

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

School Name: POMPANO BEACH MIDDLE SCHOOL

District Name: Broward

Principal: Sonja S. Braziel

SAC Chair: Susan T. Hurley

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-14-2009



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VISION and MISSION STATEMENTS

Vision:

Pompano Beach Middle School will be an exemplary school that provides the highest quality education for all students.

Mission:

As a school community, we will accept our challenges, realize our visions, understand our diversity and strive to exceed every expectation in delivering a standards driven curriculum that will foster self-directed life-long learning.

Mission Belief Statements:

Learning must take place at home, in school, and in the community.

Learning is an important aspect of a student's life.

The school must provide educational opportunities from school readiness to adult education.

We are accountable for improving student achievement.

All students will learn when their individual needs are met.

All students will be taught how to learn.

We must prepare all students for a knowledge-based, technologically rich, and culturally diverse 21st century.

We must provide a safe and secure environment, which is essential for teaching and learning.

Partnerships, that include parents, community and businesses, enhance student achievement with stakeholder involvement.

All individuals will be treated with respect and dignity.

Stakeholder involvement is a valuable tool for decision-making.

Professional staff development enhances a quality school.

The school is committed to promoting cultural diversity and reinforcing the positive tenets of character education in a democratic society.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Pompano Beach Middle School is located in a residential area of the city of Pompano Beach in Northeastern Broward County.

This campus is one of the oldest in Broward County. The facility was reconfigured several times. In the early 1900's it was an elementary school. In the mid-1900's it was rebuilt as a high school, then redesigned to a junior high school in 1977. The facility was renovated to its current function as a middle school in the 1990's. Many of the students parents, grandparents, as well as staff members, attended school on this campus. This history brings a unique pride for Pompano Beach Middle school from its community.

Currently, the Pompano Beach Middle School community is celebrating the opening of a new 8 classroom building equipped with high-tech digital equipment and administrative offices. Also, a 650 seat new multi-purpose cafeteria is reducing the number of lunches and allowing students to eat with grade level peers.

Pompano Beach Middle School is proud to employ the Florida Department of Education 2009 School Related Employee of the Year, Jannette Thompson-Irwin. In 2009, the students were recognized as District swim team champs. In 2009 the Principal, Sonja Braziel and Assistant Principal, John Vetter were recognized as District Acclaim finalists. The school received the Florida Department of Education's Golden School and Silver School awards for the last 10 years. Pompano Beach Middle School was recognized in 2003 as a National Magnet School of Distinction, in 1998 as a National Blue Ribbon School of Excellence and in 1994 as a US Department of Education Drug Free School.

Pompano Beach Middle is a Title I school with a total school Magnet program having a Communications & Broadcast Arts Magnet theme. Students apply reading, writing, listening and speaking skills to produce a daily afternoon news broadcast, quarterly literary newspaper, school web site and video and print yearbooks. Teachers present lessons in an engaging atmosphere using various traditional and non-traditional modalities, and students demonstrate mastery of learning through multimedia projects.

Unique School Strengths for Next Year

Although Pompano Beach Middle was able to maintain a letter grade of "B" through learning gains, a new curriculum team with Highly Qualified Coaches, set goals to address specific areas of weakness in all content areas.

Level 1 & 2 students will continue to receive an additional reading intensive block. Supporting this decision is that 63% of students achieving in the lowest 25% in reading on the 2009 FCAT are making learning gains.

Extended learning opportunities such as FCAT Camps, before and after school tutoring, and Saturday school will provide intensive students one on one instruction.

Established Professional Learning Communities (PLC'S) will provide teachers an opportunity to discuss and disaggregate data, collaborate and plan lessons that embrace thematic units and insure cooperative learning for all learners.

The addition of a Science Coach will increase support for teachers in planning lessons and differentiating instruction.

Through the Communications and Broadcast Arts Magnet program students will have the opportunity to explore various facets of technology such as Graphic/Web Design, TV Broadcast, Newspaper and Yearbook.

Although free/reduced lunch participation increased and test scores and learning gains also increased; Title I strategies for increased parent participation are scheduled.

Enrollment for incoming Magnet out of bound students has significantly increased; continued marketing for Magnet students is scheduled.

In 2002, only 39% of the students scored at and above Level 3 on the Reading FCAT, but in 2009, 54% of the students scored Level 3 and above on the Reading FCAT.

In 2002, only 38% of the students scored at and above Level 3 on the Math FCAT, but in 2009, 57% of the students scored Level 3 and above on the Math FCAT.

Unique School Weaknesses for Next Year

All content area teachers are not reading endorsed.

Although this aged facility has major improvements taking place, 3 of the buildings need critical attention. The school does not have sports tracks or locker rooms for both boys and girls physical education to take place simultaneously.

Technological needs to support our programs have not been able to develop at the pace of our requirements.

Subgroups are not consistent in meeting AYP in reading and math.

School enrollment is increasing and materials and supply budgets are limited.

Student Demographics

Pompano Beach Middle School serves a multi-ethnic school population that consists of 1,091 students from a predominantly economically disadvantaged community.

Demographic Percentages are:

2007: 48.6 Female 51.3 Male

2008: 49.0 Female 50.9 Male

2009: 49.7 Female 50.2 Male

2007: 30.3 White

2008: 30.5 White

2009: 31.2 White

2007: 48.1 Black

2008: 46.7 Black

2009: 48.0 Black

2007: 17.7 Hispanic

2008: 18.6 Hispanic

2009: 17.1 Hispanic

2007: 1.2 Asian

2008: 1.56 Asian

2009: 1.76 Asian

2007: 2.42 Multi
2008: 2.49 Multi
2009: 1.57 Multi

Free and Reduced Lunch Percentages:

2007: 62.1
2008: 63.1
2009: 65.9

ELL Percentages:

2007: 10.9
2008: 9.98
2009: 6.87

Student Attendance Rates

The daily attendance rate is:

93.20 in 2009
92.20 in 2008
92.50 in 2007

A parent automated call-out system and an on-line data base is used to notify parents of students' absences. Guidance counselors monitor students with extended unexcused absences, and they are referred to a school social worker.

Student Mobility

The mobility rate is:

30.10 in 2009
28.80 in 2008
31.00 in 2007

The school is located in a community that is experiencing an economic based transition. Many families are moving to less expensive areas. And, many families are moving into the area from other countries.

Student Suspension Rates

The out-of-school suspension rate is:

3.50 in 2009
3.60 in 2008
4.30 in 2007

The in-school suspension rate is:

16.80 in 2009
13.90 in 2008
7.70 in 2007

Pompano Beach Middle School piloted a Character Education program in 2008 and 2009. The staff and students take a strong anti-bullying stance. After a school-wide contest, each student was given an anti-bullying t-shirt to wear, designed by the winning student's artwork. This was funded by the school's PTSA.

Student Retention Rates

Promotion rates for the last 3 years are at or above 97.92, and retention rates are less than 3.0.

Students in jeopardy of failing participate in a Recovery Program and Saturday school. The direct tutoring and counseling provided in these programs for students helps them to improve study skills and meet academic success.

Class Size

The daily average class size is:

21.47 in 2009
20.72 in 2008
21.53 in 2007

Academic Performance of Feeder Pattern

The primary feeder elementary schools and their 2009 School Grades/AYP are:

Pompano Beach Elementary: A - AYP: No
Cypress Elementary: A - AYP: No
McNab Elementary: A - AYP: Yes
Charles Drew Elementary: C - AYP: No

Sanders Park Elementary: A - AYP: No
 Magnet Theme Feeder: Thurgood Marshall Elementary: C - AYP: No

Partnerships and Grants

Macy's – Provides discount cards used for faculty and staff.
 Costco – Provides a special memberships bonus for staff.
 Barnes & Nobles- Provides a special discount card for staff.
 Walmart - Donates annually \$1,000.00 for student achievement incentives.
 Target - Donated in 2009, 348.00 for student achievement incentives.
 Pompano Beach Pelican - Donates annually newspaper space for students to publish work.
 Firman Insurance - Provided staff to serve on the School Advisory Council.
 WaMu Bank - Donated in 2009, 148.98 for student achievement incentives.
 Pepsi - provided "Winners Circles" for Honor Roll Assemblies
 Pappa John's Pizza provided student of the month "Make Your Own Pizza" parties
 Papa John's Donated in 2009, 56.61 for student achievement incentives.
 Minority Development Corporation provides After School Care for students, free of charge.
 City of Pompano Beach- Recognitions of students at City Council meetings and display of art work.
 Pompano Beach Historical Society - Mentoring to graphic arts students on photographic restoration.
 Broward County Health Department - provides free inoculations and physicals to students on campus.
 Golden Corral provides student of the month incentives and an opportunity for sports students to celebrate events.

TDIF grants - 3 teachers were provided funds to use for attendance at National conferences and special school projects. The total earned by the school was, 3,345.00.

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Sonja Braziel	Bachelor of Arts in English Florida State University 1985 Med. Educational Leadership Nova Southeastern 1993 Certifications: School Principal: All levels English 6-12 Middle Grades Endorsement	10	10	2006-2007 87% students meeting AYP 82.27 % students making gains in math 68% students making gains in reading 2007-2008 79% meeting AYP 17% gain in level 3 and above in math 39 % gain in level 3 and above in Reading 2008-2009 45% at or above level 3 in Reading 59% at or above level 3 in math 88% at or above level 3.5 writing and 31% at or above level 3 in science
Assis Principal	John Vetter	MEd. Educational Leadership from FAU BA Marine Science / Geography from Kutztown Certifications: Ed. Leadership K-12 and Middle Grades Science 5-9	4	10	2006-2007 87% students meeting AYP 82.27 % students making gains in math 68% students making gains in reading 2007-2008 79% meeting AYP 17% gain in level 3 and above in math 39 % gain in level 3 and above in Reading 2008-2009 45% at or above level 3 in Reading 59% at or above level 3 in math 88% at or above level 3.5 writing and 31% at or above level 3 in science
Assis Principal	Charles Zimmerman	Ed. Leadership K-12 Florida Atlantic University Biology 6-12 M.Ed National-Louis University BS Regents College , N.Y.	5	10	2006-2007 87% students meeting AYP 82.27 % students making gains in math 68% students making gains in reading 2007-2008 79% meeting AYP 17% gain in level 3 and above in math 39 % gain in level 3 and above in Reading 2008-2009 45% at or above level 3 in Reading 59% at or above level 3 in math 88% at or above level 3.5 writing and 31% at or above level 3 in science
		DEGREES: Bachelors in			

Assis Principal	Karen Karras	Education from the University of Miami Masters in School Administration from the University of New Orleans CERTIFICATIONS: Administration (grades K-12), Elementary Education (grades 1-6), Gifted Endorsement, Mentally Handicapped (grades K-12), Specific Learning Disabilities (grades K-12)	2	10	Forest Glen Middle School 06-07- AYP- Yes Reading: 70% proficient Math: 70% proficient School Grade: A Pompano Beach Middle School 07-08 AYP-No Reading: 59% proficient Math: 58% proficient School Grade: A Pompano Beach Middle School 08-09 AYP-No Reading: 55% proficient Math: 59% proficient School Grade: B
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Linda Kalsander	University of Florida Bachelor of Science in Broadcasting 1983 Certification: English 6-12 Reading Endorsement	3	3	2006-2007 87% students meeting AYP 82.27 % students making gains in math 68% students making gains in reading 2007-2008 79% meeting AYP 17% gain in level 3 and above in math 39 % gain in level 3 and above in Reading 2008-2009 45% at or above level 3 in Reading 59% at or above level 3 in math 88% at or above level 3.5 writing and 31% at or above level 3 in science
Math	Bernadette Bing	FAMU 2001 Bachelor of Science in Business 2009 Masters of Science in Business Certification: Math 6-12	2	2	2006-2007 87% students meeting AYP 82.27 % students making gains in math 68% students making gains in reading 2008-2009 45% at or above level 3 in Reading 59% at or above level 3 in math 88% at or above level 3.5 writing and 31% at or above level 3 in science
Science	Melaine Thompson	Florida Atlantic University 2006 Bachelor of Science in Science Education Certification: Biology 6-12 ESOL Endorsement	2		2007-2008 79% meeting AYP 17% gain in level 3 and above in math 39 % gain in level 3 and above in Reading 2008-2009 45% at or above level 3 in Reading 59% at or above level 3 in math 88% at or above level 3.5 writing and 31% at or above level 3 in science

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Regular observations and meetings with administration for new teachers to identify strengths and weaknesses.	Administration	June 2010	
Partnering teachers with less than 3 years experience with veteran mentor on campus - This is a highly skilled colleague who works with the new teacher to introduce the traditions and procedures of the school. The mentor is also an academic resource available to assist with teaching strategies and classroom management.	NESS Liaison	June 2010	
PGP Development- based on data.	Administration	June 2010	
Professional Learning Communities	Administraton	June 2010	
Advertisements of teacher vacancies and shortages have been made via the district, Employment Information website, teacher recruitment job fairs, and in cities throughout the United States where teachers are being laid off	Principal	August 2009	
A program through which Title I schools use Title I funds to pay for a Masters in Reading for teachers on staff who want to become reading teachers.	Principal	June 2010	

Teachers and mentors attend monthly NESS Meetings to discuss strategies, instructional plans, technology integration, gradebook, classroom management, etc.	NESS Liaison	June 2010	
Teachers are required to attend monthly Instructional Focus meetings	Department Heads/Coaches	June 2010	
Staff development workshops are held in the school on reading to provide a vehicle by which teachers may become endorsed.	Reading Coach	June 2010	
Reading and data coaches and other staff assist the newer teachers in all facets of teaching including, but not limited to, coaching, modeling, peer observation, etc. The grade level teachers also assist the newer teachers with record keeping, time management, transitions, and lesson planning. The principal assists the newer teachers with goal setting, demonstrating the use of assessment to guide instruction, using classroom walk-throughs to generate reflective questions, and teaching the design qualities to assist teachers in providing work that will increase student achievement and student engagement.	Academic Coaches Department Heads Team Leaders Administration	June 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Anger, Lori	Guidance & Counseling K-12	Grade 7 Guidance	Ms. Anger is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements. Ms. Gail Williams, Guidance Director mentors Ms. Anger as she is a newer Guidance Counselor.
Boynton, Dana	Elem. Ed K-6	Grade 6 Language Arts	Ms. Boynton is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Brown, Brian	Social Science K-6	Grade 6 Social Science	Mr. Brown is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Bush, Brian	English 6-12	Magnet Lead Graphic Arts Teacher	Mr. Bush is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Forman, Nancy	Elem Ed. K-6	Grade 6 Language Arts	Ms. Forman is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Fryer, Ronald	Temporary Business Ed. 6-12	Behavior Specialists	Mr. Fryer is completing ESOL requirements on schedule and is preparing for the appropriate professional exams. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Gaddie, Kyle	Spanish K-12	Spanish	Mr. Gaddie is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Gregg, Candace	Middle Grades 5-9	Grade 7 Science	Ms. Gregg is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Kal-Sander, Linda	English 6-12	Reading Coach	Ms. Kal-Sander is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Mills, Lisa	English 6-12	Grade 6 Language Arts	Ms. Mills is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.

Perez, Daniele	Elem Ed. K-5	Grade 6 Language Arts	Ms. Perez is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Reiff, Travis	English 6-12	Grade 7 Language Arts	Mr. Reiff is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Taylor, Carole	English 6-12	Television Broadcasting	Ms. Taylor is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Trencher, Candace	Elem Ed. K-6	Grade 6 Math	Ms. Trencher is completing ESOL requirements on schedule.
Valmyr, Marsha	English 6-12	Grade 6 Journalism	Ms. Valmyr is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Young, Tanya	English 6-12	Grade 7 Language Arts	Ms. Young is completing ESOL requirements on schedule. Ms. Karras, Assistant Principal mentors teachers working on ESOL endorsements.
Bakery, Leroy	Temporary Biology 6-12	Grade 6 Science	Mr. Baker is preparing for the appropriate professional exams. Ms. Karras, Assistant Principal mentors teachers working on professional certification.
Medina, Jasmine	Temporary Social Science 6-12	Grade 6 Social Science	Ms. Medina is preparing for the appropriate professional exams. Ms. Karras, Assistant Principal mentors teachers working on professional certification.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
75	0	17	68	15	20	76	15	3.75	80

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Laurie Littlefield	Mitchell Schindel	Mr. Schindel is working on improving instructional delivery and general classroom presentations as documented by administration. Mr. Schindel is incorporating evidenced based instructional strategies. Ms. Littlefield's students have shown high performance levels and learning gains on the FCAT. Ms. Littlefield's students are similar in academic	The mentor and mentee are meeting biweekly in a professional learning community setting to discuss evidence-based strategies for each Social Studies domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.

		weakness and strengths.	
Genita Jackson	Leroy Baker	Mr. Baker is a second year teacher. He has not previously incorporated reading strategies into science. Ms. Jackson is the Science Department Head and uses effective reading strategies as part of her daily instructional practices.	The mentor and mentee are meeting biweekly in a professional learning community setting to discuss evidence-based strategies for each Sciences domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.
Genita Jackson	Jean Brunache	Mr. Brunache is a first year teacher. Ms. Jackson, Science Department Head will mentor Mr. Brunache as part of the New Educator Support System. (NESS).	The mentor and mentee are meeting biweekly in a professional learning community setting to discuss evidence-based strategies for each Sciences domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I funds provide additional teachers to assist students, particularly low performing students, with additional academic support during the instructional day.

Title I funds are used to provide professional development for teachers of reading, mathematics and science to increase student achievement, motivate students and assist parents with helping their children at home.

Title I funds are used to increase parent involvement for parent training and to purchase refreshments for parent trainings. Parental activities are planned to assist parents in helping their children improve their academic performance.

Pompano Beach Middle School uses funds to purchase materials and technology to support student academic achievement.

Title I, Part C- Migrant

The Broward County Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinate with the district Dropout Prevention programs.

Title II

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

Title III

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

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after school and for additional instructional support during the

school day.

Violence Prevention Programs

Youth Crime Watch promotes school safety and offers young people an active role in reducing crime. Youth Crime Watch members are selected at the start of the school year.

The Anti-Bullying Program requires teachers and staff to utilize a variety of prevention and intervention activities and includes tools and resources that create environments of safety and respect and expectations of appropriate behavior. This program is introduced to students at grade level assemblies and follow-up is provided in classroom presentations by Guidance Counselors.

Nutrition Programs

65.9% of the students participate in the Free/Reduced breakfast/lunch meals program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

The Communication Broadcast Arts Magnet program provides opportunities for students to use industry standard technology and explore careers in media, graphics, journalism and theater.

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

Job Training

A partnership with the Pompano Beach Pelican newspaper will provide students with a job skills m that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. Students work is published in the paper.

A partnership with the City of Pompano Beach allows students are work to be framed and displayed in city offices. Students are recognized and participate in a Pompano City Council meetings two times per year.

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The RtI Team consists of the Principal, Sonja Braziel, ESE Specialist, Nellie Newsome, Social Workers, Kim Purinton and Ms. Tapia-Rodrigues, School Psychologist, Ms. Melaine Acton, Speech and Language Pathologist, Cassandra Burrows, Reading Coach, Linda Kal-Sander, Math Coach, Bernadette Bing, Science Coach, Melaine Thompson and the Guidance Counselors, Ms. Williams, Grade 8, Ms. Anger Grade 7 and Ms. Coe Grade 6 utilizing the Collaborative Problem Solving Model that has been instituted in the district for over 10 years.

Each of these staff members are Highly Qualified in their field and are on school support/leadership teams. A representative from this team serves on the School Advisory Council.

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

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

The RtI Team meets at least twice per month.

This intervention support team supports teachers in assisting hard-to-teach students make more progress within the regular classroom educational setting.

The goal of the process is to have students make progress in response to well-designed interventions. An intervention is an action initiated by an adult to increase or decrease a targeted student behavior.

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

The RtI Leadership Team has membership on the School Advisory Council (SAC) and assists in the development of the School Improvement Plan. This team presented the process of intervention as described below to the SAC.

The first response to student difficulties (academic or behavioral) is an intervention. This collaborative problem solving team calls upon teachers to collect supporting information about the student. The teachers make a hypothesis about what is causing the target behavior. The RtI Leadership Team selects interventions from the hypothesis to increase or decrease the target behavior. Teachers begin to use the interventions and monitor the student for a six week period. Teachers then consult with the team and report the effectiveness of the interventions.

If a teacher asks for more assistance, a case manager from the RtI team is selected to work with the teacher with further interventions. If the interventions do not work, the case manager brings all data to the team and a referral is made to the team.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data, the Progress Monitoring Reports, the Broward Assessment Tests (BAT) and the Florida Comprehensive Assessment Test (FCAT) are data tools supporting the following intervention tiers:

Tier 1 is used for school-wide and/or class-wide strategies:

1. Identification of a performance gap.
2. Review of student data.
3. Development of a hypothesis.
4. Implementation of strategies.
5. Monitoring of progress.

Tier 2 targets a small group of at-risk students. The steps are:

1. Involvement of the RtI team members in support of the teacher.
2. Review of the Tier 1 outcome data.
3. Validation or re-definition of the problem.
4. Identification of evidence-based interventions.
5. Implementation and monitoring of interventions with CPST support.
6. Communication with parents on progress and intervention planned.

Tier 3 uses highly individualized strategies and may also include special education.

The steps are:

1. Involvement of core members of the CPST.
2. Review of the Tier 2 outcome data.
3. Validation or re-definition of the problem.
4. Intensification of new intervention.
5. Frequent monitoring of interventions.
6. Ongoing support to teacher by RtI Team members.

Describe the plan to train staff on RtI.

Training will take place during professional development days. The entire staff will be trained by the RtI Leadership Team at the beginning of the school year. In addition, the teachers will be re-trained throughout the school year if needed.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Reading: Points earned/Possible points:

Words/Phrases: Grade 6: 5/8 Grade 7: 4/7 Grade 8: 5/8

Main Idea/Purpose: Grade 6: 14/20 Grade 7: 14/21 Grade 8: 14/24

Comparisons: Grade 6: 5/11 Grade 7: 7/11 Grade 8: 8/15

Reference/Research: Grade 6: 4/6 Grade 7: 4/6 Grade 8: 2/4

Although all areas need improvement in reading, the weakest areas are in "Comparisons" for Grades 6 and 8, and "Reference/Research" in Grade 8.

Math: Points earned/Possible points:

Number Sense: Grade 6: 5/9 Grade 7: 5/9 Grade 8: 7/12

Measurement: Grade 6: 4/9 Grade 7: 5/9 Grade 8: 5/12

Geometry: Grade 6: 6/9 Grade 7: 4/8 Grade 8: 6/12

Algebraic Thinking: Grade 6: 5/8 Grade 7: 5/9 Grade 8: 6/12

Data Analysis and Probability: Grade 6: 5/9 Grade 7: 5/9 Grade 8: 6/12

Although all areas need improvement in math, the weakest areas are in "Measurement" Grades 6 and 8, Geometry Grade 8 and Data Analysis and Probability Grade 8.

Science Grade 8: Points earned/Possible Points:

Physical and Chemical Science: 4/13

Earth and Space Science: 3/11

Life and Environmental Science: 6/13

Scientific Thinking: 4/14.

Clearly all areas need improvement. The weakest areas of Physical and Chemical Science, Earth and Space Science and Scientific Thinking will be the focus of the 8th grade instructional calendar.

Instructional Calendar Development

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

The Instructional Focus Calendars (IFC) were created by Broward District Curriculum Specialists. Using disaggregated data results from 2009 FCAT for Pompano Beach Middle School, Department Heads in each subject area emphasize with teachers the areas needing greater focus. They will be updated in October and December based on disaggregated results from the District Benchmark Assessments, and updated periodically based on the data results from the weekly mini-assessments. Longer/more intense duration of instruction were given to weaker strands.

Benchmark instruction will be addressed based on the student achievement and teacher observation with informal assessment. Teachers will participate in periodic Data Chats with Administration to review implementation of IFC and assessment results. Instructional Coaches will model lessons for any teacher who is struggling to meet the standards listed in the IFC.

The area with the lowest percentage of student achievement will be retaught and monitored to improve student mastery of the Sunshine State Standards (SSS) and performance on the FCAT. Areas with high percentages of student achievement will be monitored, maintained and enriched in accordance with the IF calendar.

Reading: Students will receive daily instruction in one or more of the following the reading processes: main idea, vocabulary, compare and contrast, sequencing, inference, cause and effect, reference and research, and word study

Language Arts: Anchor papers will be utilized monthly in all Language Arts classes to teach the FCAT Rubric and facilitate the writing process. Writing: Classroom teachers are responsible for diagnostic and quarterly evaluations, as well as candidate recommendations for additional individualized assistance during 8th grade fall and winter writing clinics

Mathematics: FCAT data is analyzed by all math teachers to determine which areas of the FCAT Sunshine State Standard shows strengths or areas of weakness. This will determine the order in which the calendar will be created and implemented. The Math Coach monitors implementation of the alignment between actual teaching and students' instructional needs.

Science: FCAT Data is examined for the overall school population and the AYP subgroups. As a result of this analysis areas of weaknesses are identified. These areas are then incorporated into the Instructional Focus Calendar.

All teachers are required to follow the instructional focus outlined in the curriculum maps. During morning professional learning communities, time is designated for teachers to discuss the maps and share best practices. Additionally, during classroom walk-through visits, administrators carry a copy of the map with them to monitor whether teachers are following the instructional focus. Based on data received such as the BAT I and II, the maps may be refocused and adjustments made throughout the school year.

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

Those students not mastering content/benchmarks are provided with interventions. In particular, all teachers embed reading strategies in their content and students get extended learning of the reading benchmarks through their content area teachers.

Reading

Based on 2009 FCAT data, 6th grade will focus on Comparisons and Ref/Research

Based on 2009 FCAT data, 7th grade will focus on Ref/Research

Based on 2009 FCAT data, 8th grade will focus on Words/Phrases, Comparisons and Ref/Research.

Writing

Based on 2009 FCAT data, 8th grade will focus on Expository- Elaboration & for Persuasive- Elaboration/Persuasive techniques

Math

Based on 2009 FCAT data, 6th grade will focus on Measurement

Based on 2009 FCAT data, 7th grade will focus on Geometry

Based on 2009 FCAT data, 8th grade will focus on Measurement, Geometry, Algebraic Thinking, and Data Analysis/Probability

Science

Based on 2009 FCAT data, 8th grade will focus on Physical and Chemical Science, Earth/Space Science and Scientific Thinking.

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

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to assure teachers' strengths are matched to their students' needs. An analysis of learning gains allowed the strongest teachers to be paired with the weakest students. And, the weakest teachers will receive career counseling.

Placement of students is completed by hand, using FCAT scores, report cards and teacher recommendations. Students are placed on pure academic teams with peers needing remediation or enrichment in similar academic strands. Teachers design lessons targeted to the students areas of weakness and strength.

The students and the teachers have data chat/ conference to discuss the results of the assessment, and set up goals in order to improve the areas of weakness for each individual. A plan of action is implemented with the cooperation of students, teacher and parents.

ESE: Follows the school IFC for core subjects, using supplemental materials as needed. In VE classes, Individual assessments are given in the fall. SVE: Using the IFC and textbooks as a guideline, the curriculum is modified to meet the differentiated needs of the individual students.

ELL and reading students use of SuccessMaker software as a diagnostic, instructional and remediation tool.

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

Pompano Beach Middle School is total school Magnet for Communications/Broadcast Arts and Instructional Technology. All students have full access to our magnet programs through the specialized electives but especially through the core content. As a result, teachers and students utilize technology naturally in the classroom as a teaching and learning tool. Elective course are career oriented and focus on emerging technology using industry standard equipment.

Elective course offered include: PE, ART, Spanish I, Spanish II, Yearbook, Peer Counseling, Technology Lab, Commercial Art, Graphic Arts/Web Design, Print and Media Broadcasting Journalism, Film/Movies. Drama and Debate.

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

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

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?

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

Career Explorations is taught to all 7th grade students.

ePEP is taught through the 3 years a student is at Pompano Beach Middle school

ESE:

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

DO

Direct the Instructional Focus

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

Core subject area teachers meet weekly in Professional Learning Communities, led by Department Heads/Instructional Coaches to determine students' strengths and weaknesses and align Instructional Focus Calendars (IFC) to meet needs of Pompano Beach Middle students.

Baseline data and Broward District Curriculum Maps are the tools used for this process. Instructional Coaches/Department Heads lead the discussion by providing disaggregated data analysis resources as well as the Broward District curriculum expectations. Curriculum Maps are based on mastery of the Sunshine State Standards and developed by Highly Qualified District administrators.

The Reading, Math and Science Coaches script lessons and model implementation for teachers in need of mentoring.

Most students participate in a daily Reading/Journalism course. The curriculum is scripted by the Reading Coach using Reading and Language Arts Curriculum Maps and paced by the results of need assessments. This is part of the integration of the Magnet theme while supporting students increased reading and language arts skills.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed based on the School Board of Broward County curriculum maps and then tailored to meet the needs of Pompano Beach Middle students. Each department meets to develop lessons that embed the monthly Reading Instructional Focus. Meetings are led by instructional coaches or department heads.

Additionally, individual lesson development/coordination occurs school wide as teachers on pure teams meet during before school common planning periods to disaggregate student data and collaborate to create and implement lessons that incorporate the monthly instructional focus specific to their team.

Teachers utilize textbook ancillary resources, internet activities offered through BEEP, computer-based programs such as Compass Odyssey, Podcasting, Inspiration, iMovie, Garage Band, and Microsoft Office whereby students develop spreadsheets, visual presentations, word processing documents, and graphic design documents to enhance learning experiences.

Practice opportunities are provided to teachers during the Professional Learning Communities. Teachers have the opportunity to share how they are able to integrate specific strategies within their specific content. The teachers meet to discuss the effectiveness of a specific lesson or strategy and determine where improvements can be made to create a more effective lesson.

How will instructional focus lessons be revised and monitored?

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

Staff development will be tailored to meet the needs of the teachers based upon observations via classroom walk-throughs. Assistant Principals are assigned content areas and will work collaboratively with Department Chairpersons to ensure professional development opportunities are available for teachers.

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

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

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

CHECK

Assessment

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

Individual Teacher Formative assessments include:
teacher observation
chapter tests
portfolio discussion
journals
homework
class participation
students exhibitions of mastery

Reading and math mini-assessments are administered weekly based on the Instructional Focus Calendar and the area of weaknesses. Reading mini-assessments are administered during the school-wide Reading/Journalism course and Math classes each Friday. Results are submitted to the principal for the school's database and monitored by the administrative support team.

Standardized Formative Assessments administered and logged on Virtual Counselor and/or the school's database include:

Reading:

FCAT

BAT I and II

Mini-Benchmark Cluster Assessments

San Diego Word List

DAR

Differentiated Instruction computerized program Reports (Compass Learning).

Mathematics:

FCAT

BAT I and II

Mini Benchmarks

GEM students take a mid-term and a Final in 6th, 7th and 8th grade.

Science:

Science teachers utilize the County's mini-Benchmark assessments to monitor student learning.

Social Studies:

Students take part in an end-of-year District Test

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

After the Instructional Focus Benchmarks have been taught, a grade-level mini-assessment to identify mastery and non-mastery students is administered by all teachers weekly. A record of the results is recorded and tracked by administration. Based on the areas of need, the Instructional Focus Calendar is modified. Teachers differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

The assessment results are used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently. To remediate individual students, small group instruction and individual paced lessons for reteaching specific skills not mastered, and enrichment activities is provided by both the classroom teacher and supporting teachers in pull-out tutoring programs. Saturday school, FCAT Family Nights and Recovery programs frequently provide individual tutoring.

Maintenance

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

In response to the weekly mini-assessment results and other formative assessments, teachers collaborate not only as a department, but also as individual teams to ensure that gaps that may exist between subject areas are filled. In order to maintain successful differentiation, teachers discuss within their teams the specific needs of certain groups of students (i.e. ESE, gifted, high achievers, bubble students, etc.) Instructional lessons may include project-based learning, brain-based learning, activities that target the Multiple Intelligences and support Webb's Depth of Knowledge.

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency such as the school's: Invention Convention, Living Wax Museum, Science Fair, Social Studies Fair and Literary Fair..

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

Teachers meet at least once weekly in Department Professional Learning Communities and once weekly during team common planning periods with their individual teams. Teams consist of 6 teachers working with common students in the same grade level that have similar areas of strength and weakness. The Instructional Focus Calendar remains at the forefront of discussion during these sessions.

A teacher is designated to record notes from the meetings, and the notes are submitted along with the weekly agendas to the administrative staff. Members of the administrative staff attend meetings on a rotating basis.

The administrative team encourages professional development in regards to the specific needs of individual teachers (i.e. conversations regarding classroom management, lesson development, and instructional strategies), while simultaneously encouraging whole group learning through professional readings, off-site trainings, and summer staff development.

Monitoring

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

The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.

Based on team minutes and classroom walk-throughs administration will verify that curriculum delivery is being differentiated for all subgroups

Administrators will oversee and attend department meetings, team leader meetings, and team meetings

The Reading Coach, Math Coach and Science Coach will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading:

The most intensive disfluent Level 1 students receive 110 minutes of reading instruction daily at Pompano Beach Middle School. These students read words at or below a third grade level and have a fluency rate at 80 CWPM or below. Students receive Direct instruction in phonemic awareness and phonics. For this reason, students who are diagnosed as needing phonemic awareness, phonics, fluency, vocabulary, and comprehension are taught in the direct instruction programs of the Wilson Reading System.

Reading Excellence: Word Attack and Rate Development Strategies (REWARDS) is used for students who have mastered some phonetic skills. These students are in reading classes for a 110 minutes daily. REWARDS provides students who read between a 3.0 and 5.0 reading level with flexible strategies for decoding multi-syllabic words in order to build reading accuracy and fluency. After completing REWARDS students have generally increased their word reading skill skills by 2 years.

Jamestown Reading Fluency is used for medium-risk students who need to increase their oral fluency rate. Through paired reading, repeated reading and self-monitoring, students increase their accuracy, prosody and rate. The program is used at the students' readability levels and increases in difficulty as the program grows.

Prentice Hall Literature and novels are used for students working at or above grade level. Some of the daily tools and strategies include: Compass Learning/Odyessy, CRISS reading strategies, Riverdeep, Accelerated Reader, College Board on-line and instructional strategies. Skill taught daily include: decoding, developing vocabulary, fluency from both fiction and non-fiction, building prior knowledge, increasing comprehension, critical thinking, and becoming life-long readers.

Resources from the state for every level of instruction will be utilized. Computerized programs or instructional software (e.g. SuccessMaker), in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of teaching o students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school, participate in Saturday School or participate in pull-out Recovery tutoring programs.

Progress monitoring in reading is conducted through in-program mastery tests, as well as fall, winter and spring fluency probes and Benchmark assessments. Annual growth in reading will be demonstrated by pre and post Diagnostic Assessment of Reading (DAR) results and FCAT results.

Math:

Screening instruments, interventions by mathematical strand, diagnostic assessments and progress monitoring tools have all been delineated and make up the Struggling Math Chart provided to Pompano Beach Middle School from the Broward County Math administrators. In addition to the FCAT and Broward Benchmark Assessments, the Glenco Publisher Diagnostic and Placement Tests are used to establish students strengths and areas of improvement.

Students scoring Levels 1 and 2 on the FCAT are placed in an Intensive Math course. The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The instruction will include, but not be limited to, the use of a variety of problem-solving strategies such as drawing a diagram, guess-and-check; solving a simpler problem, examining simpler problems, and working backwards; using technology when appropriate. In addition, focus will be placed on deciding

whether a solution is reasonable in the context of the original situation.

In addition students are provided after school tutoring, Recovery pull-out and encouraged participation in the Saturday School tutoring program. Parents of these students are encouraged to attend FCAT Family Nights and parenting classes.

Resources from the state for every level of instruction will be utilized. Computerized programs or instructional software (e.g. SuccessMaker), in addition to Internet instructional Web sites such as FCAT Explorer, College-Board and Riverdeep will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of teaching o students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized.

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

To re-teach non-mastered target areas, students will be provided with problem-based learning scenarios, project and brain-based learning opportunities, and cooperative laboratory/hands-on activities in both Science and Social Studies classes. In addition, discovery learning resources such as College Board, Brain Pop, Compass Odyssey, Renzulli Learning, EasyTech, and Vernier Probeware will be provided to all grade levels.

Resources from textbook adoptions include enrichment activities that reinforce reading strategies, incorporate graphic organizers, and encourage the use of manipulatives to ensure comprehension and application of learning.

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

Administrators initiate discussions with all teachers through bi-annual data chats, as well as mentor teacher data chats with specific students. Resulting from these discussions, professional development needs are addressed to provide teachers with effective strategies to meet the needs of struggling learners as well as enrichment experiences for high achievers.

As the year progresses and mini-BAT data is disaggregated, Curriculum Coaches and Administrative support staff meet to determine if Standard & Benchmark strategies were successfully addressed throughout the various content areas. If areas need strengthening across the school, grade level or department, coaches model strategies to increase achievement.

During Department Learning Community (PLC) sessions teachers are encouraged to reflect on recent strategies and share out at the final PLC of the month. Teachers bring samples from classwork, projects, and writing samples to share with the faculty and everyone is able to see the different methods utilized to implement the strategy throughout the various content areas and grade levels.

Staff development is tailored to meet the needs of the teachers based upon observations via classroom walk-throughs. Assistant Principals are assigned content areas and work collaboratively with Department Chairpersons to ensure professional development opportunities are available for teachers

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

FCAT level 1 and 2 students, the lowest 25% students in school for each grade level, non-mastery benchmark students, and the bubble students in each grade level are identified for supplemental instruction. Additionally, student schedules from TERMS are reviewed twice a year to make certain that level 1 and 2 students are being served accordingly.

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Teachers will also meet weekly during their planning to determine specific students who are struggling. The parents of these individuals will be contacted by phone and invited to school to discuss their progress and areas of improvement.

Students are provided an Individual Academic Plan and are made aware of the plan. Students meet with their teachers to discuss their specific goals and decide how best to accomplish these goals. Parents are also encouraged to consider FCAT Camp, Peer Tutoring, as well as supplemental Education Services.

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

Effectiveness of the interventions will be measured during:
administrator/teacher data chats
leadership discussions
mentoring program
Academic Coaches/administrative weekly assessment database reviews

Data in these sessions will include:
Pre-Mid-Post Assessments
Weekly Focus Calendar Quizzes
Mini-Benchmark Assessments
BAT I and II Results
Computerized Program Progress Reports

Quarterly Grades in Pinnacle.

Enrichment

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

Students who typically exceed mastery levels are placed in advanced classes. Students in 7th and 8th grade take high school credit courses in Algebra, Geometry, Spanish and French.

Advanced classes participate in the school's Communication Broadcast Arts courses in newspaper journalism, radio, television, public speaking and satellite communications. Visual communication skills are developed through the use of cameras, video and computers. While developing writing, speaking and computer skills, students can explore the areas of television and radio production, marketing, advertising and public relations. Students work in a three-camera television production studio, audio studio, video editing suites and a state-of-the-art control room.

Describe how students are identified for enrichment strategies.

To participate in non-reading electives, students must score Level 3 in Reading and Math on the prior year's FCAT.

To participate in the Gifted Math program students must score above a Level 380 in Math on the FCAT and at or above a Level 3 in Reading.

Students in the Gifted program are tested and placed with an Exceptional Education Academic Plan status.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Professional Learning Community by Department	Genita Jackson, Science Dept. Chair Nina Rickett, SS. Dept. Chair Angela Reed, LA Dept. Chair Robert Eisinger, Math Dept. Chair Linda Kal-Sander, Reading Dept. Chair Susan Hurley, Electives, Dept. Chair Nellie Newsome, ESE Dept. Chair Laurie Littlefield, ESOL Dept. Chair	Weekly	Monday 8:30 AM	Members discuss and learn content specific practices, skills, and strategies to utilize in the classroom & sustain continuous improvement
Professional Learning Community by Team	Team Leaders	Weekly	Wednesday 8:30 AM	Members within the same team identify instructional practices and analyze student work to support student academic success
Professional Learning Community by grade	Karen Karras, AP Grade 6 Charles Zimmerman, AP Grade 7 John Vetter, AP Grade 8	Weekly	Friday 8:30 AM	Members within the same grade share best practices and analyze student assessments.
Faculty Learning Community Professional Reading	Sonja Braziel, Principal	Quarterly	Teacher Planning Days 8:30 AM	Provides resources to support adult learning and collaboration. Deepening educators' content knowledge and providing research-based instructional strategies.
Administrative Learning Community	Sonja Braziel, Principal	Weekly	Monday 10:00 AM	Members of the administrative support team identify instructional practices and analyze student work to support student academic success

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)

- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

N/A

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In 2009 59% of students demonstrated mastery in Reading on the FCAT. This is a 5% decrease from 2008 when 64% of students demonstrated mastery in reading on the FCAT.</p> <p>As compared to 2008, the following increases/decreases took place in reading in 2009: 6th Grade – Remained constant at 59% 7th Grade – Decreased by 4%, from 61% to 57% 8th Grade – Decreased by 5%, from 50% to 45%</p> <p>Sub-Groups that did not make AYP in Reading are: Black Economically Disadvantaged English Language Learners</p> <p>63% of students made learning gains in reading. 70% of students achieving at the lowest 25th percentile made learning gains in reading.</p>		72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student Achievement Chats will be conducted with all students to develop individual reading goals. They will keep progress/action plan logs. Logs will be updated weekly.	Reading Coach, Linda Kal-Sanders and teachers	Grade level Assistant Principals will review logs for Student Achievement quarterly.	Grade Level Guidance Counselors will meet with small groups to review students progress and fidelity to goals/logs.
2	Content Area teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery	Grade level Assistant Principals and Instructional Coaches	When visiting content area classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks	Assessments will be disaggregated by content area teachers to determine the effectiveness of reading benchmark instruction in the classroom
3	All level 1 & 2 students will receive instruction in the five areas of reading, while enrolled in an intensive reading class.	Reading coach	Classroom walkthrough, implementation of the Reading Instructional Focus, Team Meeting, minutes	Mini assessments, BAT 1, BAT2, Teacher generated assessment using FCAT question stems.
4	All students will be given the opportunity to attend Saturday School, enrichment.	Grade level Assistant Principals and Reading Coach	Attendance and participation in coursework.	Pre-post assessments.
5	Identify students in lowest quartile belonging to one or more AYP subgroups for placement in supplemental instruction program; closely monitor progress of the students and revise instruction as indicated by	Reading Department Chair, Reading Coach	Supplemental instructional staff will maintain and monitor student portfolios and will report on data results at weekly reading learning community meetings	Increased achievement between assessments in supplemental instruction program

	student progress			
6	Plan supplemental intervention for students through use of the SuccessMaker computer simulation program during reading classes	Reading Department Chair, Reading Coach	Classroom teachers will maintain and monitor SuccessMaker reports on student achievement	Increased achievement between cluster-specific mini-benchmark assessments
7	Plan targeted intervention for students not responding to core instruction plus supplemental instruction using comprehension strategies in Florida FCAT Coach program	Reading Department Chair and Reading Coach, Linda Kalsander	Classroom teachers will review results of mini-benchmark assessment data during weekly reading/language arts learning community meetings	Increased achievement between cluster-specific mini-benchmark assessments
8	Prior to testing, coaches will review BAT data, FCAT data and mini-assessments to determine students with the greatest need. Those students' electives will be suspended to provide small group instruction two times per week.	Reading Department Chair, Reading Coach	Informal & formal observations Classroom Walkthroughs Look Fors Checklist	BAT Mini-Assessments Teacher informal observations
9	All students, to include ESE and LEP in reading classes will read a minimum of one hour a week at home, and keep a log that is signed by parents to enhance reading comprehension.	Reading Coach Reading Department Head Administrators	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Benchmark Assessment Test Diagnostic Assessment of Reading Fluency Probes
10	Teachers will integrate high-yield strategies including: note-taking, comprehension, vocabulary and higher order questioning.	Grade level Assistant Principals, ESE Specialist, Nellie Newsome	Administration will review lesson plans for evidence of implementation of high-yield strategies. Administration will check student literacy folders during classroom walkthroughs.	Classroom walkthroughs, Teacher-made assessment, Mini assessments
11	Students will utilize the Accelerated Reader	Grade level Assistant Principals, Reading Coach, Media Specialist, Vicky Sharrow Reading Teacher	Student progress will be monitored each week using Accelerated Reader	Mini-benchmark Assessment, Content Area Assessment, BAT I and II
12	Students will participate in three Mock Reading Assessments (fall/winter/spring) to determine successive approximations towards proficiency	Content Area Administrator Reading Coach Media Specialist Reading Teacher	Administration will conduct data chats to review student performance on school-wide mock assessment	Mock Assessment
13	Pompano Beach Middle will host Family Literacy Nights (FLN) to enhance parental involvement opportunities	Leadership Team, Reading Coach, Media Specialist	Title I administrator will maintain a record of FLN attendance.	FLN attendance record
14	A1 & A2 English Language Learners I use the Visions program coupled with reading lessons that incorporate language development that offer students opportunities to listen, speak, read, or write using functional language.	ELL Department Head, Laurie Littlefield	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and II
15	90 minutes daily dedicated to reading instruction for all students. FCAT Level 1 and 2 students participate in a second 45 minute intensive reading classroom using reading instruction adopted by the county.	Leadership Team, Reading Coach	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and II
16	Reading teachers remain in the same classroom throughout the day so that classroom libraries, word walls, graphic organizers and student work can be displayed and utilized	Leadership Team, Reading Coach	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and II
17	All reading classes have	Reading Coach	Classroom Walkthroughs	Increased achievement

	classroom libraries. Each library includes a contemporary collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and non-fiction	Media Specialists	Monitoring Classroom Visitations	between cluster-specific mini-benchmark assessments
18	All Core Reading and Supplementary Reading Programs at Pompano Beach Middle School are recommended by the Broward County School District. Research based programs are Wilson Language, Corrective Reading, Scholastic Read XL, CRISS, McRel, Rewards, and Accelerated reader. Research – Based Program	Leadership Team, Reading Coach	Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and II

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Black students did not meet AYP. 39% of students scored level 3 on the 2009 FCAT.		49% of Black students will score level 3 on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student Achievement Chats will be conducted with all students to develop individual reading goals. They will keep progress/action plan logs. Logs will be updated weekly.	Reading Coach and teachers	Administrators will review logs for Student Achievement quarterly.	Grade Level Guidance Counselors will meet with small groups to review students progress and fidelity to goals/logs.
2	All level 1 & 2 students will receive instruction in the five areas of reading, while enrolled in an intensive reading class.	Reading coach	Classroom walkthrough, implementation of the Reading Instructional Focus, Team Meeting, minutes	Mini assessments, BAT 1, BAT2, Teacher generated assessment using FCAT question stems.
3	All students will be given the opportunity to attend Saturday School, enrichment.	Reading Administrator and Reading Coach	Attendance and participation in coursework.	Pre-post assessments
4	Identify students in lowest quartile belonging to one or more AYP subgroups for placement in supplemental instruction program; closely monitor progress of the students and revise instruction as indicated by student progress	Reading Department Chair, Reading Coach	Supplemental instructional staff will maintain and monitor student portfolios and will report on data results at weekly reading learning community meetings	Increased achievement between assessments in supplemental instruction program
5	Plan targeted intervention for students not responding to core instruction plus supplemental instruction using comprehension strategies in Florida FCAT Coach program	Reading Department Chair, Reading Coach	Classroom teachers will review results of mini-benchmark assessment data during weekly reading/language arts learning community meetings	Increased achievement between cluster-specific mini-benchmark assessments
6	Students will participate in three Mock Reading Assessments (fall/winter/spring) to determine successive approximations towards proficiency	Content Area Administrator Reading Coach Media Specialist Reading Teacher	Administration will conduct data chats to review student performance on school-wide mock assessment	Mock Assessment
7	90 minutes daily dedicated to reading instruction for all students. FCAT Level 1 and 2 students participate in a second 45 minute intensive reading classroom using reading instruction adopted by the coun	Leadership Team, Reading Coach	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and II

8	All Core Reading and Supplementary Reading Programs at Pompano Beach Middle School are recommended by the Broward County School District. Research based programs are Wilson Language, Corrective Reading, Scholastic Read XL, CRISS, McRel, Rewards, and Accelerated reader. Research – Based Program	Leadership Team, Reading Coach	Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and II
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
English Language Learners ELL did not meet AYP. 42% of students scored level 3 on the 2009 FCAT.		52% of ELL students will score level 3 on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Plan targeted intervention for students not responding to core instruction plus supplemental instruction using comprehension strategies in Florida FCAT Coach program	Reading Department Chair, Reading Coach	Classroom teachers will review results of mini-benchmark assessment data during weekly reading/language arts learning community meetings	Increased achievement between cluster-specific mini-benchmark assessments
2	All students, to include ESE and LEP in reading classes will read a minimum of one hour a week at home, and keep a log that is signed by parents to enhance reading comprehension.	Reading Coach Reading Department Head Administrators	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Benchmark Assessment Test Diagnostic Assessment of Reading Fluency Probes
3	All Core Reading and Supplementary Reading Programs at Pompano Beach Middle School are recommended by the Broward County School District. Research based programs are Wilson Language, Corrective Reading, Scholastic Read XL, CRISS, McRel, Rewards, and Accelerated reader. Research – Based Program	Leadership Team, Reading Coach	Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and II
4	90 minutes daily dedicated to reading instruction for all students. FCAT Level 1 and 2 students participate in a second 45 minute intensive reading classroom using reading instruction adopted by the county.	Leadership Team, Reading Coach	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and II
5	A1 & A2 English Language Learners I use the Visions program coupled with reading lessons that incorporate language development that offer students opportunities to listen, speak, read, or write using functional language.	ELL Department Head	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and I
6	School will develop a plan using FAIR data not just to monitor student progress but as a tool for aligning instruction to meet the needs of students.	Leadership Team, ELL Department Head	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and I
7	Teaching and learning must use research based strategies - not just reading programs. Strategies must be systematic, explicit,	Leadership Team, ELL Department Head	Mini Assessments Classroom Walkthroughs Monitoring	Mini-benchmark Assessment, Content Area Assessment, BAT I and I

	scaffolded and print rich. Examples will be taken from the District Improvement and Assistance Plan (DIAP).		Classroom Visitations	
8	Teaching and learning must help students find personal motivation and purpose in literacy activities - DIAP Learning Need #3.	Leadership Team, ELL Department Head	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and I
9	Teaching and learning must infuse SSS and FCAT strategies within the curriculum and delivered as isolated FCAT prep instruction. DIAP Learning Need #4.	Leadership Team, ELL Department Head	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and I
10	Scheduling will consistently follow the K-12 ESOL plan.	Principal, Scheduling Coordinator	Master Schedule documentation	Mini-benchmark Assessment, Content Area Assessment, BAT I and I
11	Paraprofessionals will work with ELL students.	Principal, ELL Department Head	Master Schedule documentation	Mini-benchmark Assessment, Content Area Assessment, BAT I and I
12	Teachers implementing interactive multimedia & multimodal strategies and testing accommodations.	Principal, ELL Department Head	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and I

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Economically Disadvantaged (ED) did not meet AYP. 42% of students scored level 3 on the 2009 FCAT.		47% of ED students will score level 3 on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student Achievement Chats will be conducted with all students to develop individual reading goals. They will keep progress/action plan logs. Logs will be updated weekly.	Reading Coach and teachers	Administrators will review logs for Student Achievement quarterly.	Grade Level Guidance Counselors will meet with small groups to review students progress and fidelity to goals/logs.
2	All level 1 & 2 students will receive instruction in the five areas of reading, while enrolled in an intensive reading class.	Reading Administrator and Reading Coach	Classroom walkthrough, implementation of the Reading Instructional Focus, Team Meeting, minutes	Mini assessments, BAT 1, BAT2, Teacher generated assessment using FCAT question stems.
3	Identify students in lowest quartile belonging to one or more AYP subgroups for placement in supplemental instruction program; closely monitor progress of the students and revise instruction as indicated by student progress	Reading Department Chair, Reading Coach	Supplemental instructional staff will maintain and monitor student portfolios and will report on data results at weekly reading learning community meetings	Increased achievement between assessments in supplemental instruction program
4	Plan targeted intervention for students not responding to core instruction plus supplemental instruction using comprehension strategies in Florida FCAT Coach program	Reading Department Chair, Reading Coach	Classroom teachers will review results of mini-benchmark assessment data during weekly reading/language arts learning community meetings	Increased achievement between cluster-specific mini-benchmark assessments
5	Students will participate in three Mock Reading Assessments (fall/winter/spring) to determine successive approximations towards proficiency	Content Area Administrator Reading Coach Media Specialist Reading Teacher	Administration will conduct data chats to review student performance on school-wide mock assessment	Mock Assessment

6	All reading classes have classroom libraries. Each library includes a contemporary collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and non-fiction	Reading Coach Media Specialists	Classroom Walkthroughs Monitoring Classroom Visitations	Increased achievement between cluster-specific mini-benchmark assessments
7	School will develop a plan using FAIR data not just to monitor student progress but as a tool for aligning instruction to meet the needs of students.	Content Area Administrator Reading Coach Media Specialist Reading Teacher	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and I
8	Teaching and learning must infuse SSS and FCAT strategies within the curriculum and delivered as isolated FCAT prep instruction. DIAP Learning Need #4.	Content Area Administrator Reading Coach Media Specialist Reading Teacher	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and I
9	Teachers implementing interactive multimedia & multimodal strategies and testing accommodations.	Content Area Administrator Reading Coach Media Specialist Reading Teacher	Mini Assessments Classroom Walkthroughs Monitoring Classroom Visitations	Mini-benchmark Assessment, Content Area Assessment, BAT I and I

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test	Effective Implementation of the Instructional Focus Calendar	Linda Kal-Sander, Reading Coach	Aug 2009- Ongoing	Lesson Plans Classroom Visits	Linda Kal-Sander, Reading Coach Sonja Braziel, Principal
72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test	Review Cornell Notes Multiple Intelligences Differentiated Instruction Marzano's 9 High Yield Strategies	Linda Kal-Sander, Reading Coach	Aug 2009- Ongoing	Samples of student work teacher observation conferencing walkthroughs	Linda Kal-Sander, Reading Coach Sonja Braziel, Principal
72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test	Reading in the Content Area	Linda Kal-Sander, Reading Coach	Aug 2009- Ongoing	Lesson Plans Classroom Visits	Linda Kal-Sander, Reading Coach Sonja Braziel, Principal
72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test	FAIR Training	Principal, Sonja Braziel	September - November 2009	Data Chats	Linda Kal-Sander, Reading Coach Sonja Braziel, Principal

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

The Reading Coach will conduct a PLC on a bi-weekly basis to build the knowledge base of all teachers, as well as conduct classroom walk-throughs. Instructional Focus Calendars will also be used in Social Studies and aligned with the reading instructional focus. Grade level reading teachers have chosen core novels that will be tied-in to Social Studies curriculum.

All teachers imbed the reading instruction by integrating it with activities in the classrooms. Textbooks include directed reading and other strategies, such as essential questions and objective setting, and graphic organizers. Activities include sequenced steps and evaluations to check for understanding. Informal techniques such as KWL charts and guided notes address the SWD and ELL students as well. Student research uses a variety of materials and students demonstrate understanding by writing summaries in their own words. CRISS strategies such as VISS, and Maizano's strategies, have been put in practice continuing the professional development.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Wilson Reading	School Budget	\$7,800.00
Novels for classrooms	School Budget	\$2,000.00
Scholastic Magazines for Reading in Content Area	Title I	\$800.00
		Total: \$10,600.00
Technology		
Description of Resources	Funding Source	Available Amount
Laptops	Technology Budget	\$6,000.00
Prometheon Boards	School Budget	\$3,000.00
Printers	School Budget	\$2,900.00
BrainPOP	Accountability	\$800.00
		Total: \$12,700.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading in the Content Area	Title I	\$750.00
Curriculum Planning	Title I	\$2,500.00
		Total: \$3,250.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$26,550.00

End of Reading Goal

Mathematics Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In 2009 63% of students demonstrated mastery in math on the FCAT. This figure remained constant from the year prior. As compared to 2008, the following increases/decreases took place in math in 2009: 6th Grade – Increased by 5% from 50% to 55% 7th Grade – Remained constant at 56% 8th Grade – Decreased by 4%, from 63% to 59% Sub-Groups that did not make AYP in Math are: Black Economically Disadvantaged English Language Learners 61% of students made learning gains in Math. 57% of students achieving at the lowest 25th percentile made learning gains in Math.		In grades 6-8, 72% of the students will achieve mastery for reading on the 2010 FCAT Math Test.	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1 Scheduling Levels of Math Classes:	Math Coach, Administrator in	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BEEP, BAT

	Students are scheduled based on SSS scores for the 2009 FCAT. Levels 1 and 2 are placed in intensive classes, Levels 3 and above are placed based on teacher recommendation and Gifted status.	charge of master schedule, Principal, ESE Specialist		assessments, ultimately 2010 FCAT assessment
2	Develop an Instructional Focus Calendar for Math classes based on the areas of weakness with MGM model infused.	Math Coach, Teachers	Monitoring of IFC	Reporting out of lessons/assessments through data chats
3	Data disaggregation using 2009 FCAT, BAT data and BEEP assessments to determine areas of weaknesses for individual students	Math Coach, Guidance, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010
4	Targeted intervention for students not responding to supplemental/intervention instruction with monitoring through the RtI team	ESE Support Staff, RtI Team	Evaluation of weekly mini-assessments	Lesson plans, CWT, Informal conversations with teachers and ESE Support Staff
5	Infuse ELL strategies in classroom and lesson plans – think/pair/share, pairing non speakers w/ speakers, notetaking strategies	Math Coach, Teachers	Evaluation of weekly mini-assessments	Lesson Plans
6	Students will utilize Compass Odysessy Learning Program, FCAT Explorer, and have the opportunity to participate in FCAT Saturday Camps	Math Coach, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010
7	Instructional Focus Calendar (based on student needs) will be created in conjunction with the reading department to incorporate reading	Department Chair, Reading Coach	Monitoring of IFC	Reporting out of lessons/assessments through data chats
8	Teachers incorporate the use of the FCAT Reference Sheet and the Struggling Math Chart in all related activities for all students especially those who scored level 1 or 2.	Math Coach, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010
9	Students are given a daily math application problem emphasizing FCAT strategies to reinforce the students' learning process	Math Coach, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Black students did not meet AYP. 41% of students scored level 3 on the 2009 FCAT.		51% of Black students will score level 3 on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Scheduling Levels of Math Classes: Students are scheduled based on SSS scores for the 2009 FCAT. Levels 1 and 2 are placed in intensive classes, Levels 3 and above are placed based on teacher recommendation and Gifted status.	Math Coach, Administrator in charge of master schedule, Principal, ESE Specialist	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BEEP, BAT assessments, ultimately 2010 FCAT assessment
2	Data disaggregation using 2009 FCAT, BAT data and BEEP assessments to determine areas of weaknesses for individual students	Math Coach, Guidance Counselor	Mini-benchmark assessments, BAT assessments FCAT 2010	Mini-benchmark assessments, BAT assessments FCAT 2010

3	Students will utilize Compass Odysseyy Learning Program, FCAT Explorer, and have the opportunity to participate in FCAT Saturday Camps	Math Coach, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010
4	Students are given a daily math application problem emphasizing FCAT strategies to reinforce the students' learning process	Math Coach, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ELL students did not meet AYP. 45% of students scored level 3 on the 2009 FCAT.		55% of ELL students will score level 3 on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop an Instructional Focus Calendar for Math classes based on the areas of weakness with MGM model infused.	Math Coach, Teachers	Monitoring of IFC	Reporting out of lessons/assessments through data chats
2	Data disaggregation using 2009 FCAT, BAT data and BEEP assessments to determine areas of weaknesses for individual students	Math Coach, Guidance, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010
3	Students will utilize Compass Odysseyy Learning Program, FCAT Explorer, and have the opportunity to participate in FCAT Saturday Camps	Math Coach, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010
4	Teachers incorporate the use of the FCAT Reference Sheet and the Struggling Math Chart in all related activities for all students especially those who scored level 1 or 2.	Math Coach, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010
5	Students are given a daily math application problem emphasizing FCAT strategies to reinforce the students' learning process	Math Coach, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Economically Disadvantaged students did not meet AYP. 49% of students scored level 3 on the 2009 FCAT.		59% of Black students will score level 3 on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop an Instructional Focus Calendar for Math classes based on the areas of weakness with MGM model infused.	Math Coach, Teachers	Monitoring of IFC	Reporting out of lessons/assessments through data chats
2	Data disaggregation using 2009 FCAT, BAT data and BEEP assessments to determine areas of weaknesses for individual students	Math Coach, Guidance, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010
3	Students will utilize Compass Odysseyy Learning Program, FCAT Explorer, and have the opportunity to participate in FCAT Saturday Camps	Math Coach, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010
4	Teachers incorporate the	Math Coach,	Evaluation of weekly mini-	Mini-benchmark

	use of the FCAT Reference Sheet and the Struggling Math Chart in all related activities for all students especially those who scored level 1 or 2.	Teachers	assessments	assessments, BAT assessments FCAT 2010
5	Students are given a daily math application problem emphasizing FCAT strategies to reinforce the students' learning process	Math Coach, Teachers	Evaluation of weekly mini-assessments	Mini-benchmark assessments, BAT assessments FCAT 2010

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 6-8, 72% of the students will achieve mastery for reading on the 2010 FCAT Math Test.	Destination Success for Math	Bernadette Bing, Math Coach	August 2009	Teachers will submit reports of student progress using the program.	Bernadette Bing, Math Coach
In grades 6-8, 72% of the students will achieve mastery for reading on the 2010 FCAT Math Test.	Promethian Boards / Technology	Joseph Wells, School Technology Coach	August 2009	Lesson Plans, Teacher Demonstration	Bernadette Bing, Math Coach Assistant Principal, Mr. Vetter
In grades 6-8, 72% of the students will achieve mastery for reading on the 2010 FCAT Math Test.	Use of math manipulatives	Bernadette Bing, Math Coach	August 2009 - ongoing	Lesson Plans, Teacher Demonstration	Bernadette Bing, Math Coach
In grades 6-8, 72% of the students will achieve mastery for reading on the 2010 FCAT Math Test.	Effective Implementation of the Instructional Focus Calendar	Bernadette Bing, Math Coach	August 2009 - ongoing	Lesson Plans, Teacher Demonstration, walk-throughs	Math Coach, Math Content Assistant Principal, Mr. Vetter

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
CRISS	Title I	\$2,000.00
Math Manipulatives	Title I	\$3,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Calculators	School Budget	\$1,200.00
		Total: \$1,200.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading in the Content Area	Title I	\$3,000.00
Curriculum Planning	Title I	\$3,000.00
Substitute teachers to provide temporary Coverage for Professional Development	Title II	\$2,000.00
		Total: \$8,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$14,200.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
34% of students scored level 3 on the 2009 FCAT in science 38% of students scored level 3 on the 2009 FCAT in science		43% of 8th grade students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize hands-on laboratory experiments at least once per week using the 5E model and cooperative learning opportunities.	Principal, Assistant Principal, Science Coach	Lesson plans will be developed with fidelity in alliance with the department-based curriculum map, reviewed by the Science Coach	Improvement on Student-created Laboratory Reports - Report card grade as indicated in Pinnacle
2	Provide daily FCAT Daily warm-ups and/or Problem of the Day that correlate to the Sunshine State Standards.	Principal, Assistant Principal, Science Coach	Science Coach, Assistant Principal, & Principal will monitor the proper implementation of warm-up activities.	Improvement on the district-based mini-assessments and teacher-created assessments
3	Provide weekly short and/or extended response questions that correlate to the Sunshine State Standards addressed in the weekly lessons.	Principal, Assistant Principal, Science Coach	During CWT's, the Science Coach, Assistant Principal, & Principal will monitor the proper implementation	Improvement on the district-based mini-assessments and teacher-created assessments
4	Provide afterschool and Saturday Extended Learning Opportunities for 8th grade students that score Level 1 or 2 in Reading & Math.	Principal, Assistant Principal, Science Coach	Saturday School pre/post test	Improvement on the district-based mini-assessments and teacher-created assessments
5	Provide all students with Summer and Winter Break Learning Opportunities that encourage hands-on learning and reinforce reading within the content area.	Science Coach	Teachers' grades bonus points for completion of projects	Improvement on the district-based mini-assessments and teacher-created assessments
6	Teachers will participate in training on Science Fair and Project research which will be infused into lessons. The Science Department will develop a plan for exhibiting Science Fair Projects and Family Science Night.	Science Coach, teachers	Science Fair participation and quality of product	Improvement on the district-based mini-assessments and teacher-created assessments
7	Teachers will integrate mathematics in science instruction including interpreting graphs, charts, tables, timelines, and other statistical information and measurement conversions.	Science Coach, teachers	Classroom walk-throughs by Science Coach and Administration	Improvement on the district-based mini-assessments and teacher-created assessments
8	Teachers will integrate FCAT coach/FCAT dailies/ and Science World into weekly lessons.	Science Coach, teachers	Classroom walk-throughs by Science Coach and Administration	Improvement on the district-based mini-assessments and teacher-created assessments
9	Every student is provided with a consumable FCAT practice test booklet.	Principal, Assistant Principal, Science Coach	Classroom walk-throughs by Science Coach and Administration	Improvement on the district-based mini-assessments and teacher-created assessments
10	Science lessons will be planned and implemented utilizing the District Science Curriculum and the approved leveled texts. Special attention will be paid to the strengths and weaknesses of clusters as scored on the 2009 FCAT Science test for 8th graders.	Principal, Assistant Principal, Science Coach	Classroom walk-throughs by Science Coach and Administration and lesson plans	Improvement on the district-based mini-assessments and teacher-created assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
43% of 8th grade students will score at level three or above on the 2010 FCAT Science Assessment.	Updated training on adopted textbook.	Science Department Chair, Genita Jackson	August 2009 - ongoing	Lesson Plan Review	Science Administrator, Assistant Principal, Mr. Vetter
43% of 8th grade students will score at level three or above on the 2010 FCAT Science Assessment.	Labs and Hands on activities Vocabulary/reading strategies	Science Department Chair, Genita Jackson, Reading Coach, Linda Kal-Sander, Science Coach, Melaine Thompson	August 2009 - ongoing	Lesson Plan Review, classroom walk-throughs	Science Administrator, Assistant Principal, Mr. Vetter
43% of 8th grade students will score at level three or above on the 2010 FCAT Science Assessment.	6th Grade New Standards Training	District HRD	June 2110	Department will meet during morning PLC's and Early Release Professional Development to discuss changes to the 6th grade Curriculum Maps and address gaps in lesson development that are occurring prior to 8th grade.	Science Administrator, Assistant Principal, Mr. Vetter
43% of 8th grade students will score at level three or above on the 2010 FCAT Science Assessment.	Florida Continuous Improvement Model Training	District HRD	August 2009 or ASAP	Morning PLC's will be monitored to ensure quality discussion regarding data trends, lesson development, laboratory experiments, and classroom management issues.	Principal, Assistant Principal, Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Measuring Up Science Level H	Title I	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Vernier Probeware (sensors/monitoring devices)	Title I	\$700.00
		Total: \$700.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for Professional Development.	Title I	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
Hands-on and Laboratory supplies	School Budget	\$2,000.00
		Total: \$2,000.00
		Final Total: \$6,200.00

End of Science Goal

Writing Goal

Needs Assessment:	Based on School Grade Data: Did the total percent proficient increase or was the percent proficient maintained? What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
2009, 341 8th grade tested. Mean score: 4.3 2008, 308 8th graders tested. Mean score: 4.2	By June of 2010, 96% of the 8th grade students will score at or above a level 4 on the FCAT writing exam.

2009, 88% of 8th grade students on level 2008, 93% of 8th grade students on level				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive structured lessons as defined in the IFC	LA Department Chair, AP assigned to the content area	Ongoing data analysis from essay practices administered regularly	Practice Essays
2	Teachers will turn in sample student FCAT writing prompts along with an updated monthly writing prompt score sheet to Assistant Principal	Principal, Language Arts Administrator, LA Department Chair	Teachers will adhere to a set schedule for turning in sample student FCAT writing prompts and writing prompt score sheets.	Teachers will receive feedback from the Language Arts administrator
3	Teachers will create portfolios for students to keep monthly writing and a FCAT Writing tracking sheet so that students can track their own progress	LA Department Chair, AP assigned to the content area	During Professional Learning Communities, teachers will use tracking sheet to as a planning tool and to assess student progress.	Teachers will receive feedback from the Language Arts administrator
4	Writing will be incorporated across the curriculum	Principal, Language Arts Administrator, LA Department Chair	Classroom Walk-Throughs	Content Area Writing
5	Students will participate in a Literary Fair, Science Fair, Social Studies Fair and Living Wax Museum that require students to write research or literary papers.	Principal, Language Arts Administrator, LA Department Chair	Classroom Walk-Throughs	Teachers will receive feedback from the Language Arts administrator
6	Teachers utilize the 8-Step Instructional Process (writing products) to plan for re-teaching, remediation, and enhancement of students' writing skills.	LA Dept. Chair, LA Administrator	Classroom Walk-Throughs	Teachers will receive feedback from the Language Arts administrator 6 Traits Rubric
7	Students who scored 3.5 and below on the diagnostic writing assessment or are at risk to meet AYP criteria have the opportunity of extra practice and instruction through the Saturday Bengal Academy.	LA Dept. Chair, LA Administrator	Classroom Walk-Throughs	Saturday School pre/post Writing prompts 6 Traits Rubric
8	Students use a word processing program to publish their work either in the computer/writing lab, or using the mobile computer lab. Work is submitted to contests and newspapers for public presentation as part of the school's Communication Broadcast Arts Magnet Program.	LA Dept. Chair, LA Administrator	Classroom Walk-Throughs	Published work also displayed in school's common areas
9	Students work will be scored using the DOE Florida Writes Rubric	LA Dept. Chair, LA Administrator	Ongoing data analysis from essay practices administered regularly	Practice Essays

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June of 2010, 96% of the 8th grade students will score at or above a level 4 on the FCAT in Writing	Participate in Learning Communities (Lesson Study Groups) to learn, develop and/or share effective teaching strategies.	Language Arts Dept. Head, Ms. Angela Reed	August 2009-ongoing	Classroom walk-throughs	LLA Administrator, Mr. C. Zimmerman
By June of 2010, 96% of the 8th grade students will score at or above a level 4 on the FCAT in Writing	6 Traits of Writing Workshop for new teachers	District	September 2009 or ASAP	Classroom walk-throughs	LA Administrator, Mr. C. Zimmerman
By June of 2010, 96% of the 8th grade students will score at or above a level 4 on the FCAT in Writing	Vocabulary in Writing	Reading Coach, Linda Kal-Sander	August 2009-ongoing	Classroom walk-throughs	LA Administrator, Mr. C. Zimmerman

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Scholastic Magazines for Content Area Reading/Instruction	General Budget	\$1,000.00
Student Journal Books	Title I	\$1,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Laptops	Magnet Budget	\$3,000.00
Digital Cameras	Magnet Budget	\$1,500.00
		Total: \$4,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes for Teacher Training	Title I	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$7,000.00

End of Science Goal

Parent Involvement Goal

Needs Assessment:	<p>Based on information from School Grade and Adequate Yearly Progress Data:</p> <p>Were parent involvement activities and strategies targeted to areas of academic need?</p> <p>Based on information from surveys, evaluations, agendas, or sign-ins:</p> <p>Was the percent of parent participation in school activities maintained or increased from the prior year?</p> <p>Generally, what strategies or activities can be employed to increase parent involvement?</p>
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Host FCAT Prep workshops for parents and students to prepare for exam		100 parents with students will attend a Family Night dedicated to improving students achievement on the FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide incentives for students and parents 2. Follow up telephone calls through Parent Link	Title I Liaison Department Chairs	Review of Parent sign-in logs	1.Parent attendance sign-in sheet 2.Title I monthly Parent Involvement Report

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent participation in the Annual Customer Survey. Only 10% of parents responded in 2009.		Increase the number of parents who complete the district survey by 30%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide incentives for students and parents 2. Follow up telephone calls through Parent Link	1. Title I Liaison 2. Survey Coordinator 3. Classroom Teachers	1. Review Parent Log 2. Collect participation data 3. Conduct analysis of data	1.Parent attendance sign in sheet 2. Title I monthly Parent

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Approximately, 400 parents participated in the Title I Parent Public Meeting in 2008.		Increase participation in Title I Parent Public Meeting by 30 %.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. More frequent parent contact to celebrate students' successes; send flyers home 2. Maintain parental telephone logs and activity reports to document increase parent participation in Title I Parent Information Meeting 3. Provide incentives to parents and students for participation; Provide childcare to encourage participation in parent information meeting	Title I Coordinator, Asst Principals	Review parent logs Collect participation data	Parent attendance sign in sheets Title I monthly Parent Involvement report

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on sign-in sheets from school events approximately 65% of parents attend a school function.		By June 2010, 70% of the parents will attend one or more parent activities, conferences or meetings.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Schedule weekly call-outs to inform parents on a regular basis of school events.	Title I Administrator	Make call-outs each Friday notify parents of events to "mark your calendar".	Sign-in sheets - increased participation

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Host FCAT Prep workshops for parents and students to prepare for exam	FCAT	Reading Coach, Math Coach, Science Coach	September 2009 and January 2010	Sign-in Sheets Surveys	Title I Liasion

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent FCAT Night	Title I	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Professional Reading Materials	Title I	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
Printing of Monthly Parent Newsletter	Title I	\$5,000.00
		Total: \$5,000.00

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Wilson Reading	School Budget	\$7,800.00
Reading	Novels for classrooms	School Budget	\$2,000.00
Reading	Scholastic Magazines for Reading in Content Area	Title I	\$800.00
Mathematics	CRISS	Title I	\$2,000.00
Mathematics	Math Manipulatives	Title I	\$3,000.00
Writing	Scholastic Magazines for Content Area Reading/Instruction	General Budget	\$1,000.00
Writing	Student Journal Books	Title I	\$1,000.00
Science	Measuring Up Science Level H	Title I	\$2,000.00
Parental Involvement	Parent FCAT Night	Title I	\$1,000.00
			Total: \$20,600.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Laptops	Technology Budget	\$6,000.00
Reading	Prometheon Boards	School Budget	\$3,000.00
Reading	Printers	School Budget	\$2,900.00
Reading	BrainPOP	Accountability	\$800.00
Mathematics	FCAT Calculators	School Budget	\$1,200.00
Writing	Laptops	Magnet Budget	\$3,000.00
Writing	Digital Cameras	Magnet Budget	\$1,500.00
Science	Vernier Probeware (sensors/monitoring devices)	Title I	\$700.00
			Total: \$19,100.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading in the Content Area	Title I	\$750.00
Reading	Curriculum Planning	Title I	\$2,500.00
Mathematics	Reading in the Content Area	Title I	\$3,000.00
Mathematics	Curriculum Planning	Title I	\$3,000.00
Mathematics	Substitute teachers to provide temporary Coverage for Professional Development	Title II	\$2,000.00
Writing	Substitutes for Teacher Training	Title I	\$500.00
Science	Substitute teachers to provide temporary coverage for Professional Development.	Title I	\$1,500.00
Parental Involvement	Professional Reading Materials	Title I	\$1,500.00
			Total: \$14,750.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science	Hands-on and Laboratory supplies	School Budget	\$2,000.00
Parental Involvement	Printing of Monthly Parent Newsletter	Title I	\$5,000.00
			Total: \$7,000.00
			Final Total: \$61,450.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
BrainPop Internet Program	800
Incentives for Student Achievement	900
Journals for Student Literary Projects	700
Printing for students' school newspaper	500
Upgrading Science equipment	900
Upgrading digital cameras for Language Arts students	900

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

SAC meetings are conducted monthly for appointed SAC members and guests. Each represented stakeholder group (parents, teachers, and staff) is elected by their respective peers.

SAC funds will be used to achieve the SIP objectives. The SAC budget is determined by \$5 per weighted FTE for Accountability Funds.

SAC meets monthly and reviews the objectives and action steps of the SIP. During the meeting departments report out on areas of the SIP and areas of improvement or deficiencies are discussed. This process involves ongoing monitoring and evaluation to ensure higher standards of student achievement.

Preparation for the upcoming SIP begins with each department analyzing student data and creating objectives and action steps to improve student achievement.

Department Chairpersons collect data and create the projected objectives for the upcoming year to reflect the needs of the school and strategies to achieve AYP.

The Pompano Beach Middle Leadership Team and SAC members collaborate to finalize the objectives and action steps for the upcoming SIP.

The final objectives and action steps are presented at the SAC meeting and further discussed and finalized.

The SIP will be approved in its final form at the August meeting.

SAC Members

Members

- 1) Susan Hurley, SAC Chair
- 2) Dirk DeJong, Business Member
- 3) Johnny Coley, Business Member
- 4) Marion Belovic, Parent
- 5) Edith Emerick, Parent
- 6) Angela Giuffrida, Parent
- 7) Allan Sharples, Community Member
- 8) Jannette Thompson-Irwin, School Support Personnel
- 9) Nellie Newsome, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward POMPANO BEACH MIDDLE SCHOOL 0021																
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1012 Math: 1012		2008-2009 School Grade ¹ : B		Did the School make Adequate Yearly Progress? NO												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	99	Y	99	Y	55	N	59	N			Y				NA	41	45	N	42	41	N	54	N	60	N					
WHITE	99	Y	99	Y	72	Y	79	Y			Y				NA	22	28	NA	21	21	NA	71	NA	79	NA					
BLACK	100	Y	100	Y	39	N	41	N			Y				NA	56	61	N	58	59	N	39	N	44	N					
HISPANIC	99	Y	99	Y	64	N	65	N	92		Y				NA	43	36	Y	39	35	Y	62	NA	65	NA					
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA									
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	47	N	49	N			Y				NA	52	53	N	53	51	N	46	N	51	N					
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	42	N	45	N	81	85	Y				NA	63	58	N	57	55	N	46	N	51	N					
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			91	Y				NA					NA									

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward POMPANO BEACH MIDDLE SCHOOL 0021																
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 950 Math: 950		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	Y/N	2008	Y/N			
TOTAL ⁴	99	Y	99	Y	59	Y	58	N			Y				NA	50	41	NA	47	42	Y	55	NA	64	NA					
WHITE	98	Y	98	Y	78	Y	79	Y			Y				NA	24	22	NA	25	21	NA	69	NA	78	NA					
BLACK	99	Y	99	Y	44	N	42	N	94		Y				NA	65	56	Y	64	58	N	44	NA	50	N					
HISPANIC	99	Y	99	Y	57	N	61	N	93	92	Y				NA	54	43	Y	42	39	N	57	NA	68	Y					
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA									
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	48	N	47	N	94		Y				NA	60	52	Y	56	53	N	47	NA	55	N					
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	37	N	43	N			NA				NA	70	63	Y	62	57	N	53	NA	58	N					
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA				NA			NA			NA									

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward POMPANO BEACH MIDDLE SCHOOL 0021																
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1060 Math: 1060		2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	Y/N					
TOTAL ⁴	98	Y	98	Y	50	N	53	N			Y				NA	47	50	N	49	47	N	46	N	58	Y					
WHITE	98	Y	98	Y	76	Y	75	Y			Y				NA	22	24	NA	24	25	NA	50	NA	69	NA					
BLACK	99	Y	99	Y	35	N	36	N	94	94	Y				NA	63	65	N	66	64	N	42	N	50	N					
HISPANIC	98	Y	98	Y	46	N	58	Y	93	93	Y				NA	49	54	N	48	42	NA	50	N	58	NA					
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA									
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	40	N	44	N	94		Y				NA	58	60	N	60	56	N	45	N	51	N					
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	30	N	38	N	88		NA				NA	66	70	N	61	62	N	47	N	57	Y					
STUDENTS WITH DISABILITIES	96	Y	96	Y	16	N		NA	87		NA				NA	78	84	N			NA									

SCHOOL GRADE DATA

Broward School District POMPANO BEACH MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	59%	63%	94%	34%	250
% of Students Making Learning Gains	63%	61%			124
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
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?	70% (YES)	57% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					501	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District POMPANO BEACH MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	63%	98%	38%	263	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	67%			130	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?	67% (YES)	67% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					527	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District POMPANO BEACH MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	59%	89%	34%	238	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	64%			121	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?	60% (YES)	55% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					474	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested