>	<p>Teachers will provide reflective teaching feedback and student work samples from student portfolios.</p> <p>Teachers will record DI strategies in lesson plans.</p>	<p>Learning Logs, Tutoring Logs, Monthly Mini-Benchmarks, Classroom walkthrough tools and lesson plans</p>
3	<p>Students have limited access to technologically resources.</p>	<p>Students will have access to the Math Lab.</p> <p>Students will have available classroom computers.</p>	<p>Principal, Jackson Self</p> <p>Assistant Principal, Diana Sierra-Bowman</p> <p>Math Content Lead, Karen Satchell-Simpson</p>	<p>Lesson plans will be collected and reviewed by administration.</p> <p>Classroom Walkthroughs will be conducted</p>	<p>Content area assessment.</p>

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.				
Geometry Goal #1:				
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				

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:				
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				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:					
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					

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

3C. English Language Learners (ELL) not making					
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satisfactory progress in Geometry. Geometry Goal #3C:				
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				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:				
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				

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:				
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				

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school Tutoring, FCAT Saturday Camp	FCAT Coach, Math Manipulatives	General Budget	\$25,000.00
			Subtotal: \$25,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Meeting the Needs of Diverse Learners and Adaptive Planning	Goldmansour and Rutherford: Teachers will learn strategies to meet the needs of all learners in the classroom (Universal Design for Learning)	Professional Development Budget	\$7,500.00
			Subtotal: \$7,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$32,500.00

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:	On the 2013 FCAT Science Test, 59% of all students will achieve proficiency.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(49)	59%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Earth and Space Science	Students will track the temperature, precipitation, humidity, barometric pressure, wind speed/ direction, and study the climate zones for various states and countries. This data will be collected on a bulletin board and updated every two weeks.	Lesson plans will be reviewed during classroom walk-throughs and will be submitted weekly to the Assistant Principal.	Teacher and students will discuss the findings and view the various seasons as they are occurring.	Students will be given a rubric prior to completion of each project and major assignments. Students will ask questions and provide input throughout the completion of the study and will reflect on the study when completed.
2	Science Vocabulary	Students will be given a daily vocabulary word. Everyday the students are to define the word, and explain the word in their own words. After a short video on the word they will then draw it, and use it in a sentence.	Lesson plans will be reviewed during classroom walk-throughs and will be submitted weekly to the Assistant Principal	On Friday the students will be asked to write a short story using all four words.	Teacher will use a Science Vocabulary Rubric that was created and designed around the assignment.
3	Scientific Method	The teacher will create 12 hands-on labs for each Big Idea addressed in Fifth Grade. The labs will be covered in a one to two day time span with student worksheets designed to cover the Scientific method.	Lesson plans will be reviewed during classroom walk-throughs and will be submitted weekly to the Assistant Principal	Students will be able to complete a full lab individually and/or within a group setting.	Teacher will look over the student lab worksheet to ensure that the concept was taught successfully.

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:	N/A
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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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2013 FCAT Science Test, 16% of all students will achieve a level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%	16%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Physical and Chemical Science	Students will be asked to draw a sound wave and light wave. They will discuss and demonstrate the changes that take place as it moves from one medium to another. They will share their findings with the class and be given credit as one of their weekly projects.	Lesson plans will be reviewed during classroom walk-throughs and will be submitted weekly to the Assistant Principal.	Teacher and student will meet and select and standard. The teacher will make sure it is challenging and appropriate for the student.	A rubric will be used once the project is completed and be required to present the information to the class.
2	Writing in Science	All students are given weekly study guides to prepare them for a weekly quiz. The higher group will be given an exploration question that pertains to the unit being studied and be required to write out a long response to the question.	Lesson plans will be reviewed during classroom walk-throughs and will be submitted weekly to the Assistant Principal.	Questions will be based off Sunshine Standards and the 12 Big Ideas for Science.	A rubric will be used.
3	Challenging the work/ Gifted opportunities	All students are given weekly projects that cover the 12 Big Ideas. The higher group will be given a rubric that has higher standards and expectations. Students will also be asked to bring in newspaper articles, objects, books that directly relate to the	Lesson plans will be reviewed during classroom walk-throughs and will be submitted weekly to the Assistant Principal.	Higher expectations will be based and created off the sixth grade New Generation Big Ideas.	A rubric will be used for the student's lab creation.

	unit discussed and share it with the class.		
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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 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
Meeting the Needs of Diverse Learners	K-8	Ken Westerman/Goldmansour & Rutherford	School-wide	Teacher Planning Days	Administration will complete walk-throughs to make sure that different strategies taught are implemented. Ken Westerman will do walk-throughs to provide support to teachers to implement strategies taught.	Team Leaders Reading Coach, Meagan Connolly Diana Sierra Bowman, Assistant Principal Jackson Self, Principal
					Administration will complete walk-throughs	Team Leaders

Adaptive Planning	K-8	Ken Westerman/Goldmansour & Rutherford	School-wide	Teacher Planning Days	to make sure that different strategies taught are implemented. Ken Westerman will do walk-throughs to provide support to teachers to implement strategies taught.	Reading Coach, Meagan Connolly Diana Sierra Bowman, Assistant Principal Jackson Self, Principal
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school tutoring, FCAT Saturday Camp	FCAT Coach	General Budget	\$25,000.00
			Subtotal: \$25,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Meeting the Needs of Diverse Learners and Adaptive Planning	Goldmansour and Rutherford: Teachers will learn strategies to meet the needs of all learners in the classroom (Universal Design for Learning)	Professional Development Budget	\$7,500.00
			Subtotal: \$7,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$32,500.00

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:	On the 2013 FCAT Writing Test 80% of students will achieve proficiency (level 3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (75/100)	80%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Essay contains extraneous information.	<ol style="list-style-type: none"> Expose students (beginning in September) to mentor texts that assist with beginnings, endings, support and elaboration, word choice, focus, organization, style, sentence fluency, and conventions. PowerPoint lessons on Six Traits Writing Plans. Past FCAT Anchor Prompts Use a variety of words and phrases to manage the sequence of events (incorporate student-generated word walls). Use concrete and sensory words and phrases to convey events and experiences precisely. Use narrative techniques such as dialogue and description to develop the events and show the characters' external behaviors and internal responses to events. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing. Exchange writing prompts with other 8th grade classes within and outside of NBAE. Ongoing and consistent writing practice. Use technology to publish and share writing with peers/others. 	<ol style="list-style-type: none"> Classroom teacher Team members Peers/other schools Administration 	<ol style="list-style-type: none"> Weekly writing assessments. Weekly data chats between student (s)/teacher. Monthly data chats among team members. Monthly data chat among teachers/administrators (after 4 assessments have been administered). Exchanging and grading prompts. Mock Writing Examination (January 2013) 	<ol style="list-style-type: none"> FCAT Writing Rubric. CSUSA Writing Rubric Student Friendly Rubric FCAT Writing Test
2	Lapses in organizational pattern.	<ol style="list-style-type: none"> PowerPoint lessons on Six Traits Writing Plans. Professional development for teachers. 	<ol style="list-style-type: none"> Classroom teacher Team members Peers/other schools Administration 	<ol style="list-style-type: none"> Weekly writing assessments. Weekly data chats between student (s)/teacher. Monthly data chats among team members. Monthly data chat among teachers/administrators (after 4 assessments have been 	<ol style="list-style-type: none"> FCAT Writing Rubric. CSUSA Writing Rubric Student Friendly Rubric FCAT Writing Test

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				administered). 5. Exchanging and grading prompts. 6. Mock Writing Examination (January 2013)	
Precision of word choice	<ol style="list-style-type: none">1.Expose students (beginning in September) to mentor texts that assist with beginnings, endings, support and elaboration,word choice, focus, organization,style, sentence fluency, and conventions.2. PowerPoint lessons on Six Traits Writing Plans.3. Past FCAT Anchor Prompts.Use a variety of words and phrases to manage the sequence of events (incorporate studentgenerated word walls).5. Use concrete and sensory words and phrases to convey events and experiences precisely.6. Use narrative techniques such as dialogue and description to develop the events and show the characters' external behaviors and internal responses to events.7. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing. Exchange writing prompts with other 8th grade classes within and outside of NBAE.8.Ongoing and consistent writing practice.9.Use technology to publish and share writing with peers/others.	<ol style="list-style-type: none">1. Classroom teacher2. Team members3. Peers/other schools4. Administration	<ol style="list-style-type: none">1. Weekly writing assessments.2. Weekly data chats between student (s)/teacher.3. Monthly data chats among team members.4. Monthly data chat among teachers/administrators (after 4 assessments have been administered).5. Exchanging and grading prompts.6. Mock Writing Examination (January 2013)	<ol style="list-style-type: none">1.FCAT Writing Rubric.2. CSUSA Writing Rubric3. Student Friendly Rubric4. FCAT Writing Test	
Sentence variety limited.	<ol style="list-style-type: none">1.Expose students (beginning in September) to mentor texts that assist with beginnings, endings, support and elaboration,word choice, focus, organization,style, sentence fluency, and	<ol style="list-style-type: none">1. Classroom teacher2. Team members3. Peers/other schools4. Administration	<ol style="list-style-type: none">1. Weekly writing assessments.2. Weekly data chats between student (s)/teacher.3. Monthly data chats among team members.4. Monthly data chat among teachers/administrators (after 4 assessments	<ol style="list-style-type: none">1.FCAT Writing Rubric.2. CSUSA Writing Rubric3. Student Friendly Rubric4. FCAT Writing Test	

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conventions.
 2. PowerPoint lessons on Six Traits of Writing Plans.
 3. Past FCAT Anchor Prompts. Use a variety of words and phrases to manage the sequence of events (incorporate student-generated word walls).
 5. Use concrete and sensory words and phrases to convey events and experiences precisely.
 6. Use narrative techniques such as dialogue and description to develop the events and show the characters' external behaviors and internal responses to events.
 7. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing. Exchange writing prompts with other 8th grade classes within and outside of NBAE.
 8. Ongoing and consistent writing practice.
 9. Use technology to publish and share writing with peers/others.

have been administered).
 5. Exchanging and grading prompts.
 6. Mock Writing Examination (January 2013)

Minimal conventional errors.

1. Expose students (beginning in September) to mentor texts that assist with beginnings, endings, support and elaboration, word choice, focus, organization, style, sentence fluency, and conventions.
 2. PowerPoint lessons on Six Traits Writing Plans.
 3. Past FCAT Anchor Prompts. Use a variety of words and phrases to manage the sequence of events (incorporate student-generated word walls).
 5. Use concrete and sensory words and phrases to convey events and experiences precisely.

1. Classroom teacher
 2. Team members
 3. Peers/other schools
 4. Administration

1. Weekly writing assessments.
 2. Weekly data chats between student (s)/teacher.
 3. Monthly data chats among team members.
 4. Monthly data chat among teachers/administrators (after 4 assessments have been administered).
 5. Exchanging and grading prompts.
 6. Mock Writing Examination (January 2013)

1. FCAT Writing Rubric.
 2. CSUSA Writing Rubric
 3. Student Friendly Rubric
 4. FCAT Writing Test

5		<p>6. Use narrative techniques such as dialogue and description to develop the events and show the characters' external behaviors and internal responses to events.</p> <p>7. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing. Exchange writing prompts with other 8th grade classes within and outside of NBAE.</p> <p>8. Ongoing and consistent writing practice.</p> <p>9. Use technology to publish and share writing with peers/others.</p>			
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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:

<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>	
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						

Strategies for teaching writing in elementary school	K-5	Ashley Culverhouse, 8th Grade Team Leader	New 8th Grade Teachers	Early Release Days: October/November	The team develops writing process plan to be reviewed by 4th Grade Team Leader and Assistant Principal prior to implementation	Ashley Culverhouse, 8th Grade Team Leader Meagan Connolly, Reading Coach Diana Sierra Bowman, Assistant Principa
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school tutoring, FCAT Saturday Camp	FCAT Coach	General Budget	\$25,000.00
			Subtotal: \$25,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Meeting the Needs of Diverse Problems and Adaptive Planning	Goldmansour and Rutherford: Teachers will learn strategies to meet the needs of all learners in the classroom (Universal Design for Learning)	Professional Development Budget	\$7,500.00
			Subtotal: \$7,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$32,500.00

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:	On the 2013 Civics EOC, 80% will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	80%
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	Reading comprehension and application skills	Collaboration with Reading Coach and Reading Teacher for instructional strategies.	Elyse Kotkin, Civics Teacher Meagan Connolly, Reading Coach	1. Monthly department meeting 2. Data chat between student and teacher 3. Unit/End of Chapter Exams/ Projects	1. Rubric for exams and projects

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
Meeting the Needs of Diverse Learners	K-8	Ken Westerman/Goldmansour & Rutherford	School-wide	Planning Days	Administration will complete walkthroughs to make sure that different strategies taught are implemented. Ken Westerman will do walk-throughs to provide support to teachers to implement strategies taught.	Team Leaders Reading Coach, Meagan Connolly Diana Sierra, Assistant Principal Jackson Self, Principal
					Administration will	

Adaptive Planning	K-8	Ken Westerman/Goldmansour & Rutherford	School-wide	Planning Days	complete walkthroughs to make sure that different strategies taught are implemented. Ken Westerman will do walk-throughs to provide support to teachers to implement strategies taught.	Team Leaders Reading Coach, Meagan Connolly Diana Sierra, Assistant Principal Jackson Self, Principal
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Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	By June 2012, students at North Broward Academy of Excellence Middle School will have an average daily attendance of 99%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97%	99%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

20	10
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
48	25

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	Parents that do not understand the school's attendance policy.	Follow school process with attendance and tardy concerns to ensure parent understanding of SBBC policy. Hold parent conferences after a certain number of absences and tardies occur. Involve social workers when necessary to support students and their families when needed. Implement 'Perfect Attendance' Award.	Kimberly Britton, School Counselor Lori Lawrence, Attendance Clerk Diana Sierra Bowman, Assistant Principal Jackson Self, Principal	Reduced number of students who are tardy to school or absent	SBBC Reporting data on TERMS.
2	Student unexcused absences and tardiness	Each day a parent link will go out to the parents of students with unexcused tardies and unexcused absences.	Kimberly Britton, School Counselor Lori Lawrence, Attendance Clerk Diana Sierra Bowman, Assistant Principal Jackson Self, Principal	Reduced number of unexcused absences and tardiness.	Student Information System and TERMS data.
3	Increase in students leaving campus prior to the end of a regular school day.	The early release sign out sheet will be monitored by clerical staff each week. If a student is excessively leaving school early, clerical staff will notify guidance and administration.	Lori Lawrence, Attendance Clerk Kimberly Britton, School Counselor Diana Sierra Bowman, Assistant Principal	Reduced number of students missing instructional time.	Review of sign out sheets.

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

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

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

Parental Involvement PLC	Training for all teachers and staff	all teachers and staff PLC Leader and participants	All teachers	Early Release Days	develop goals and implement goals for improving and tracking attendance and tardies. They will research best practices to share with the entire faculty and staff.	PLC Leader Lori Lawrence, Attendance Clerk Diana Sierra Bowman, Assistant Principal
Meeting the Needs of Diverse Learners	K-8	Ken Westerman/Goldmansour & Rutherford	School-wide	Teacher Planning Days	Administration will complete walkthroughs to make sure that different strategies taught are implemented. Ken Westerman will do walk-throughs to provide support to teachers to implement strategies taught.	Team Leaders Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Bowman Principal, Jackson Self
Adaptive Planning	K-8	Ken Westerman/Goldmansour & Rutherford	School-wide	Teacher Planning Days	Administration will complete walkthroughs to make sure that different strategies taught are implemented. Ken Westerman will do walk-throughs to provide support to teachers to implement strategies taught.	Team Leaders Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Bowman Principal, Jackson Self
Curriculum Cadres	K-8	Karen Satchell-Simpson, Math Coach Meagan Connolly, Reading Coach	School-wide	Teacher Planning Days	Administration will complete walkthroughs to make sure that different strategies taught are implemented. Ken Westerman will do walk-throughs to provide support to teachers to implement strategies taught.	Team Leaders Reading Coach, Meagan Connolly Assistant Principal, Diana Sierra Bowman Principal, Jackson Self

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Adoption of New Curriculum	Civics Today Textbook	General Budget	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	By June 2013, less than 18 students in middle school at North Broward Academy of Excellence will be suspended out-of-school.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
N/A	N/A
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
55	35
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
36	18

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not adhering to highly structured behavior management plans	1. All teachers will be trained in CHAMPS I processes. 2. All teachers will utilize school-wide positive behavior plan before discipline processes are used.	Diana Sierra Bowman, assistant principal Jackson Self, Principal	Reduced numbers of students being suspended out-of-school and for fewer days.	School reporting to SBBC TERMS

		3. CPST processes will be put in place to assist students who exhibit consistent inappropriate behavior in school/classroom.			
2	Lack of positive motivators for behaviorally challenged students.	1. All teachers will be trained in CHAMPS processes. 2. All teachers will utilize school-wide positive behavior plan before discipline processes are used. 3. CPST processes will be put in place to assist students who exhibit consistent inappropriate behavior in school/classroom.	Diana Sierra Bowman, Assistant Principal Jackson Self, Principal	Reduced numbers of students being suspended out-of-school and for fewer days.	School reporting to SBBC TERMS
3	Unclear or inconsistent behavioral expectations for student in all common areas	Define clear expectations for students in all common areas. Host grade level assemblies to explain/review expectations twice per year.	Diana Sierra Bowman, Assistant Principal Jackson Self, Principal	Common area observations and supervision.	Reduction in disciplinary referrals. Reduction in student suspensions. Increase in positive interactions with students
4	Lack of student engagement during instructional time	Increase in student motivation Build positive relationships with students and provide feedback to students on their progress and success frequently Develop interactive lesson plans and inquiry assignments	Diana Sierra Bowman, Assistant Principal Jackson Self, Principal	Classroom walk through forms Staff development records	Improvement in academic instruction Increase time on task for students

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		By May 2013, 95% of parents at North Broward Academy of Excellence Elementary School will fulfill their volunteer hour commitment for the school year.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
88%		95%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Working parents have little time to donate to school events and activities.	Promote parent involvement in the school to support working class parents. This may include: 1. Opportunities that are after work hours. 2. Allow working parents to donate school supplies to obtain volunteer hours. 3. Broadcast opportunities for parents in monthly newsletter for school and Parent Link so parents can be	PTC members Parental Involvement PLC members Lori Lawrence, Volunteer Coordinator Diana Sierra Bowman, Assistant Principal Jackson Self, Principal	Parent volunteer hours are tracked in the Student Information System (SIS). This data will be reviewed three times per year to determine if goals have been met.	Student Information System (SIS)

		informed. 4. Host monthly family nights and weekend events to broaden parent availability.			
2	Lack of communication to parents regarding volunteer hour opportunities at the school.	Strategies designed to improve parent communication on the volunteer hour opportunities at the school to include: 1. Develop and implement a volunteer packet that helps parents understand what opportunities are available and stresses the importance of their hourly commitment. 2. School newsletter will have monthly articles and lists of opportunities for parents. 3. Marquee will be utilized to convey important events where parents can receive volunteer hours. 4. PTC will post volunteer opportunities on the school's website.	PTC members Parental Involvement PLC members Lori Lawrence, Volunteer Coordinator Diana Sierra Bowman, Assistant Principal Jackson Self, Principal	Parent volunteer hours are tracked in the Student Information System (SIS). This data will be reviewed annually to determine if goals have been met.	Student Information System (SIS)

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
Parent Involvement PLC	K-8	Lori Lawrence, Volunteer Coordinator	Teacher volunteers to participate in the Parent Involvement/Community Relations PLC	Early Release days throughout the school year (and additional meetings as necessary).	The PLC participants will create an enhanced implementation plan to increase parental involvement to reach 95% goal.	Jackson Self, Principal Diana Sierra Bowman, Assistant Principal

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			All 8th grade students will achieve mastery scores in Science and Technology courses.		
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	Non-mastery of courses due to non-exposure of science and/or technology.	All students will participate in the 8th grade Roller Coaster Engineering course which combines Science and Technology.	Virginia Gray, Teacher Diana Sierra Bowman, Assistant Principal	Students progress is tracked through the Student Information System (SIS)	Student Information System (SIS)

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE		N/A		
CTE Goal #1:		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
No Data Submitted						

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

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	After school tutoring, FCAT Saturday Camps	FCAT Coach, STARS, AMSCO Florida Reading	General Budget	\$25,000.00
Mathematics	After school Tutoring, FCAT Saturday Camp	FCAT Coach, Math Manipulatives	General Budget	\$25,000.00
Science	After school tutoring, FCAT Saturday Camp	FCAT Coach	General Budget	\$25,000.00
Writing	After school tutoring, FCAT Saturday Camp	FCAT Coach	General Budget	\$25,000.00
Attendance	Adoption of New Curriculum	Civics Today Textbook	General Budget	\$4,000.00
				Subtotal: \$104,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Interactive Software Nook Books	Barnes and Noble, Panaboard Software	Internal Accounts, General Budget	\$30,000.00
				Subtotal: \$30,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Meeting the Needs of Diverse Learners and Adaptive Planning	Goldmansour and Rutherford: Teachers will learn strategies to meet the needs of all learners in the classroom (Universal Design for Learning)	Title I Professional Development Budget	\$7,500.00
Mathematics	Meeting the Needs of Diverse Learners and Adaptive Planning	Goldmansour and Rutherford: Teachers will learn strategies to meet the needs of all learners in the classroom (Universal Design for Learning)	Professional Development Budget	\$7,500.00
Science	Meeting the Needs of Diverse Learners and Adaptive Planning	Goldmansour and Rutherford: Teachers will learn strategies to meet the needs of all learners in the classroom (Universal Design for Learning)	Professional Development Budget	\$7,500.00
Writing	Meeting the Needs of Diverse Problems and Adaptive Planning	Goldmansour and Rutherford: Teachers will learn strategies to meet the needs of all learners in the classroom (Universal Design for Learning)	Professional Development Budget	\$7,500.00
				Subtotal: \$30,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$164,000.00

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

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council meets monthly throughout the school year to focus on the development of the School Improvement Plan and then to assess progress toward the goals outlined in the plan. The Principal attends monthly SAC meetings and provides the Council with a monthly update on progress toward the School Improvement Plan. The School's Governing Board has final approval on all financial and operational concerns of the school.

SCHOOL ADVISORY COUNCIL BY-LAWS

Jackson Self, Principal

Chairperson, Elyse Kotkin

ARTICLE I. NAME

The name of this Council is: North Broward Academy of Excellence, School Advisory Council Hereinafter known as: NBAE SAC

ARTICLE II. PURPOSE

The primary objective of the NBAE School Advisory Council (SAC) is to serve in an advisory capacity. The NBAE SAC will provide a forum to facilitate communication among the NBAE parents, teachers, community members, and school administration, as related to school-wide issues, in an atmosphere of due process, cooperation, and trust. To that end, data about student achievement, discipline, and other student outcomes will be routinely provided to NBAE SAC in order for decision-making about instruction, school organizations and programs to be effective and in the best interest of our students. The School Advisory Council will also help to identify needs and recommend programs of action. Through a community-wide commitment, the team will foster a positive learning environment, which sets high expectations and meets the diverse needs of the student body. NBAE SAC shall serve in the advisory capacity to the school principal and to assist in the development of the educational program and in the preparation and evaluation of the school improvement plan required pursuant to Section 1001.42 (16) (a), Florida Statutes. School Advisory Councils shall not assume any of the powers or duties now reserved by Florida Statutes for the Board of Directors for the Charter Foundation or its administrative or instructional staff.

ARTICLE III. MEMBERSHIP

The School Advisory Council shall be representative of the ethnic diversity of the school's student population. In order to satisfy this requirement, the minimum standards for representation shall be as follows:

Principal

Teachers

Parents

I-Zone Representative (must be a parent)

SAF Chair (or designee)

ESOL Parent of a student at the school

ESE Parent of a student at the school

Gifted Parent of a student at the school

Non-Instructional Support Employees
Community / Business Representatives
Students (optional at the middle school)
Community School Representative (if applicable)

A majority (more than half) of SAC members must not be employed at North Broward Academy of Excellence. Required members include the school Principal, School Advisory Forum (SAF) Chair (Co-Chair) or designee, Community School Representative, ESE, ESOL, and Gifted parent representative. The ESE, ESOL, and Gifted representative must be a parent of a student at the school. SAC members will be elected by their respective peer groups (parents elected by parents, teachers by teachers, etc.) Vacancies will be filled by special elections as needed in the same general manner. Changes in the SAC Composition during the school year must be approved by the Principal and noted in SAC meeting minutes.

All stakeholders are invited to attend SAC meetings as non-voting participants without regard to membership on the SAC.

Section 1. Voting: In accordance with the Sunshine Law, a vote of the membership will be taken. All votes must be conducted orally. All members of the Council shall have one vote each. A voting member must be present to vote. (See Section Article VI, Section 9.)

Section 2. Term of Membership: Members of the SAC should attend SAC meetings on a regular basis. A SAC member will be removed from membership after two (2) unexcused consecutive absences from properly noticed SAC meetings. Vacancies will be filled as described above.

Section 3. Length of Term: Members shall serve for a term not to exceed three (3) years upon election. Member's terms shall be staggered. Consecutive terms may be served if the member is re-elected.

Section 4. Announcement of an election must be made to the various peer groups at least one week in advance. Announcements will be distributed in a manner that ensures the widest dissemination possible within the peer group.

Section 5. Election of the faculty representatives will take place at a scheduled general faculty meeting.

Section 6. Election of the parent representatives will take place at a scheduled general meeting of parents.

ARTICLE IV. OFFICERS

Section 1. Officers of this committee will consist of a chair, co-chairs, vice-chair and secretary.

Section 2. The officers shall be elected annually at the September meeting.

Section 3: Installation of new officers will be held at the second meeting of the school year.

Section 4: If for any reason, an officer is unable to complete the term of office, a new election will be held at the next meeting.

Section 5. Nominations of SAC Officers:

A. There shall be a nominating committee composed of three members who shall be elected by the School Advisory Council at a regular meeting. The committee shall consist of at least one, but not more than two, of current elected officers and the remainder from the general membership.

B. The nominating committee will present a slate of candidates for each which time nominations from the floor will be taken.

C. Nominations for officers will be made from the floor at a School Advisory Council meeting

ARTICLE V: DUTIES OF THE OFFICERS

Chairperson: The Chairperson of the School Advisory Council shall prepare meeting agendas and preside over all Council meetings. He/she shall be a member ex-officio of all regular and special committees, and shall perform all such duties as usually pertain to this office. The Chairperson will send at least three days' advance notice in writing to all members of the advisory council of any matter that is scheduled to come before the council for a vote.

Vice-Chairperson: The Vice-Chairperson shall perform the duties of the Chairperson in his/her absence or upon request.

Recording Secretary: The Recording Secretary shall record the minutes of all of the council meetings and keep attendance records.

Corresponding Secretary: The corresponding Secretary shall disseminate all SAC information (minutes, meetings and announcements) through flyers, SAC bulletin board and website as well as fill in for the recording secretary when necessary.

ARTICLE VI. MEETINGS

The School Advisory Council shall meet regularly and the schedule of meetings for the year will be determined and published in September for the current school year.

Section 1. Guests: All meetings are open to the public under the Florida Sunshine Law; however, nonmembers / guests may not vote on School Advisory Council issues.

Section 2. Attendance of SAC members will be kept for all meetings. The Secretary or a designee will take attendance. Attendance records will be sent to the SAC Chair and Principal.

Section 3. Minutes of all meetings will be recorded by the Secretary or a designee. Minutes will be sent to the principal, kept on file at the school. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted. Minutes will reflect all motions (including: maker of the motion, person seconding and the results of the vote) and any decisions made.

Section 4. Special meetings may be called by the Chair (Co-Chairs) or by notice of any three (3) members in writing to the Chair (Co-Chairs).

Section 5. All scheduled meetings, meeting times, and places will be announced at least three days in advance. Any matter that is scheduled to come before the council for a vote requires at least 3 days advance written notice to all SAC members. Members must be advised of a change in the established date, time or location. All special meetings will require notification.

Section 6. SAC meetings will be at 6:00 pm in the North Broward Academy of Excellence Cafeteria.

Section 7. A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. To establish a quorum, a majority of the membership of the council (more than half the members) must be present at the meeting.

Section 8. SAC meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. SAC meeting discussions will be restricted to those topics on the agenda. Other matters will be deferred to another SAC meeting, to the School Advisory Forum, the PTC, or the principal.

Section 9. Voting will be conducted orally by asking all in favor to say "Yea" and those opposed to say "Nay". If there is any doubt as to whether or not there is a majority for or against the vote, a roll call must be taken. Voting on high-stakes issues such as Recognition Funds and Waivers shall be conducted by a roll call. All votes will become part of the minutes. Alternates and proxy votes are not permitted (per Florida's Sunshine Law). All votes will be scheduled early in the beginning of the agenda.

ARTICLE VII. COMMITTEES

- A. The Chair (Co-Chairs) shall create such committees as may be required to promote the objectives of the School Advisory Council.
- B. Committees may include other stakeholders not belonging to the SAC.
- C. The SAC Chair (Co-Chairs) is (are) an ex-officio member(s) of all committees except the nominating committee.
- C. All committees shall bring recommendations to the School Advisory Council at the monthly Council meeting.

ARTICLE VIII. UTILIZATION OF SCHOOL IMPROVEMENT FUNDS

- A. A portion of the Education Enhancement Trust Fund (lottery money) is distributed to the school (through the District) for the SAC to use for programs and projects to enhance school performance through the implementation of the SIP.
- B. Per the General Appropriations Act, Accountability Funds may not be used for capital improvements or for projects or programs with a duration of more than one-year. A principal may not override the selection of the use of the money.
- C. School-based decisions concerning the distribution of School Recognition Funds will be the responsibility of the SAC in accordance with procedures established by the District.

ARTICLE IX. SAC TRAINING AND ACTIVITIES

- A. SAC members will have opportunities to engage in training activities and workshops to build the team, orient new members, develop skills, assist in the annual budget process, and gain a better understanding as to their roles in the school improvement process.
- B. School-based accountability funds may be used to support appropriate training.
- C. Members of the SAC will take an active role in the development, implementation and evaluation of the School Improvement Plan. Members will participate in monitoring the progress of the SIP and will assist in completing a needs assessment each year to determine how best to revise the current SIP.
- D. The SAC will have access to the necessary data to successfully complete the SIP, including staffing levels, instructional materials, and test data. School personnel, as directed by the principal, may assist the SAC in gathering and interpreting data.
- E. The SAC and its officers will follow all CSUSA policies, district policies, state rules, and state statutes in conducting its business.

ARTICLE X. AMENDMENTS

- A. Bylaws must conform to the State of Florida statutes and the policies of the School Board of Broward County, Florida.
- B. Amendments to the bylaws will be approved by a majority of the SAC members. Bylaws will be reviewed and approved annually.

ARTICLE XI. PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern North Broward Academy of Excellence School Advisory Council.

Ratified: September 25, 2012 (Date)

Amended: September 25, 2012 (Date)

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 NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	74%	87%	42%	267	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	74%			135	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	69% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					534	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	65%	89%	55%	272	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	74%			136	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	74% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					547	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested