

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MARGATE MIDDLE SCHOOL

District Name: Broward

Principal: Hudson Thomas

SAC Chair: Candice Barth

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-31-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor  
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Florida Department of Education  
325 West Gaines Street  
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## VISION and MISSION STATEMENTS

### Vision:

One Voice, one team, one mission: student achievement.

### Mission:

Margate Middle is dedicated to promoting a safe learning environment and working collaboratively to create a culture of academic excellence which fosters lifelong learners and responsible citizens.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

- Built in 1966 and now moving towards the technological age with updates like wireless internet
- Mundi Hall, an additional building, was added in the early 1990s.
- New 2-story building on Atlantic side completed and opened in 2004.
- Title 1 school
- 8 Principals
- Currently working on a beautification project that includes painting inside and outside of building; as well as the removal of several portables and new roof.

#### Unique School Strengths for Next Year

- Select Plus: accelerated curriculum preparing students for college
- Common assessments throughout departments
- Department collaboration
- Data analysis
- Technology
- "A" School for 2 consecutive years
- Drug Free Youth in Town School of the Year
- "Margate Cares" program that promotes community services
- GLIDES
- 5 Nationally Board Certified teachers
- Pending Mobile Grant
- Boundary change increases enrollment

#### Unique School Weaknesses for Next Year

- Older facilities
- Personnel
- Limited resources
- Faculty with medical concerns

#### Student Demographics

2007 2008 2009  
Female 49% 49.8% 47.7%  
Male 50.9% 50.1% 52.2%

White 29.3% 25.5% 23.9%  
Black 38.4% 43.4% 46%  
Hispanic 25% 23.8% 22.2%  
Asian 4.52% 4.08% 4.25%  
Native 0.16% 0.51% 0.32%  
Multi 2.38% 2.55% 3.16%  
Free-Reduced Lunch 59.8% 61.3% 70.0%  
ELL 14.1% 13.1% 11.2%  
ESE 10.6% 10.8% 13.3%

#### Student Attendance Rates

2007- 93.6%  
2008- 93.9%  
2009- 93.8%

#### Student Mobility

2007- 29.5%  
2008- 29.7%  
2009- 28.20

#### Student Suspension Rates

2007- 11%  
2008- 13.8%  
2009- 20.3%

#### Student Retention Rates

2007- 3.79%  
2008- 3.69%  
2009- 4.13%

#### Class Size

2007- 21.68%  
2008- 21.14%  
2009- 21.06%

#### Academic Performance of Feeder Pattern

- Margate Elementary- 90 students  
Met Reading proficiency in all subgroups  
Only met Math proficiency with the White subgroup  
- Atlantic West- 110 students  
Met Reading proficiency in all subgroups, except SWD  
Only met Math proficiency with White, Hispanic and  
ELL and total  
- Liberty Elementary- 130 students  
Met Reading proficiency in a all subgroups except  
Black.  
Met AYP in all subgroups for Math.  
- Coconut Creek Elementary- 50 students  
Met AYP in all subgroups for Reading  
Met Math proficiency in all subgroups except with  
Blacks.  
- None of the feeder schools made AYP  
- All feeder schools earned an "A" based on 2009 FCAT

#### Partnerships and Grants

- Applebee's  
- Starbucks  
- Target  
- Wal-Mart  
- Home Depot  
- Quiznos  
- Papa Johns  
- Publix  
- McDonalds  
- Honey Baked Ham  
- Our partners contribute student incentives towards academic achievements and participate in fall/spring Open House and Family Nights. They are active stakeholders in our school.  
- 2008-2009 5 teachers received an HP grant for \$38,000 towards technology.  
- \$800 Target grant provided funds for educational field trips.

## 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	Hudson Thomas	Certified Bookkeeping, Economics, Educational Leadership and ESOL  Masters in Educational Leadership and ESOL	3	14	2006-2007 Grade- C Did not meet AYP Meeting high standards: 56% Reading 61% Math 86% Writing 25% Science  Learning Gains: 58% Reading 66% Math  2007-2008 Grade- A Did not meet AYP Meeting high standards: 58% Reading 67% Math 91% Writing 37% Science  Learning gains: 67% Reading 74% Math  2008-2009 Grade- A Did not meet AYP Meeting high standards: 61% Reading 69% Math 99% Writing 41% Science  Learning gains: 67% Reading 73% Math
Assis Principal	Jeffrey Williams	Bachelors Special Education and Elementary Education Masters in Emotionally Handicapped Student Education and Ed. Specialist in Educational Computing and Technology. Certified in n Educational Leadership	1	1	- Worked in the District as Assistant Director of Administration - North Area Superintendent's office for 2 years - Area ESE Coordinator for 4 years prior
Assis Principal	Cara Coletti	Bachelors Business Administration Masters in Education Leadership, Certifications in Math, Business and Educational Leadership	3	3	7th grade Reading Aug 2007 50% May 2008 61% 11% gain Aug 2008 49% May 2009 57% 8% gain  7th grade Math Aug 2007 43% May 2008 63% 20% gain Aug 2008 43% May 2009 69% 26% gain  Science Aug 2007 22% May 2008 32% 10% gain Aug 2008 32% May 2009 37% 5% gain
					2006-2007 92% LA students met high standards in Writing As Department Chair 98% of Ramblewood Middle 8th graders met high standards in Writing. *A" and made AYP

Assis Principal	Leena Itty	Bachelors Elementary Education Masters in Educational Leadership Certifications: Elementary, Education, Middle grades English, Educational Leadership, ESOL Endorsement	2	2	<p>2007-2008 "A" no AYP 91% of students met high standards in writing 6th grade: 57% of met high standards in reading 49% high standards in math 55% learning gains in reading 42% learning gains in reading</p> <p>2008-2009 "A" no AYP 99% of student met high standards in writing 8th grade: 53% met high standards in reading 75% met high standards in math 63% learning gains in reading 80% learning gains in math</p>
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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	Guadalupe McNally	Elementary Education, reading Endorsement, ESOL Endorsement	22	8	<p>2007-2008 58% of student reading at or above grade level 67% of students making a year's worth of progress in reading 74% of struggling students making a year's worth of progress in reading A – School Grade Black, Hispanic, Economically Disadvantaged, and English Language Learners did not meet AYP in Reading</p> <p>2006-2007 56% of student reading at or above grade level. 58% of students making a year's worth of progress in reading 62% of struggling students making a year's worth of progress in reading C – School Grade Black, Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities did not meet AYP in Reading</p> <p>2005-2006 57% of student reading at or above grade level. 69% of students making a year's worth of progress in reading 74% of struggling students making a year's worth of progress in reading A – School Grade Black, English Language Learners and Students with Disabilities did not meet AYP in Reading</p>
Science	Kathleen Dutcher	BS in Exercise Science and Wellness Education, Masters degree in Social Science, Professional Certification Biology 6-12	4	1	<p>2006-2007 Grade- C Did not meet AYP 25% met high standards in Science</p> <p>2007-2008 Grade- A Did not meet AYP 37% met high standards in Science</p> <p>2008-2009 Grade- A Did not meet AYP 41% met high standards in Science</p>

\* 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)
1. Provide Opportunities for Staff Development and Professional Growth	Leena Itty, Assistant Principal	On-Going	
2. Implementation of new programs, such as GLIDES and Select Plus	Leena itty, Assistant Principal	End of 2009-2010 School Year	
3. Frequently recognize faculty achievement and accomplishments	Hudson Thomas, Principal	On-Going	

## Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

## 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
55	0	35	18	44	51	98	16	7	29

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Guadalupe McNally	David Bass	McNally offers positive feedback and effective teaching methods for all subject areas.	Weekly Meetings, Classroom Walk-Through (CWT) by Mentor and joint planning time.
Kathleen Dutcher	Garret Genova	Science Coach and new 8th grade Science teacher.	Weekly Meetings, CWT and by Mentor, and joint planning time.
Deborah Siegelaub	Howard Kimelstein	Siegelaub is a National Board Certified teacher, she is also the computer teacher so she can share her content area expertise with him regarding technology.	Weekly meetings, joint planning, CWT by mentor

## ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

Title I, Part A

10% Staff Development  
1% Parent Involvement  
89% Personnel

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Part A 100% Personnel

Title III

ESOL Services and supplemental materials

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

100% Personnel

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

IDEA Matrix Funds for Personnel  
Title 1 SES Tutoring  
\$1,500 Mobil/Exxon grant to be used for student incentives

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

M.I.T. members consist of the following:

**Administrators:**

Principal Mr. Thomas  
Assistant Principal Mrs. Itty  
Assistant Principal Ms. Coletti  
Assistant Principal Mr. Williams

**Guidance:**

Guidance Director Mrs. Miranda  
Guidance Counselor Mrs. Dixon  
Guidance Counselor Mrs. Zalman

ESE Specialist Mrs. Megown

ESOL Mrs. Miranda

School Psychologist Mr. Negrea

Social Worker Ms. Schauben

Reading Coach Mrs. McNally

- Science / Math Coach Mrs. Dutcher

All team members, including administrators, take a leadership role in review and implementation of interventions. The school has made a priority commitment to making the MIT support team a reality.

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

- RtI meets every Tuesday
- Teachers/teams identify students in need and implement Tiers I & II with the assistance of support staff/administration with the intent of measuring progress of the targeted student behavior/learning.
- Teachers/teams submit completed intervention packet to MIT for a Tier III review.
- The RtI team reviews interventions and data for further Tier III (intensive) interventions and/or psychosocial/psychological placement options are discussed.

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

- The MIT packet calls for teachers/staff to self reflect on teacher competencies on effective instruction and to evaluate relationship between behavior, instruction, and student performance. Teachers who are in need of further pedagogical and/or effective discipline training are indentified. Staff development is coordinated for current or future implementation.
- Assist in implementing effective research-validated, student-focused, interventions using the "Response to Intervention" (RtI) model through a collaborative problem-solving approach for student success.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

- A FileMaker database is used to track all RtI referrals. Data is collected and monitored as assigned to team members. Minutes are taken and reviewed weekly.
- Implementing a plan requires the frequent monitoring of academic progress to evaluate the impact of the intervention(s). Valid and reliable measures can be used that are sensitive to short-term gains in student performance such as:
  - Measures for Basic Academic Skills  
Curriculum-Based Measurement (CBM) probes, e.g. timed assessments developed to measure phonemic awareness, oral reading fluency, math computation, writing, and spelling skills.
  - Measures for Classroom Academic and General Behaviors  
Daily Behavior Report Cards (DBRCs)
  - Direct Observation  
An external observer visits the classroom to observe the student's rates of on-task and academically engaged behaviors.

Describe the plan to train staff on RtI.

- Staff is trained at the beginning of the school year by guidance during staff/team/ and grade level meetings.

### 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?

##### Strengths

##### 8th grade

- Science: Scientific thinking (Strand H)
- Reading: Words and Phrases (Cluster 1), Main Idea and Purpose (Cluster 2)
- Writing: Ideas and Organization
- Math: Number Sense (Strand A)

##### 7th Grade

- Math: Data Analysis, Algebraic thinking and Measurement (Strand B, D and E)
- Reading: Main Idea and Purpose (Cluster 2),

##### 6th Grade

- Math: Geometry (Strand C)
- Reading: Main Idea and Purpose (Cluster 2)

##### Weaknesses

Reading 6th Grade

##### White

Words and Phrases 2008-7 2009-5

Comparisons 2008-8 2009-7

Black  
Words and Phrases 2008-6 2009-4

Comparison 2008-7 2009-6

Hispanic  
Words and Phrases 2008-6 2009-4

Comparison 2008-7 2009-6

Asian  
Words and Phrases 2008-6 2009-4

Comparison 2008-7 2009-6

ELL  
Words and Phrases 2008-4 2009-3

F/R  
Words and Phrases 2008-6 2009-4  
Comparison 2008-7 2009-6

SWD  
Words and Phrases 2008-5 2009-3

Reading 7th Grade

White  
Words and Phrases 2008-7 2009-5  
Reference/Research 2008-5 2009-4

Black  
Words and Phrases 2008-6 2009-4

Hispanic  
Words and Phrases 2008-6 2009-4  
Comparison 2008-7 2009-4

Asian  
Words and Phrases 2008-6 2009-4  
Comparison 2008-9 2009-7  
Reference/Research 2008-6 2009-4

ELL  
Words and Phrases 2008-4 2009-3  
Comparison 2008-6 2009-5

FRL  
Words and Phrases 2008-6 2009-4

Reading 8th Grade

White  
Reference/Research 2008-8 2009-3

Black  
Reference/Research 2008-6 2009-2

Hispanic  
Reference/Research 2008-6 2009-3

Asian  
Reference/Research 2008-7 2009-3

ELL  
Reference/Research 2008-4 2009-2

FRL  
Reference/Research 2008-6 2009-2

SWD  
Reference/Research 2008-5 2009-2

Writing 8th Grade

All subgroups made gains

Science 8th Grade

White

Life and Environ. 2008-9 2009-8

Asian

Physical/Chem. 2008-9 2009-8

Life and Environ 2008-8 2009-6

Math 6th Grade

White

Geometry 2008-7 2009-6

Data Analysis 2008-7 2009-5

Black

Data Analysis 2008-5 2009-4

FRL

Data Analysis 2008-5 2009-4

SWD

Geometry 2008-5 2009-4

Math 7th Grade

Asian

Geometry 2008-5 2009-3

SWD

Geometry 2008-5 2009-3

Math 8th Grade

White

Alg. Thinking 2008-8 2009-7

Asian

Measurement 2008-7 2009-6

Alg. Thinking 2008-8 2009-7

ELL

Number Sense 2008-6 2009-5

FRL

Number Sense 2008-8 2009-7

Instructional Calendar Development

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

Reading

- Intensive Reading Instructional Focus Calendars (IFC) are provided by the District, Advanced and Regular IFCs are created during summer.
- Based on the 2009 student FCAT data
- FAIR data analyzed 3 times throughout year and students remediated as needed.
- Reading Department and Reading Coach collaborate
- Using Main Idea first for student success, each cluster is taught and then remediated based on student needs
- Mini-BAT data is analyzed and then remediation occurs as needed
- CWT, Common Assessments, lesson plan review, pacing guides, weekly department meetings
- Coaching and mentoring of new or struggling teachers for by more experienced teachers, Professional Development, classroom observation of Highly qualified teachers

Writing

- Created during summer, modeled after the District curriculum map
- Based on 2009 FCAT Writes data
- Language Arts Department and Leena Itty
- Based on student need and curriculum requirements
- Duration based on student performance on practice writing prompts
- CWT, Mock Writing prompts/ Common Assessments, lesson plan review, pacing guides, weekly department meetings
- Coaching and mentoring of new or struggling teachers for by more experienced teachers, Professional Development, classroom observation of Highly qualified teachers

Math

- Created during summer, modeled after the District curriculum map
- Based on 2009 student FCAT data
- Math Department and A++ Coach
- Based on student scaffolding needs for curriculum and spiraling curriculum using Benchmark data.
- Duration based on student needs and the scope of questioning for each Math strand.
- CWT, mini- BATs, lesson plan review, pacing guides, common assessments and weekly department meetings.
- Coaching and mentoring of new or struggling teachers for by more experienced teachers, Professional Development, classroom observation of Highly Qualified teachers.

Science

- Created during summer, modeled after the District Curriculum map
- Based on 2009 student FCAT data
- Science Department and Broward County Supervisor for Science Education will develop IFC.
- Focus on Scientific thinking entire year because it underlies everything else, in 8th grade Earth and Space is reviewed and where scores are low in this area every year. 6th and 7th grade focus more on school-wide reading instructional focus.
- IFC calendar is flexible based on student needs.
- CWT by administration and department chairs. Common Assessment and mini-BAT data analysis, lesson plan review and pacing guides and weekly department meetings.
- Coaching and mentoring of new or struggling teachers for by more experienced teachers, Professional Development, classroom observation of Highly qualified teachers.

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

Reading-

- Reference and Research, Words and Phrases

Math-

- Measurement, Number Sense and Geometry

Science-

- Scientific Thinking

Writing-

- Conventions

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

- Administration analyzes data and evaluates teacher's Personal Growth Plans.
- End of year evaluations

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

- Computer Technology trains students for jobs in the 21st century by teaching relevant skills such as Excel, Power Point, and Digital Imagery.
- Foreign Language offers students the opportunity to interact in the Global Marketplace.
- Physical Education promotes nutrition and healthy living habits.
- E- Personalized Education Plan(E-PEP) provides students online career assessment.
- GLIDES provides students first-hand experience using technology to prepare them for the 21st century job market.
- Collaborative and Cooperative learning in class provides students real-life experience with teamwork to encourage a positive future work experience.
- Renzulli Learning identifies student learning styles and tailors activities based on that style

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?

- Robotics
- Band
- Select Plus
- Field trips to colleges
- Career Day
- Community Partnerships
- Mentors
- Distance Learning

- Virtual field trips
- Career Visions Computer-based Assessment
- E-PEP

DO

Direct the Instructional Focus

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

- Pacing guides and lesson plans based on curriculum maps provided by the District and student needs.
- Grade level teachers worked together with Department Chairs and Curriculum Specialist to develop IFCs.
- Grade level teachers meet on a weekly basis to share best practices and resources related to the IFCs.

How are instructional focus lessons developed and delivered?

- IFCs were developed based on student data analysis, curriculum map and researched-based strategies taught during staff-development.
- Lessons are chosen based on Gardner's Multiple Intelligences and the need to differentiate learning in our classrooms in order for students to be able to apply the required concepts.
- Warm-ups introduce or review previous days' lesson, instruction of the concept followed by student practice and application and class ends with a review of concepts (ticket-out the door)
- Content area teacher, Instructional Coach

How will instructional focus lessons be revised and monitored?

- Mini-BATs, Common Assessments, Informal/ Alternative Assessments will be used to collect data to alter to accommodate student needs.
- CWT and data analysis based on multiple assessments
- Coaches and department chairs will review lesson plans to assist teachers in planning and implementing District IFC.

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.

- Mini- BATs and department created Common Assessments
- As determined by the Mini-BATs and scope of the individual strand
- Assessments administered bi-quarterly
- FAIR

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

- Mastery will be set at 3.5 for Writing based on the State requirements.
- Reading, Math and Science determine mastery at 80% as determined by county expectations on the Mini-BATs.
- Remediation of specific skills will be built in to the instruction based on student needs.
- Teachers will differentiate using alternative homework assignments, warm-ups, small group teaching, educational software that focuses on the specific need.
- Students will have an additional opportunity to remediate non-mastered concepts before and after school or during Saturday school.

Maintenance

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

- Teachers will provide enrichment for those students that are achieving mastery of the content.
- Alternative curriculum provided for high achieving students

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.

- Content area teachers review common assessment data during weekly department meetings.
- Leadership team reviews common assessment data at monthly curriculum council meetings.

- Department meetings are run by department chairs and minutes are submitted to administration.
- Data will be monitored through teacher/ student conference
- Teachers will meet quarterly with their administrator top review their data.
- There will be ongoing review of PGP's and reflection of current assessments.

#### 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.

- CWT, department meetings provide staff development that encourages differentiated instruction
- Data chats will be conducted during weekly department meetings
- Instructional coaches assist with development, monitoring, modeling and improving effective lesson structure.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

- Assessment of 2009 FCAT and other diagnostic tests determine student need for intensive instruction/ interventions.
- San Diego and Fluency testing used to place students in Wilson Reading program.
- DAR and TOMA are used for diagnosing and monitoring ESE students.
- CELLA monitors progress of ESOL students
- Students are identified using 2009 FCAT scores and pulled –out for computer based remediation in both reading and math.
- Students not making mastery will be offered after-school tutoring (SES) and assistance during the regular schedule.

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

- Mini-BAT and common assessment data will be analysed and used to determine non-mastery and then those targeted students will be scheduled for tutoring remediation.
- Select students will receive additional intensive supplemental instruction in non-mastered target areas in Reading and Math through Compass Odyssey.
- Students in all curriculum areas will be provided remediation on an ongoing basis for non-mastered target areas in the classroom.
- Students will have an additional opportunity to remediate non-mastered concepts before and after school or during Saturday school.

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

- Personal Growth Plans
- Teacher Surveys
- CWT
- District Mandates

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

- Subgroups not meeting AYP
- Lowest performing quartile in Reading, Math and Science

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

- Bi-quarterly Mini-BAT
- Common Assessments
- FAIR

#### Enrichment

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

- 6th grade Pre-Algebra
- High school courses- Spanish I and II, Algebra I, Geometry
- Project Based Learning and Inquiry Based Learning
- GLIDES
- Select Plus
- Renzulli

Describe how students are identified for enrichment strategies.

- Based on 2009 FCAT scores, previous teacher recommendation and high classroom performance.

### 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)
Classroom Management/ Behavior Grades 6-8	Kathleen Dutcher	Monthly	Tuesdays	CHAMPS, lesson study and data analysis
Technology	Kathleen Dutcher	Monthly	Tuesdays	Implementing technology in the classroom, lesson study and data analysis
Subject Area	Jennifer Clark, Leslie Shell, Stefanie Howison, Deborah Siegelau, Guadalupe McNally, Kathleen Dutcher	Weekly	Mondays	Data Analysis, Summarizing and Note-taking, Questions, Cues and Advance Organizers, lesson study

### 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  
[No 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:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
47% of Black students were proficient in reading.		68% of Black students will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Level 1 and 2 students will attend tutoring as elective and after-school tutoring.	Jeffrey Williams, Assistant Principal	Data Analysis, Data chats	Florida Assessment Inventory in Reading
2	Students will read on daily and earn required Accelerated Reader points based on individual student needs.	Jennifer Clark, Department Chair	Weekly department meetings	Accelerated Reader reports
3	Students will be grouped in accordance with the K-12 Reading plan.	Leena Itty, Assistant Principal	CWT of student engagement and strategies	FCAT Data analysis
4	Level 1 and 2 students will take FAIR at least 3 times during the year.	Jen Clark, Department Chair	Continuous monitoring of FAIR reports, data chats.	FCAT, BATs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
56% of Hispanic students were proficient on 2009 FCAT.		61% of Hispanic students will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Level 1 and 2 students will attend tutoring as elective and after-school tutoring.	Jeffrey Williams, Assistant Principal	Data Analysis- Data Chats, Student progression through computer program.	FCAT
2	Students will read on a daily a basis and earn required Accelerated Reader Points based on individual needs.	Jennifer Clark, Department Chair	Weekly department meetings	Accelerated Reader Reports
3	Students will be grouped in accordance with K-12 reading plan.	Leena Itty, Assistant Principal	CWT of student engagements and strategies.	FCAT Data Analysis
4	Level 1 and 2 students will take the FAIR at least 3 times during the year.	Jennifer Clark, Department Chair	Continious monitoring of student performance.	FCAT, BATs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
50% of Economically Disadvantaged students were proficient on 2009 FCAT.		63% of Economically Disadvantaged students will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	Level 1 and 2 students will attend tutoring as elective and after-school tutoring.	Jeffrey Williams, Assistant Principal	Data Analysis- Data Chats	FAIR
2	Students will read on a daily a basis and earn required Accelerated Reader Points based on individual needs.	Jennifer Clark, Department Chair	Weekly department meetings	Accelerated Reader Reports
3	Students will be grouped in accordance with K-12 reading plan.	Leena Itty	CWT of student engagements and strategies.	FCAT Data Analysis

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
34% of English Language Learners were proficient on 2009 FCAT.		41% of English Language Learners will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive sheltered instruction in the content areas.	Jeffrey Williams, Assistant Principal	Data Analysis, IPT testing	FCAT , BAT,FAIR, Common Assessments
2	Students will be accompanied by an aide fluent in their native language.	Jeffrey Williams, Assistant Principal	Data Analysis	FCAT, BAT,FAIR, Common Assessments
3	Students will be grouped in accordance with K-12 reading plan.	Leena Itty, Assistant Principal	CWT and student engagement strategies	FCAT Data Analysis

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
31% of Students with Disabilities were proficient on 2009 FCAT.		38% of Students with Disabilities will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive support from support facilitator.	Jeffrey Williams, Assistant Principal	Student classroom performance.	Mastery of IEP goals.
2	Level 1 and 2 students will attend tutoring as elective and after-school tutoring.	Jeffrey Williams, Assistant Principal	Data Analysis- Data Chats	Florida Assessment Inventory in Reading
3	Students will be grouped in accordance with K-12 reading plan.	Leena Itty, Assistant Principal	CWT and Student engagement strategies	FCAT Data Analysis

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Data Analysis	FAIR Testing	District Trainers	July 27, 2009	FAIR reports	Leena Itty, Assistant Principal
Classroom Instruction	Differentiated Instruction	District Trainers	May 2010	CWT	Leena Itty, Assistant Principal
Professional Learning Communities	Technology Integration, Classroom/ Behavior Management, High Yield Strategies	Jennifer Clark, Department Chairs	2009-2010 continuously through school year	CWT and Data Analysis	Leena Itty, Assistant Principal
Reading Strategies	CRISS	District Trainer	May 2010	Department meetings, sharing best practices, PLCs	Jennifer Clark, Department Chair
Reading Benchmarks	Reading Items Specification Training	District Trainer	October 2009	Lesson plans reflects knowledge of benchmarks	Jennifer Clark, Department Chair
ELL student needs	ESOL Reading strategies	District Trainers	December 2009	Department meetings, sharing best practices, PLCs, class observations and lesson plans	Jeffrey Williams, Assistant Principal

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

Teacher

- Silent Sustained Reading for 20 minutes in all content areas
- Reading strategies implemented across curriculum
- Reading strategies incorporated on Instructional Focus Calendars.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Earobics	District	\$0.00
Rennasaince Learning	District	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Title 1	\$1,400.00
CRISS Training	Title 1	\$2,100.00
Reading Item Specifications	Title 1	\$1,600.00
ESOL Reading Strategies	Title 1	\$680.00
		Total: \$5,780.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,780.00

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?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
57% of Blacks were proficient on 2009 FCAT.		65% of Blacks will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive math tutoring during elective and after school.	Jeffrey Williams, Assistanty Principal	Data Analysis- Data Chats	BAT, FCAT and Common Assessments.
2	Students will participate in Project Based Learning.	Leena Itty, Assistant Principal	GLIDES and Data Analysis	FCAT, BAT and Common Assessments.
3	Students will participate in Springboard activities.	Leslie Shell, Department Chair	Data Analysis and Data Chats.	Common Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
66% of Hispanics were proficient on 2009 FCAT.		70% of Hispanics will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive math tutoring during elective and after school.	Jeffrey Williams, Assistant Principal	Data Analysis- Data Chats	BAT, FCAT and Common Assessments.
2	Students will participate in Project Based Learning	Leena Itty, Assistant Principal	GLIDES and Data Analysis	FCAT, BAT and Common Assessments.
3	Students will participate in Springboard activities.	Leslie Shell, Department Chair	Data Analysis and Data Chats.	Common Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
59% of Economically Disadvantaged students were proficient on 2009 FCAT.		65% of Economically Disadvantaged students will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive math tutoring during elective and after school.	Jeffrey Williams, Assistant Principal	Data Analysis- Data Chats	BAT, FCAT and Common Assessments.
2	Students will participate in Project Based Learning.	Leena Itty, Assistant Principal	GLIDES and Data Analysis	FCAT, BAT and Common Assessments.
3	Students will participate in Springboard activities.	Leslie Shell, Department Chairs	Data Analysis and Data Chats.	Common Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
47% of English Language Learners were proficient on 2009 FCAT.		53% of English Language Learners will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive math tutoring during elective and after school.	Jeffrey Williams, Assistant Principal	Data analysis and data chats	BAT, FCAT and Common Assessments.
2	Students will participate in Project Based Learning.	Leena Itty, Assistant Principal	GLIDES and Data Analysis	FCAT, BAT and Common Assessments.
3	Students will participate in Springboard activities.	Leslie Shell, Department Chair	Data Analysis and Data Chats.	Common Assessments
4	Students will be taught by ESOL endorsed teachers.	Jeffrey Williams, Assistant Principal	CWT monitoring for use of ESOL strategies.	FCAT, Common Assessment, CWT data, BAT
5	Students will learn and utilize vocabulary taught by teacher.	Lesley Shell, Department Chair	Department PLC's, CWT, Mini- BATs	FCAT, Common Assessment, BAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
47% of Students with Disabilities were proficient on 2009 FCAT.		53% of Students with Disabilities will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive math tutoring during elective and after school.	Jeffrey Williams, Assistant Principal	Data Analysis- Data Chats	BAT, FCAT and Common Assessments.
2	Students will participate in Springboard activities.	Leslie Shell, Department Chair	Data Analysis and Data Chats.	Common Assessments
3	Students will use manipulatives to scaffold key concepts taught by teacher.	Lesley Shell, Department Chair	Student task performance	FCAT, Common Assessment, BAT

4	Students will utilize vocabulary strategies.	Lesley Shell, Department Chair	CWT, Mini-BATs	FCAT, Common Assessment
5	Students will receive support from support facilitator.	Jeffrey Williams, Assistant Principal	Student performance in the classroom.	Mastery of IEP goals.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Implementing new Math Standards	New Math standards	District Trainers	June 2010	Data Analysis	Jeffrey Williams, Assistant Principal
Classroom Instruction	Differentiated Instruction	District Trainer	May 2010	CWT	Leena Itty, Assistant Principal
Teaching teachers to direct students to use web program.	Tabula Digita	Tabula Digita Trainer	November 2009	Tracking student progress through their scores.	Lesley Shell, Department Chair
Hands-on learning using manipulatives.	ESE Math Manipulatives	District Trainer	December 2009	Alternative assessments	Lisa Megown, ESE Specialist
Understanding use of web program.	Geogebra	District Trainer	May 2010	Lesson plans and CWT	Lesley Shell, Department Chairs
Higher level math training	GEM Training	District Trainer	May 2010	Lesson Plans and CWT, Passing required GEM test for high school credit	Lesley Shell, Department Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Tabula Digita: Web-based program designed to improve math skills	District	\$0.00
Compass Odyssey: Web-based computer program that provides remediation and enrichment for math concepts.	District	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Big and Supporting Ideas: understanding and implementing new math strands	Title 1	\$2,200.00
Springboard: Math strategies	District	\$0.00
Geogebra	Title 1	\$600.00
GEM Training	Title 1	\$600.00
ESE Math Manipulative	Title 1	\$500.00
Tabula Digita Training	Title 1	\$1,200.00
Differentiated Instruction	Title 1	\$1,400.00
Total: \$6,500.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$6,500.00		

*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?
	What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
28% of Black students were proficient on 2009 FCAT.		35% of Black students will earn a 3 or higher on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in differentiated instruction.	Kathleen Dutcher	Data Analysis and CWT	BAT and Mini-BATs
2	Students will participate weekly labs, or hand-on activities.	Kathleen Dutcher	CWT	Common Assessments and Alternative Assessments
3	Students will participate in science demonstrations.	Kathleen Dutcher	Informal classroom observations, student demonstration and participation.	FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
15% of English Language Learners were proficient on 2009 FCAT.		24% of English Language Learners will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in differentiated instruction.	Kathleen Dutcher	Data Analysis and CWT	BAT and Mini-BATs
2	Students will participate weekly labs, or hand-on activities.	Kathleen Dutcher	CWT	Common Assessments and Alternative Assessments
3	Students will be taught by highly qualified teachers.	Jeffrey Williams, Assistant Principals	CWT, IPT scores.	FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
24% of Students with Disabilities were proficient on 2009 FCAT.		32% of Students with Disabilities will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in differentiated instruction.	Kathleen Dutcher	Data Analysis and CWT	BAT and Mini-BATs
2	Students will participate weekly labs, or hand-on activities.	Kathleen Dutcher	CWT	Common Assessments and Alternative Assessments
3	Students will receive support from support facilitator.	Jeffrey Williams	CWT and Data Analysis	FCAT, BAT and Common Assessment Data Analysis.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
41% of Hispanic students were proficient on 2009 FCAT.		47% of Hispanic students will earn a 3 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in differentiated instruction.	Kathleen Dutcher	Data Analysis and CWT	BAT and Mini-BATs
2	Students will participate weekly labs, or hand-on activities.	Kathleen Dutcher	CWT	Common Assessments and Alternative Assessments

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
New Science Standards	Implementing new Science standards into curriculum	District Trainer	June 2010	CWT	Kathleen Dutcher, Science Coach
Starting with the question in mind.	Inquiry Based Learning/ Reading Strategies	District Trainer	November 2009	CWT and district required lab activities.	Kathleen Dutcher, Science Coach
Classroom Instruction	Differentiated Instruction	District Trainer	May 2010	CWT	Kathleen Dutcher, Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
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
6th Grade new standards	District	\$0.00
Differentiated Instruction	Title 1	\$1,400.00
Inquiry Based Learning, Reading Strategies	Title 1	\$800.00
Total: \$2,200.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$2,200.00		

*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?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
93% of Black students met high standards on 2009 FCAT.		96% of Black students will earn a 4.0 or higher on 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student will participate in Springboard activities.	Leena Itty, Assistant Principal	Data Analysis- Data Chats	Springboard Portfolios/ observations
2	Students will write regularly to include focus, organization, support and conventions.	Leena Itty, Assistant Principal	Data Analysis- Data Chats	Mock writing prompts
3	Students will revise and edit essays using FCAT writing rubric.	Guadalupe McNally, Department Chair	Data Analysis- Data Chats	Mock writing prompts

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
93% of Hispanic students met high standards on 2009		96% of Hispanic students will earn a 4.0 or higher on		

FCAT.			2010 FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student will participate in Springboard activities.	Classroom Teacher	Data Analysis- Data Chats	Springboard Portfolios/ observations
2	Students will write regularly to include focus, organization, support and conventions.	Classroom Teacher	Data Analysis- Data Chats	Mock writing prompts
3	Students will revise and edit essays using FCAT writing rubric.	Classroom Teacher	Data Analysis- Data Chats	Mock writing prompts

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
82% of English Language Learners met high standards on 2009 FCAT.			85% of English Language Learners will earn a 4.0 or higher on 2010 FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student will participate in Springboard activities.	Classroom Teacher	Data Analysis- Data Chats	Springboard Portfolios/ observations
2	Students will write regularly to include focus, organization, support and conventions.	Classroom Teacher	Data Analysis- Data Chats	Mock writing prompts
3	Students will revise and edit essays using FCAT writing rubric.	Classroom Teacher	Data Analysis- Data Chats	Mock writing prompts

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
92% of Students with Disabilities met high standards on 2009 FCAT.			95% of Students with Disabilities will earn a 4.0 or higher on 2010 FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student will participate in Springboard activities.	Classroom teacher	Data Analysis- Data Chats	Springboard Portfolios/ observations
2	Students will write regularly to include focus, organization, support and conventions.	Classroom teacher	Data Analysis- Data Chats	Mock writing prompts.
3	Students will revise and edit essays using FCAT writing rubric.	Classroom teacher	Data Analysis- Data Chats	Mock writing prompts

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
91% of Economically Disadvantaged students met high standards on 2009 FCAT.			94% of Economically Disadvantaged students will earn a 4.0 or higher on 2010 FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student will participate in Springboard activities.	Classroom teacher	Data Analysis- Data Chats	Springboard Portfolios/ observations
2	Students will write regularly to include focus, organization, support and conventions.	Classroom teacher	Data Analysis- Data Chats	Mock writing prompts
3	Students will revise and edit essays using FCAT writing rubric.	Classroom teacher	Data Analysis- Data Chats	Mock writing prompts

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Scoring based on writing conventions.	6 Traits	District Trainer	May 2010	Student portfolios and FCAT Writes in 8th grade.	Leena Itty, Assistant Principal
New Language Arts curriculum	Springboard	District Trainer	October 2009	Student writing portfolio.	Leena Itty, Assistant Principal
Classroom Instruction	Differentiated Instruction	District Trainer	May 2010	CWT	Leena Itty, Assistant Principal
Understanding grammar in the writing process	Middle School Grammar in Writing	District Trainer	November 2009	Student portfolios and FCAT scores	Leena Itty, Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
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
6 Traits	Title 1	\$1,800.00
Springboard	Title 1	\$500.00
Differentiated Instruction	Title 1	\$1,400.00
Middle School Grammar in Writing	Title 1	\$900.00
Total: \$4,600.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$4,600.00		

*End of Science Goal*

## Parent Involvement Goal

Needs Assessment:	Based on information from School Grade and Adequate Yearly Progress Data: Were parent involvement activities and strategies targeted to areas of academic need? Based on information from surveys, evaluations, agendas, or sign-ins: Was the percent of parent participation in school activities maintained or increased from the prior year? Generally, what strategies or activities can be employed to increase parent involvement?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Low percentage of parents attending parent-teacher conferences.		40% of parents will attend teacher requested conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teacher will follow-up conference request with phone call, or written documentation	Classroom Teacher	Parent Sign-in	Start baseline data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Minimal parent volunteers		20% of parents will volunteer for minimum of 1 activity throughout the 2009-2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Phone link asking for parent volunteers	Joyce Marks	Sign-in volunteer sheet at all events	Compare volunteer sign-in sheets.
2	Advertise jobs in monthly newsletter and website.	. Deborah Seigalaub	Sign-in volunteer sheet at all events	Compare volunteer sign-in sheets.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Minimal parent volunteer hours.		Parents will log 2000 volunteer hours to assist students with academic achievement.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Conduct training for staff which focuses on effective utilization of volunteer.	Jeffrey Williams	Volunteer Sign-in sheet	Compare Sign-in sheets with previous years.
2	Coordinate volunteer training and recruitment.	Jeffrey Williams	Volunteer schedule	Increase in volunteer hours.
3	Advertise through email, parent link, website, and newsletter	Jeffrey Williams	Volunteer Sign-in sheet	Compare Sign-in sheets with previous years and parent surveys.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
High multi-cultural student population.		To Offer differentiated outreach for diverse families at school events.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents will be provided with a interpreter to assist with school related information.	Jeffrey Williams, Assistant Principal	Quarterly multi-lingual parent survey	Increased parent involvement of diverse populations.
2	Parents will be provided with resource material in native language.	Jeffrey Williams, Assistant Principal	Quarterly multi-lingual parent survey	Increased parent involvement of diverse populations.
3	Parents will be encouraged day that highlights all school cultures and celebrating diversity.	Jeffrey Williams, Assistant Principal	Parent Sign-in sheets	Increased parent involvement of diverse populations.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Training staff on effective utilization of volunteers.	Volunteer	Jeffrey Williams	September 2009	Quartly parent volunteer hours.	Jeffrey Williams
Volunteer training.	Specific volunteer center tasks.	Jeffrey Williams	On going throughout 2009-2010 school year.	Parent/ Volunteer survey	Jeffrey Williams

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Consumables for Parent Involvement Workshops	Title 1	\$888.25
		Total: \$888.25
Technology		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Parent Involvement Seminar	Title 1	\$150.00
Training for MegaSkills Workshop	Title 1	\$97.75
		Total: \$247.75
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Refreshments/Hospitality for large school events such as Curriculum Carnival and Academic Awards.	Title 1	\$783.00
Student Planners	Title 1	\$1,000.00
Advertisement brochures and pamphlets	Title 1	\$1,000.00
		Total: \$2,783.00
		Final Total: \$3,919.00

*End of Parent Involvement Goal*

# 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
Parental Involvement	Consumables for Parent Involvement Workshops	Title 1	\$888.25
			Total: \$888.25
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Earobics	District	\$0.00
Reading	Rennasaince Learning	District	\$0.00
Mathematics	Tabula Digita: Web-based program designed to improve math skills	District	\$0.00
Mathematics	Compass Odyssey: Web-based computer program that provides remediation and enrichment for math concepts.	District	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction	Title 1	\$1,400.00
Reading	CRISS Training	Title 1	\$2,100.00
Reading	Reading Item Specifications	Title 1	\$1,600.00
Reading	ESOL Reading Strategies	Title 1	\$680.00
Mathematics	Big and Supporting Ideas: understanding and implementing new math strands	Title 1	\$2,200.00
Mathematics	Springboard: Math strategies	District	\$0.00
Mathematics	Geogebra	Title 1	\$600.00
Mathematics	GEM Training	Title 1	\$600.00
Mathematics	ESE Math Manipulative	Title 1	\$500.00
Mathematics	Tabula Digita Training	Title 1	\$1,200.00
Mathematics	Differentiated Instruction	Title 1	\$1,400.00
Writing	6 Traits	Title 1	\$1,800.00
Writing	Springboard	Title 1	\$500.00
Writing	Differentiated Instruction	Title 1	\$1,400.00
Writing	Middle School Grammar in Writing	Title 1	\$900.00
Science	6th Grade new standards	District	\$0.00
Science	Differentiated Instruction	Title 1	\$1,400.00
Science	Inquiry Based Learning, Reading Strategies	Title 1	\$800.00
Parental Involvement	Parent Involvement Seminar	Title 1	\$150.00
Parental Involvement	Training for MegaSkills Workshop	Title 1	\$97.75
			Total: \$19,327.75
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Refreshments/Hospitality for large school events such as Curriculum Carnival and Academic Awards.	Title 1	\$783.00
Parental Involvement	Student Planners	Title 1	\$1,000.00
Parental Involvement	Advertisement brochures and pamphlets	Title 1	\$1,000.00
			Total: \$2,783.00
			Final Total: \$22,999.00

## 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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No 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
Student Planners	3000
National Junior Honor Society Student Awards	150

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

## SAC Members

### Members

- 1) Hudson Thomas, Principal
  - 2) Candice Barth, SAC Chair
  - 3) Nadia Fyfe, Teacher
  - 4) Bob Hagler, Business Member
  - 5) Kevin Petro, Business Member
  - 6) Darcy Brown, Parent
  - 7) Joyce Marks, Parent
  - 8) Sherri Williams, Union Steward
  - 9) Deborah Seigalaub, Union Steward
  - 10) Jeffrey Williams, Assistant Principal
  - 11) Cara Coletti, Assistant Principal
  - 12) Leena Itty, Assistant Principal
-

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARGATE MIDDLE SCHOOL 0581											
Number of students enrolled in the grades tested:														Read: 903		2008-2009		A		Did the School make Adequate Yearly Progress?		NO			
<a href="#">Click here to see Number of students in each group</a>														Math: 903		School Grade <sup>1</sup> :									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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	2009	Y/N	2009	Y/N	2009
TOTAL <sup>4</sup>	99	Y	100	Y	56	N	65	N	94		Y			NA	47	44	N	38	35	N	56	N	67	N	
WHITE	99	Y	99	Y	70	Y	81	Y			Y			NA	30	30	NA	18	19	NA	70	NA	83	NA	
BLACK	100	Y	100	Y	47	N	57	N			Y			NA	53	53	N	48	43	Y	48	N	60	NA	
HISPANIC	100	Y	100	Y	56	N	66	N	90		Y			NA	56	44	Y	42	34	Y	57	NA	69	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	50	N	59	N	92		Y			NA	55	50	N	45	41	N	52	N	62	N	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	34	N	47	N	72		Y			NA	72	66	N	62	53	Y	40	N	57	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y	31	N	47	N			NA			NA	69	NA		53	NA		36	N	47	N	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARGATE MIDDLE SCHOOL 0581											
Number of students enrolled in the grades tested:														Read: 978		2007-2008		A		Did the School make Adequate Yearly Progress?		NO			
<a href="#">Click here to see Number of students in each group</a>														Math: 978		School Grade <sup>1</sup> :									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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	Y/N	2008	Y/N	2008
TOTAL <sup>4</sup>	99	Y	99	Y	53	N	62	Y			94	Y		NA	48	47	N	44	38	NA	53	N	71	NA	
WHITE	99	Y	100	Y	70	Y	82	Y			Y			NA	33	30	NA	25	18	NA	64	NA	83	NA	
BLACK	100	Y	100	Y	47	N	52	N			Y			NA	57	53	N	58	48	Y	50	N	63	NA	
HISPANIC	99	Y	100	Y	44	N	58	N	94	90	Y			NA	55	56	N	46	42	N	46	N	70	Y	
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	45	N	55	N	92	Y				NA	56	55	N	52	45	Y	46	N	65	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	28	N	38	N	86	72	N			NA	74	72	N	71	62	N	45	N	61	N	
STUDENTS WITH DISABILITIES	97	Y	98	Y		NA		NA			NA			NA						NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARGATE MIDDLE SCHOOL 0581											
Number of students enrolled in the grades tested:														Read: 1223		2006-2007		C		Did the School make Adequate Yearly Progress?		NO			
<a href="#">Click here to see Number of students in each group</a>														Math: 1223		School Grade <sup>1</sup> :									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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	Y/N	2007	Y/N	2007
TOTAL <sup>4</sup>	99	Y	99	Y	52	Y	56	Y	93		Y			NA	47	48	NA	43	44	NA	45	NA	59	NA	
WHITE	99	Y	99	Y	67	Y	75	Y			Y			NA	32	33	NA	28	25	NA	52	NA	64	NA	
BLACK	99	Y	99	Y	43	N	42	N	91		Y			NA	58	57	N	57	58	N	41	N	56	Y	
HISPANIC	99	Y	99	Y	45	N	54	N	88	94	Y			NA	53	55	N	49	46	N	41	N	59	Y	
ASIAN	98	Y	98	Y		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	44	N	48	N	91		Y			NA	54	56	N	51	52	N	42	N	55	N	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	26	N	29	N	79	86	Y			NA	73	74	N	61	71	N	36	N	49	N	
STUDENTS WITH DISABILITIES	97	Y	97	Y	28	N	35	N	69	86	Y			NA	69	72	N	62	65	N	35	N	36	N	

## SCHOOL GRADE DATA

Broward School District MARGATE MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	61%	69%	99%	41%	270
% of Students Making Learning Gains	67%	73%			140
	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: ● 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?	72% (YES)	73% (YES)			145	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					555	
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 MARGATE MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	67%	91%	37%	253	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	67%	74%			141	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	74% (YES)	73% (YES)			147	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					541	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MARGATE MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	61%	86%	25%	228	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	58%	66%			124	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	62% (YES)	64% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					478	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested