

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: NEW RIVER MIDDLE SCHOOL

District Name: Broward

Principal: Priscilla Ribeiro

SAC Chair: Marc Larose

Superintendent: Jim Notter

Date of School Board Approval: 12/01/2009

Last Modified on: 09-22-2009

Dr. Eric J. Smith, Commissioner
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VISION and MISSION STATEMENTS

Mission:

New River Middle School of Marine Science prepares all students to be successful academically and socially by demonstrating, promoting, and providing a rigorous academic program, while infusing positive character traits.

Vision:

Provide the highest quality education to meet the individual needs of all students in safe and caring environments

We believe that...

1. Learning must take place at home, in school, and in the community.
2. Learning is an important aspect of a student's life. The school must provide educational opportunities from school readiness to adult education.
3. We are accountable for improving student achievement.
4. All students will learn when their individual needs are met.
5. All students will be taught how to learn.
6. We must prepare all students for a knowledge-based, technologically rich, and culturally diverse 21st century.
7. We must provide a safe and secure environment, which is essential for teaching and learning.
8. Partnerships, which include parents, community and businesses, enhance student achievement with stakeholder involvement.
9. All individuals will be treated with respect and dignity.
10. Stakeholder involvement is a valuable tool for decision-making.
11. Professional staff development enhances a quality school.
12. 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

New River Middle School is located in the southwest section of the city of Fort Lauderdale. The school originally opened in 1953; however, a new school was built in 1997. It is a neighborhood and countywide marine science magnet school. The school will be serving 1230 students in grades 6 -8. The demographics include: 31% Black, 24% White, 39% Hispanic, 2% Asian, and 4% Multi-racial. The school has 7% LEP students, 12% ESE students, 4% Gifted, and 74% of students are eligible for the Free and Reduced Lunch Program.

New River Middle did not meet the AYP criteria for any subgroup except White in Reading and Math.

In 2009, New River Middle School received a B grade. In 2009 61% of students scored Level 3 or above on the 2009 FCAT Reading Assessment, while 61% of students scored Level 3 or above on the FCAT Math Assessment, and 70% of the lower quartile made learning gains in Reading, and 63% of the lower quartile made learning gains in Math.

New River Middle did not meet AYP from 2002-2009. The following identifies the percentage for 2009 of students scoring at or above grade level in reading and math respectively:

White - 70%, 71%

Black - 48%, 47%
Hispanic - 54%, 56%
ED - 52%, 52%
ELL - 31%, 37%
SWD - 30%, 33%

New River is a school with 75% of its students receiving free or reduced lunch.

The school's highly successful Marine Science Magnet program makes New River one of the most diverse schools in Broward County. New River receives students directly from three schools within our zone as well as a variety of other elementary students that attend our magnet program. The Marine Science Magnet uses marine curriculum to enhance the entire school program. The school has received the Partnership of the Year Award three times for its Partner in Education, Marine Industries Association of South Florida.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

- New River's unique Marine Science Magnet program
- Staff Consistency/Retention
- New Principal with a diverse background who brings a new vision
- Leadership team has achieved a highly effective ranking from the district
- 12% of staff are National Board certified teachers
- School based math, reading and science coaches

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

- Loss of qualified staff due to district budget reduction
- Increase in the percentage of Free and Reduced student population
- High level of community mobility

Student Demographics

Student Demographics

- White – 24%
- Black – 31%
- Hispanic – 38%
- Asian - 3%
- Multicultural - 4%
- ED – 73%
- ELL – 7%
- SWD – 11%

Student Attendance Rates

Student Attendance Rates - need 3-year trend data
2007 (92%) 2008 (92%) 2009 (92%)

Student Mobility

Student Mobility

2007 (30%) 2008 (24%) 2009 (29%)

Student Suspension Rates

Student Suspension Rates

2007 (4%) 2008 (99%) 2009 (14%)

Student Retention Rates

Student Retention Rates

2007 (4%) 2008 (3%) 2009 (N/A)

Class Size

Class Size

2007 (21) 2008 (22) 2009 (22)

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern

- Croissant Park Elementary 2007-2009 Reading Scores respectively (70, 69, 78). 2007-2009 Math Scores respectively (75, 78, 81)
- Riverland Elementary 2007-2009 Reading Scores respectively (68, 78, 84). 2007-2009 Math Scores respectively (67, 77, 73)
- Stephen Foster Elementary 2007-2009 Reading Scores respectively (78, 76, 80). 2007-2009 Math Scores respectively (83, 80, 81)

Partnerships and Grants

N/A

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	Priscilla Ribeiro	M.S. Business Administration/ Educational Specialist in Educational Leadership	1	6	Assistant Principal of Cypress Bay H.S. in 2007-08 Grade: A Reading Mastery: 67% Math Mastery: 91% Science Mastery: 48% Writing Mastery: 92%
Assis Principal	Taina Sierra	M.S. Educational Leadership	3	2	Assistant Principal of New River Middle School in 2007-2008 Grade: B Reading Mastery: 62% Math Mastery: 64% Science Mastery: 42% Writing Mastery: 91% AYP: Only White and SWD made AYP
Assis Principal	Christopher Johnson	M.S. Educational Psychology/ Certification in Ed. Leadership	2	1	Teacher at Sunrise M.S. in 2007-08 Grade: B Reading Mastery: 68% Math Mastery: 65% Science Mastery: 31% Writing Mastery: 97% AYP: Only ELL did not meet AYP in reading. Only Black, ED, ELL and SWD did not make AYP in math.
Assis Principal	Frank Gaines	M.S. Educational Leadership	1	7	Assistant Principal of Boyd Anderson High School 2007 Grade: D Reading Mastery: 25% Math Mastery: 54% Science Mastery: 19% Writing Mastery: 87% AYP: No subgroups made AYP.

* 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 *
Mathematics	Karen Martinez	B.S. Early Childhood/ Elementary Education, M.S. Elementary Education, National Board Certified, Early Childhood Certified, Elementary Ed. Certified, Middle grades Math 5-9, Reading Certified, ESOL Endorsed, Spring Board National Trainer	5	1	2008 Grade: B Black, Hispanic, ED, ELL and SWD did not make AYP. Only White subgroup made AYP in math
Reading	Loren Kaye	B.S. Social Science, M.S. Reading, National Board Certified in Literacy & L.A., ESOL endorsed Elementary K-6 Reading K-12 Springboard Natl. trainer Broward Co trainer Read Naturally Thinking Maps	4	2	2008 Grade: B Black, Hispanic, ED, ELL and SWD did not make AYP. Only White and SWD subgroup made AYP in reading
		Biology 6-12, Mid Grades 5-9,			

Science	Elizabeth Moller	Chemistry 6-12, Gifted Endorsed, M. S. Science Education, National Board Certified in Early Adolescent Science	4	1	2008 Grade: B Black, Hispanic, ED, ELL and SWD did not make AYP. Only White and SWD subgroup made AYP
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* 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. Experience Broward	Priscilla Ribeiro	On going	
2. School based NESS Program	Karen Martinez	On going	
3. National Board Certified Teachers	Taina Sierra	On going	
4. Meaningful staff Developments	Loren Kaye	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
82	4	28	29	39	43	100	18	12	50

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mark Larose	Ms. Cummings (Reading)	Reading Instructional Strategies/ Behavior Management	The Reading coach is modeling lessons to strengthen the instructional techniques of teacher
Denise Duffus	Ms. Tygelski (Science)	Ms. Tygelski is a first year teacher . In order to strengthen her instructional and behavior skills she was given a mentor through the NESS program.	The mentor and mentee meet bi-weekly to discuss evidence based strategies for each domain. The mentor is given release time to observe the mentee
Loren Kaye	Morgan Shabsels (Reading)	Reading Coach as the teacher is a Reading Teacher	NESS Program
Elizabeth Moller	Shelly Sitton (Science)	Science Coach is highly qualified to mentor science teacher	NESS Program
Karen Martinez	Kristyn DeRosa	Completing documentation NESS program Completed, only requires observations.	Observations and feedback will be given

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

- Teachers
- Materials
- Staff Developments
- Parent Outreach Activities

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

- Math Coach

Title III

- ESOL
- Professional Development
- ESOL Support
- Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

- The school uses the Anti-Bullying district protocol: counseling is provided through the School Counselor and the Starting Place.
- Gang Resistance Education and Training (G.R.E.A.T) through Ft. Lauderdale Police Department
- Crimewatch

Nutrition Programs

- N/A

Housing Programs

- N/A

Head Start

- N/A

Adult Education

- N/A

Career and Technical Education

All seventh grade students participate in the district wide Career Visions technology based education

Job Training

- N/A

Other

- N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Priscilla Ribeiro was selected to preside over the process and represent the administrative/school/district/community perspective...

Asst. Principals: Taina Sierra, Christopher Johnson and Frank Gaines were selected to represent the administration and student discipline perspective

English Language Learners (ELL) Marc Larose was selected because he is a native Creole language speaker

Exceptional Student Education (ESE) Teachers: Mr. Cognato was selected because he is an ESE teacher/facilitator.

Exceptional Student Education Specialist: Ms. Samoya Ogden was selected to represent the IDEA perspective.

Reading Coach: Loren Kaye was selected to represent the reading curriculum perspective.

Math Coach: Karen Martinez was selected to represent the math curriculum perspective.

School Psychologist was selected to represent the IDEA perspective.

Speech Language Pathologist: Harriet Benson was selected to represent the Speech and Language perspective.

Student Services Personnel was selected to represent student services.

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

The RtI, formerly known as the Child Study Team, has contributed to the development and implementation of the School Improvement Plan in the following ways:

- Class configuration
- Generated curriculum/behavioral modification/intervention strategies for referred students
- Identification of lowest 30th percent of students
- Identification of gifted students
- Identification of promoted and retained students

Met with the School Advisory Council and reported data trends to develop the School Improvement Plan.

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

Members of the RtI Leadership Team contribute to the development and implementation of the School Improvement Plan through:

- Data analysis
- Data trend reporting
- Recommending future courses of action for academic programs based on data analysis.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT), FAIR

Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Mini Assessments

End of year: FAIR, FCAT, CELLA

Frequency of Data Days: twice a month for data analysis and review of prescriptive data driven classroom strategies

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two Professional Development sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation data based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

The RtI team will also evaluate additional staff professional development needs during the weekly RtI Leadership Team 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?

Reading

- Data indicates that overall areas of improvement for Reading include Main Idea/Plot/Purpose and Comparisons/Cause and Effect

- The percentage of students in the lowest 25% percent making learning gains in reading has steadily improved to from 2006 to 2009 to the current 70% up from 66% and 59% respectively.
-
- 6th grade
 - Strengths include Reference and Research (75% performing at proficiency) and Main Idea/Plot (54% performing at proficiency)
 - Weaknesses include Comparisons/Cause and Effect (40% performing at proficiency) and Words and Phrases (50% performing at proficiency)
- 7th grade
 - Strengths include Reference and Research (100% performing at proficiency) and Words and Phrases (62% performing at proficiency)
 - Weaknesses include Comparisons/Cause and Effect (46% performing at proficiency) and Main Idea Plot/Purpose (58% performing at proficiency)
- 8th grade
 - Strengths include Words and Phrases (62% performing at proficiency) and Main Idea Plot/Purpose (58% performing at proficiency)
 - Weaknesses include Comparisons/Cause and Effect (53% performing at proficiency) and Reference and Research (50% performing at proficiency)
- Math
 - Data indicates that overall areas of improvement for Math include Measurement, Geometry and Number Sense.
- 6th grade
 - Strengths include Geometry (66% performing at proficiency)
 - Weaknesses include Data Analysis (55% performing at proficiency), Number Sense (55% performing at proficiency), Algebraic Thinking (50% performing at proficiency) and Measurement (44% performing at proficiency)
- 7th grade
 - Strengths include Algebraic Thinking (62% performing at proficiency) and Data Analysis (66% performing at proficiency)
 - Weaknesses include Number Sense (55% performing at proficiency), Geometry (44% performing at proficiency) and Measurement (55% performing at proficiency)
- 8th grade
 - Strengths include Geometry (66% performing at proficiency), Data Analysis (66% performing at proficiency), Number Sense (77% performing at proficiency), Algebraic Thinking (75% performing at proficiency)
 - Weaknesses include Measurement (44% performing at proficiency)
- Science
 - 8th grade
 - Weaknesses include Physical/ Chemical Sciences (53% performing at proficiency), Earth and Space Sciences (54% performing at proficiency), Life and environmental Sciences (53% performing at proficiency), and Scientific Thinking (50% performing at proficiency).
- Writing Strengths
 - 8th grade
 - The percentage of students meeting proficiency in writing has steadily improved to from 2006 to 2009 to the current 97% up from 91% and 89% respectively.

Instructional Calendar Development

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

- In addition to the district's Instructional Focus Calendars, a school based IFC will be implemented to ensure that instruction will be differentiated to meet the unique needs of our NRMS student body. Additionally, mini assessment dates for administration and submission to the administration will be determined in advance. The focus calendars will be modified again in October 2009 based disaggregated data results from the September 2009 Broward Assessment Tests, and again in January 2010 as determined by disaggregated data from the November Broward Assessment Tests, mini assessments, sea trials and subject area tests.
- FCAT content analysis, formal and informal testing, Broward Assessment Tests, and FCAT proficiency levels were all used to determine the focus calendars
- Benchmarks were selected based upon level of difficulty; the more difficult benchmarks are instructed earlier in the school year then revisited before the 2009-2010 FCAT to ensure that remediation has taken place.

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

- In addition to the district's Instructional Focus Calendars, a school based IFC will be implemented to ensure that instruction will be differentiated to meet the unique needs of our NRMS student body. Benchmark Assessment Test based on the recommendation from the state's consultant; following the September and November Broward Assessment Tests further modification(s) will be made to ensure mastery of area(s) showing weaknesses for reading, math and science. Expository Writing will precede persuasive writing based upon the fact that fewer students scored higher on the persuasive writing exam of the 2008-2009 FCAT WRITES. The focus calendars for Science will adhere to the district's BEEP Calendar.

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

- Small learning communities will be developed to determine students' individual needs based on data driven discussion from BAT, FAIR and aligned subject based assessments

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

- This year's focus will include stem questions such as, "What are we learning?" and "Why are we learning this?" to ensure that instruction is always relevant. Teachers will also utilize reading and math strategies through subject related "warm ups" that are based on current events and can incorporate students background knowledge.
- Interdisciplinary Marine Science themed units based on grade level, which incorporate career orientation, experiential, learning and hands on experience within the field of Marine Science.

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?

- Students have an opportunity to select elective courses for the upcoming academic year based on personal interest.
- Seventh grade students participate in county technology program Career Visions
- Marine Magnet students visit numerous H.S. to determine course to selection based on personal interests

DO

Direct the Instructional Focus

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

- The leadership team, including subject coaches and department chairs collaborated to tailor the focus calendars to the meet the needs of the students in this school to ensure ample time to fully instruct and re-teach all material.
- Grade level and department teachers will meet throughout the year to share best practices and resources via Learning Communities and grade level meetings when implementing the focus calendars.

How are instructional focus lessons developed and delivered?

NRMS utilizes the District lessons in BEEP.

Lessons will be differentiated based on student data compiled after mini assessments and BAT results.

Assessments are being aligned by grade-level and subject area. PLCs are being developed to analyze data and differentiate instruction based on classroom data.

Sunshine State Standards will determine lesson selections.

Teachers will be involved in professional development and learning communities to implement best practices to utilize the 90-minute block schedule most effectively.

PLC's will study ways to increase relevance and rigor of lessons based on school based data and trends.

Reading Coach will model and monitor implementation of prescriptive instructional strategies based on needs of AYP subgroups.

How will instructional focus lessons be revised and monitored?

- Revision of instructional focus will be determined by teacher generated data, (Broward Assessment Tests – September 2009, November 2009) mini assessment results (ongoing), Sea Trials (ongoing), and Chapter Tests throughout the year.
- Based on classroom observations by leadership team and curriculum council lesson effectiveness. Administrators, department chairs and subject coaches will conduct Walkthroughs to determine effectiveness of implementations of lessons. The administrators will also monitor district assessment results, mini results, and Chapter Tests results. Administrators will discuss observations and suggestions with teachers during monthly data chats.

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 benchmark assessments provided through Beep and teacher generated assessments are used to determine student comprehension based on the IFC's for core, supplemental, and intensive instruction/interventions.
- Mastery for mini assessments will be set at seventy-five percent. If a class average does not equal or surpass the seventy-five mastery, the benchmark will be re-taught.

- Based on the mini assessment results focus calendars and focus lessons will be adjusted in terms of delivery models, materials, time, staffing, and instructional groupings.
- Based on mini assessment results teachers will differentiate instruction to ensure that appropriate remediation is available to students. Assessments will be administered periodically throughout the year in reading math and science.

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

- Mastery for mini assessments will be set at seventy-five percent. The rationale for this percentage is to ensure complete understanding of all benchmarks. If a class average does not equal or surpass the seventy-five mastery, the benchmark will be re-taught again in class, through tutoring at a non-academic time, or through an extended learning opportunity provided one is available.
- Based on the mini assessment results focus calendars and focus lessons will be adjusted in terms of delivery models, materials, time, staffing, and instructional groupings.
- Based on mini assessment results teachers will differentiate instruction to ensure that appropriate remediation is available to students.

Maintenance

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

- Based on ongoing mini assessments, and sea trials, teachers will differentiate instruction for students who are performing on grade level, above grade level, and below grade level by providing lessons that vary in terms of learning styles, academic levels, and interest.

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 will meet weekly in grade and department meetings to review formative and summative assessments for students on their grade.
- Department heads and support staff will facilitate strategy based meetings. Team minutes including: activities, attendance, and plans to ensure maximization of learning for all students for said meetings will be monitored by administration and department heads and documented through a school created form that will be submitted to the assistant principal following each meeting.

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 ensure that data analysis of assessment results are being used to differentiate instruction according to students academic needs by way of Walkthroughs, lesson plan reviews, Data Chats, and Learning Communities.
- Instructional Coaches will work with individual teachers and grade levels to develop differentiated lessons, conduct Walkthroughs, model appropriate instructional delivery, analyze formative and summative assessment data, facilitate learning communities, and provide necessary instructional materials and trainings.

ACT

Supplemental and Intensive Instruction/Interventions

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

- All level I students receive intensive Reading and Math classes in addition to their regular Reading and Math classes.
- All students receive core curriculum classes including Math, Science, Social Studies and Language Arts. In addition all students receive Reading instruction. Student placement of level is based on FCAT scores, teacher recommendation, and district reading plan.
- Supplemental instruction includes educationally based after school programs and SES tutoring.

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

- Supplemental interventions are provided individually or in small groups to students through tutoring during the instructional block for each subject. Intensive interventions are provided to students individually or in small groups in addition to supplemental instruction delivered through tutoring during non- academic times of the school day or in after-school tutoring forums.

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

- Based on data analysis from formative and summative assessments, Walkthroughs, lesson plan reviews, data chats, and teacher requests, the principal and leadership team determine professional development needs.

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

- As a result of progress monitoring of class work assignments and assessment results by classroom teachers, instructional coaches, administrators, counselors, etc., students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.
- Supplemental Education Assistance (SES) will be offered to students who do not attain mastery. In school tutoring will also be provided to students at non-academic times during the regular school day.

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

- All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

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

- Teacher recommendation, FCAT results, student progress in a specific course, as well as assessment results that demonstrate consistent mastery are used to determine placement/eligibility in higher level courses and academic programs.
- Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team to discuss the expectations for the student in the higher level course, as well as their continued parental involvement to maintain student achievement.

Describe how students are identified for enrichment strategies.

- FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.
- Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

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)
All grade levels 6-8 reading.	Loren Kaye (reading coach)	Monthly	9/15/09 10/13/09 11/17/09 12/08/09 1/12/10 2/09/10	Explore differentiated learning theories and strategies. Effectiveness determined by classroom walkthroughs, teacher questionnaire, and student samples.
All grade levels 6-8 math.	Loren Kaye (reading coach) & Math Department Chairperson	Monthly	10/01/09 11/05/09 12/03/09 1/07/10 2/04/10 3/04/10 4/08/10	Cross-curricular technology integration.

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 \(Uploaded on 8/31/2009 12:32:24 PM\)](#)
- 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
[Show Attached Supplemental Educational Services \(SES\) Notification \(Uploaded on 8/31/2009 12:20:06 PM\)](#)

Pre-School Transition

Postsecondary Transition

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

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?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 61% of students achieved mastery on the 2009 administration of the 2010 FCAT Reading Test.		In grades 6-8, 72% of 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	Reading classes will conduct fluency practice activities three times a week to improve oral reading and vocabulary.	Administrator over Reading, Literacy Coach	Monitoring and Follow up based on the Plan Do Check Act model	There will be a pretest and a posttest at the beginning and at the end of each quarter on a specific strand.
2	Reading classes will prepare students for the FCAT by using READ XL and the non-fiction based AMSCO supplemental textbooks per grade level.	Principal, Administrator over Reading, Literacy Coach	Monitoring and Follow up based on the Plan Do Check Act model	The San Diego Word Recognition Assessment will be given as a pre-test in the beginning of the school year and as a post-test at the end of the school year.
3	Reading teachers will participate in Staff Development activities as well as District-led Workshops.	Principal, Administrator over Reading, Literacy Coach	Monitoring and Follow up based on the Plan Do Check Act model	Students will keep track of personal growth by charting the number of words read correctly on a graph after each fluency practice session completed in the classroom setting. 2008-2009/2009-2010 FCAT SSS scores will also be compared to determine student growth.
4	Students who score a level 1 on the FCAT SSS will receive 90 minutes of reading instruction daily. They will be enrolled in Intensive and Regular Reading classes, which will be taught by highly qualified reading instructors.	Principal, Administrator over Reading, Literacy Coach	Monitoring and Follow up based on the Plan Do Check Act model	The San Diego Word Recognition Assessment will be given as a pre-test in the beginning of the school year and as a post-test at the end of the school year. This will measure the student's growth in the areas of decoding and phonemic awareness.
5	Reading students will use the Compass Learning Odyssey computer program in a computer lab setting once per week. This will allow students to practice reading skills and strategies acquired through classroom instruction.	Principal, Administrator over Reading, Literacy Coach	Monitoring and Follow up based on the Plan Do Check Act model	Mini BATS; Compass Learning embedded mastery checks
6	ESE students will receive perscriptive instruction using county adopted reading materials such as wilson reading, Rewards, Read XL and other appropriate instructional materials based on the struggling readers chart in a small group	Administrator over Reading, Literacy Coach	Monitoring and Follow up based on the Plan Do Check Act model	Classroom assessments, Min BAT assessments, CWT and data discussed during data chats.

	setting.			
7	Reading strategy skills will be taught in all subject areas.	Administration, classroom teachers	Monitoring and Follow up based on the Plan Do Check Act model	Classroom assessments, report cards, mid semester interims Min BAT assessments, CWT and data discussed during data discussions.
8	Students will have the opportunity to participate in a variety of enrichment activities through the school wide use of the Accelerated Reader program	Classroom teachers, Media center specialist	Circulation rate of Media Center books	Mini BAT, classroom assessments, BAT
9	In grades 6-8 The Jr. Great Books Program, along with novel study and content-area reading, is used as a supplemental reading program for readers who are on grade level and require enrichment	Administrator over Reading, Literacy Coach and classroom teachers	Monitoring and Follow up based on the Plan Do Check Act model	Classroom assessments, report cards, mid semester interims Min BAT assessments, CWT and data discussed during data discussions.
10	Teachers will provide reading classrooms that meet diverse student needs and are conducive to whole group and small group instruction. The needs of all students including ELL and SWD, will be met using various appropriate ESOL and differentiated instructional strategies and methods	Administrator over Reading, Literacy Coach and classroom teachers	Monitoring and Follow up based on the Plan Do Check Act model	Classroom assessments, report cards, mid semester interims Min BAT assessments, CWT and data discussed during data discussions.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 70% of the lowest 25% of students made learning gains on 2009 FCAT Reading Test.		In grades 6-8 75% of the lowest 25% of students will make learning gains on the 2010 FCAT SSS Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ILS resources will be available to the students to remediate and provide enrichment activities.	Principal, Administrator over Reading, Literacy Coach , Department Head and Classroom teacher	Data Discussions, CWT	Mini Benchmarks, Sea Trials, Classroom Assessments
2	Students will receive individual focus on the reading clusters not mastered.	Literacy Coach , Department Head and Classroom teacher	Data Discussions, CWT	Mini Benchmarks, Sea Trials, Classroom Assessments
3	Reading classes will prepare students for the FCAT by using READ XL and the non-fiction based AMSCO textbooks per grade level.	Principal, Administrator over Reading, Literacy Coach	Monitoring and Follow up based on the Plan Do Check Act model	There will be a pretest and a posttest at the beginning and at the end of each quarter on a specific strand.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>AYP (Adequate yearly Progress)</p> <p>Based on the 2009 FCAT Reading Data ,some of the subgroups did not meet the AYP targets of 65% scoring at or above grade levels. the sub groups are as follows:</p> <p>Black students scored 48%</p> <p>Hispanic students scored 54%</p> <p>Economically disadvantaged students scored 52%</p> <p>English Language Learners (ELL) scored 31%</p> <p>Students with disabilities (SWD) scored 30%</p>		<p>By June 2010:</p> <p>54% of Black students;</p> <p>59% of Hispanic students;</p> <p>57% of ED students;</p> <p>38% of ELL students; and</p> <p>37% of SWD will score a level 3 above on the Reading portion of the FCAT</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the subgroups of Black, Hisp, ED, ELL, and SWD will be identified by class, grade, FCAT Achievement levels/Percentiles for AYP monitoring.	Assistant Principal	The Assistant Principal will capture subgroup data and disseminate to Principal, reading Coach, and teachers to ensure reading instruction is aligned to the needs of each subgroup students.	Effectiveness will be determined by in house student data base printouts.

2	Determine instructional needs by reviewing FAIR assessment for subgroups of total students, Black students, Hispanic students, ELL, ED and SWD students Plan differentiated instruction using evidenced based interventions within the 90 minute reading block.	Reading Coach	The progress of the subgroups of total students, black students, and Free and Reduced Lunch students will be assessed using FAIR Ongoing Progress Monitoring. Percent of students making adequate progress toward benchmark will be calculated.	FAIR Printouts will be used to determine progress.
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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, 64% of students will achieve mastery for reading on the 2010 FCAT Reading Test	Thinking Maps	Loren Kaye (reading coach) Marc Larose (ESOL coordinator) Alona DiPaolo (ESE specialist) Nicole Gallie (eletives) Elizabeth Moller (science department chair) Amy Bennett (math)	8/13/09 (for teachers new to New River) Full staff: 8/19/09 9/02/09 10/07/09 11/04/09 12/02/09 1/06/10 2/03/10 3/03/10 4/07/10	Classroom walkthroughs, student samples	Loren Kaye (reading coach) Marc Larose (reading department chair)
In grades 6-8, 64% of students will achieve mastery for reading on the 2010 FCAT Reading Test	Read Naturally	Loren Kaye (reading coach)	8/12/09	Student portfolios	Loren Kaye (reading coach) Marc Larose (reading department chair)

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

- Reading Instructional focus calendar (IFC)
 - Infusing reading in the classroom through technology usage
 - Balance Literacy Program (Teaching reading in all subject areas)
 - Highly Qualified content area teachers attending staff development in reading
 - Data Disaggregation of Reading scores by each teacher to ensure student achievement
- On a weekly basis, the Reading Coaches will review instructional strategies and reading activities to build knowledge base of all teachers. Technology will be incorporated into instruction to engage and assist students Instructional Focus Calendars will also be used in social studies that will be aligned with the reading instructional focus. The school will participate in a comprehensive reading block where every teacher will teach a school-wide novel and vocabulary building strategies.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Gourmet Learning	General Budget	\$2,242.50
Rewards	Title One	\$6,000.00
		Total: \$8,242.50
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
CRISS	Title 1	\$7,500.00
Conferences, County, and In House Workshops	Accountability, Title 1	\$4,000.00
		Total: \$11,500.00
Other		

Description of Resources	Funding Source	Available Amount
Supplemental Materials, Supplies for Instructional Focus Calendar and Staff	Title 1	\$1,800.00
		Total: \$1,800.00
		Final Total: \$21,542.50

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		
In 6th grade 32% of the lowest quartile made learning gains.		In the 6th grade 37% of the students in the lowest quartile will make learning gains for the math portion of the 2010 FCAT Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Schedule for 90 min. of math daily - one regular and one intensive class	Assistant Principal	CWT	Master Schedule
2	FCAT focused tutoring sessions	Math Coach	Student attendance, monitor classroom progress	Report card grades, 2010 FCAT results
3	Compass Learning	Math Coach	Weekly reports	Assessment results from Compass Learning program
4	Destination Success (Riverdeep)	Math Coach	Weekly reports	Assessment results from Riverdeep program
5	Tabula Digita	Math Coach	Weekly reports	Tutorial results
6	Critical Thinking Course	Assistant Principal	Weekly reports, Data discussion	Quarterly Report card and Interims

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 61% of students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 6-8, 74% of students will mastery on the 2010 administration of the FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	FCAT focused tutoring sessions/ FCAT camps	Math Coach	Student attendance, monitor classroom progress	Report card grades, 2010 FCAT results
2	Students will be instructed using the BBEP math lessons in accordance with the district IFC	Administrator over Math and Math Coach	Administration and Math coach will monitor the implementation of IFC through CWT	Report card grades, quarterly interim, 2010 FCAT math results
3	ELL, ESE and remedial math students will receive instruction using pull out and push in method as well as whole group instruction	Math Coach	Monthly reports	Classroom assessments, BAT, Mini Bats, report cards, 2010 FCAT math assessment
4	Students 6-8 will utilize interactive software programs, Tabula Digita, Study Island, compass Odyssey and Destination	Administrator over Math and Math Coach	Monthly reports	Tutorial results and assessment results from embedded program

	Success to assist deficient math students			
5	Student Progress will be addressed during data discussion where a prescriptive instruction and will be planned	Assistant Principal, Math coach	Administration math coach and, classroom teachers will monitor assessments to ensure adequate progress of students	BAT, Mini BAT 2010 FCAT Math assessment
6	Students will be instructed through a departmentalized math model that will include grade level math teachers cooperatively planning core, supplemental and intensive instruction to ensure the continuity and quality of instruction and the planning of differentiated instruction through instructional groups	Administration, Math Coach and classroom teacher	Administration will conduct CWT and group discussions to determine effectiveness	Classroom assessments, BAT, Mini Bats, report cards, 2010 FCAT math assessment
7	Students 6-8 scoring level 1 or 2 in math will receive academic enrichment through pull outs and push in's via math coach	Math coach	Monitoring log	Classroom assessments, BAT, Mini Bats, report cards, 2010 FCAT math assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 63% of students in the lowest quartile made n the 2009 learning gains on the math portion of the FCAT test.		In grades 6-8 70% of student s in the lowest quartile will make learning gains on the math portion of the 2010 FCAT test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Schedule for 90 min. of math daily - one regular and one intensive class	Assistant Principal over math	CWT	Master schedule
2	FCAT focused tutoring sessions	Math coach	Monthly reports	BAT1, BAT 2 Mini BAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>AYP (Adequate yearly Progress)</p> <p>Based on the 2009 FCAT Math data, some of the subgroups did not meet the AYP targets of 68% scoring at or above grade levels. the sub groups are as follows:</p> <p>Black students scored 47%</p> <p>Hispanic students scored 56%</p> <p>Economically disadvantaged students scored 52%</p> <p>English Language Learners (ELL) scored 37%</p> <p>Students with disabilities (SWD) scored 33%</p>		<p>By June 2010:</p> <p>Black students will score 53%</p> <p>Hispanic students will score 61%</p> <p>Economically disadvantaged students will score 57%</p> <p>English Language Learners (ELL) will score 44%</p> <p>Students with disabilities (SWD) will score 40% on the Math portion of the FCAT assessment.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math instruction will include the practice of presenting new concepts through use of manipulatives	1.Administrator over Math 2.Math coach	1.CWT	1.Testing and evaluation
2	ELL, ESE and remedial math students will receive instruction using push in strategy with Math coach	1.Administrator over Math 2. Math coach	1. Quarterly Sea trial assessments 2. Diagnostic assesments 3. Classroom walkthroughs 4. Individual teacher data discussions 5. Progress monitoring tools (student portfolios)	1.Data from Mini assessments 2.cumulative exams 3.BAT
3	Provide proper placement for ELL, ESE and remedial math students based on achievement levels	1.Administrator over Math 2. Math coach	1.Schedule meetings at the end of quarter to determine proper placement of students	1.Data from Mini assessments 2.cumulative exams 3.BAT 4.FCAT SSS
4	Students in the subgroups of Black, Hisp, ED, ELL, and SWD will be identified by class, grade, FCAT Achievement levels/Percentiles for AYP	1.Administrator over Math 2. Math coach	1.The Assistant Principal will capture subgroup data and disseminate to Principal, Math Coach, and teachers to ensure math instruction is aligned to the needs of each	1.Effectiveness will be determined by in house student data base printouts.

	monitoring.		subgroup students.	
5	Supplemental use of technology will be incorporated into instruction to engage students	1.Administrator over Math 2.Math coach	1. Quarterly Sea trial assessments 2. Diagnostic assesments 3. Classroom walkthroughs 4. Individual teacher data discussions 5. Progress monitoring tools (student portfolios)	1.Data from Mini assessments 2.cumulative exams 3.BAT 4.FCAT SSS
6	Math coach will collaborate with ESE specialist to determine proper placement, effectiveness of instruction and adherence to ESE guidelines	1.Administrator 2.ESE specialist 3.math coach	1. Quarterly Sea trial assessments 2. Diagnostic assesments 3. Classroom walkthroughs 4. Individual teacher data discussions 5. Progress monitoring tools (student portfolios)	1.Data from Mini assessments 2.cumulative exams 3.BAT 4.FCAT SSS 5. teacher input

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, 63% of students in the lowest quartile made n the 2009 learning gains on the math portion of the FCAT test.	New Generation Math Standards	District	Sept 2009	Classroom Walkthroughs	Assistant Principal Math coach (Karen Martnez)
In 6th grade 32% of the lowest quartile made learning gains	Compass Learning	Compass Learning representative	October 2009	Classroom Walkthroughs	Assistant Principal Math coach (Karen Martnez)
In grades 6-8, 58% of students achieved mastery on the 2009 administration of the FCAT Math Test.	Destination Success (Riverdeep)	Math Coach (Karen Martnez)	October 2009	Classroom Walkthroughs	Assistant Principal Math coach (Karen Martnez)
In the 6th grade 36% made learning gains on the math portion of the FCAT test.	Tabula Digita	Math Coach (Karen Martnez)	Sept 2009	Classroom Walkthroughs	Assistant Principal Math coach (Karen Martnez)
In grades 6-8, 63% of students in the lowest quartile made n the 2009 learning gains on the math portion of the FCAT test.	Math Best Practices	Math Coach (Karen Martnez)/Classroom teachers	On going	Data discussions with teachers	Assistant Principal Math coach (Karen Martnez)
In grades 6-8, 63% of students in the lowest quartile made n the 2009 learning gains on the math portion of the FCAT test.	FCIM training	Math coach (Karen Martnez)	On going	Data discussions with teachers	Assistant Principal Math coach (Karen Martnez)
In grades 6-8, 63% of students in the lowest quartile made n the 2009 learning gains on the math portion of the FCAT test.	Geogebra	Math Coach (Karen Martnez)	On going	Classroom Walkthroughs	Assistant Principal Math coach
n grades 6-8, 63% of students in the lowest quartile made n the 2009 learning gains on the math portion of the FCAT test.	Promethean Board	District	October 2009	Classroom Walkthroughs	Assistant Principal Math coach (Karen Martnez)

Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
Springboard	District Funded	\$0.00
Geogebra		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Compass Learning	District Funded	\$0.00
Destination Success (River Deep)	District Funded	\$0.00
Tabula Digital	District Funded	\$0.00

		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Workshops, Conferences, Singapore Math	Title 1, Accountability	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$3,000.00		

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	
In grade 8th grade 54% of students scored at or above grade level in the strand of Earth and Space Science.			On the 2010 FCAT 59% of eight graders will score at or above grade level	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	modify curriculum	Assistant Principal	Data Discussions	Sea Trials; Mini BATS
2	Hands on skill building labs.	Science Coach	Data Analysis	Mini BAT-1, Mini BAT-2
3	Inquiry based learning	Science Department	Data Analysis	BAT-1, BAT-2

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grade 8th grade 53% of students scored at or above grade level in the strand of Life Science.			On the 2010 FCAT 58% of eight graders will score at or above grade level	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Project Based Learning	Assistant Principal	Data Discussions	CWT's
2	Inquiry Based learning	Science Coach	Data Analysis	BAT-1, BAT-2
3	Utilization of marine based wet labs/ Experiential learning	Science Department	Data Analysis	Formative Classroom assessments

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In the 8th grade 42% of students scored at or above grade level on the Science portion of the 2009 FCAT			On the 2010 FCAT 52% of students will score at or above grade level on the Science portion of the 2010 FCAT	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Examination of weekly lab assessments	1. Administrator 2. Science coach 3. Science teacher	1.CWT's to be sure laptops carts are utilized	1.Bench mark aligned Rubrics 2.Mini BATS
2	1.Differentiated projects that engage students	1. Administrator 2. Science coach 3. Science teacher	1.FCAT simulator embedded reports	1. Science Sea trials 2. Formative classroom assessments 3. BAT

				4.2010 FCAT
3	1. Saturday FCAT camps to enrich higher performing students and remediate struggling students	1.FCAT Camp Coordinator/ Science Coach	1. Science coach will monitor effectiveness of instruction during FCAT camp to ensure fidelity of science program	1.Science Sea trials 2. Formative classroom assessments 3. BAT 4.2010 FCAT
4	1.Students in grade 6-8 will have weekly hands on experiential learning opportunities via a science wet lab to enrich and reinforce instruction learned in class	1. Administrator 2. Science coach 3. Science teacher	1.Science coach will monitor instructional delivery and frequency of laboratory experiments	1.Science Sea trials 2. Formative classroom assessments 3. BAT 4. 2010 FCAT
5	1.Science lessons will be planned and implemented utilizing District science curriculum with special attention paid to the weaknesses of clusters as scored on the 2009 Science FCAT test for 8th graders	1. Administrator 2. Science coach 3. Science teacher	1.Science coach will monitor instructional delivery and frequency of laboratory experiments 2. Classroom walkthroughs 3. Individual teacher data discussions	1.Periodic team data discussions will be held with teachers, administration and science coach on a weekly basis
6	1. Teachers have a common planning in order to discuss data, student work, share best practices and monitor progress of stated goals	1. Administrator 2. Science coach 3. Science teachers	1.Science department evaluation of effectiveness	1.Periodic team data discussions will be held with teachers, administration and science coach on a weekly basis
7	1. Teachers will integrate mathematics instruction including interpreting graphs, charts, tables, timelines and other statistical information and measurement conversions. 2.Teachers will integrate reading lessons into the science instruction utilizing reading strategies to aid in the comprehension of informational text	1. Administrator 2. Science coach 3. Science teachers	Administrator will monitor the integrated subject delivery through observations	1.Science Sea trials 2. Formative classroom assessments 3. BAT 4. 2010 FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2010 FCAT 47% of students will score at or above grade level on the Science portion of the 2010 FCAT	Florida Continuous Improvement Model training	HRD	August 2009	Common planning will be reviewed to ensure data trends are discussed and lesson plan are developed	Principal Science Coach
On the 2010 FCAT 47% of students will score at or above grade level on the Science portion of the 2010 FCAT	5E model for effective lab practice	District (JP Keener and Melinda Jones)	November 2009	Common planning will be reviewed to ensure data trends are discussed and lesson plan are developed	Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Florida Water Story, AMSCO Reading in the Content Area, Amsco Science FCAT	Magnet	\$6,000.00
		Total: \$6,000.00
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
Workshops, Conferences	Accountability, Magnet, Grants, Title 1	\$8,000.00
		Total: \$8,000.00
Other		
Description of Resources	Funding Source	Available Amount

Science Fair, Supplies for classroom activities and reading materials.	School budget, Title 1, and Magnet	\$4,000.00
		Total: \$4,000.00
		Final Total: \$18,000.00

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	
On the 2009 administration of the FCAT Writing Test, 86% of the students in 8th grade scored level 4.0 or above in writing.			On the 2010 administration of the FCAT Writing Test, 100% of the 8th grade students will achieve a 4.0 or above.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will teach writing as a process, incorporating the steps of writing. (pre-writing, drafting, revising, and editing.	1.Administrator over writing process 2.Language Arts Teachers 3.Writing Liaison (Mr. Moore)	1. PLC: Best Practices amongst teachers	1.Diagnostic writing exams and the progress made between the Pretest Prompt and Mid-year Prompt
2	1. Identifying students individual weaknesses	1.Administrator over writing process 2.Language Arts Teachers 3.Writing Liaison (Mr. Moore)	1. PLC: Best Practices amongst teachers	1. Classroom Assessment 2.Diagnostic writing exams and the progress made between the Pretest Prompt and Mid-year Prompt
3	1. Identifying weaknesses by FCAT performance level	1.Administrator over writing process 2.Language Arts Teachers 3.Writing Liaison (Mr. Moore)	1. Student writing samples will be reviewed and scored monthly by teachers. Data will be collected and reported by Writing Liaison	1.Diagnostic writing exams 2.Classroom Assessment
4	1. Students will receive specific writing instruction based on the the Six Traits of Writing Model at least twice a week resulting in ongoing additions to working portfolios	1.Administrator over writing process 2.Language Arts Teachers 3.Writing Liaison (Mr. Moore)	1. Small group and individualized conferencing 2. Student work portfolios 3. Progress monitoring 4. Classroom walkthroughs	1.Classroom assessments 2. Data conferences with teachers and students 3. End of quarter portfolio evaluation
5	1. Students will maintain a yearly working portfolio that will contain writing samples in order to monitor progress	1.Administrator over writing process 2.Language Arts Teachers 3.Writing Liaison (Mr. Moore)	1.Small group and individualized conferencing 2. Student work portfolios 3. Progress monitoring 4. Classroom walkthroughs	1.Classroom assessments 2. Data conferences with teachers and students 3. End of quarter portfolio evaluation
6	1. All SWD and ELL students will receive remedial writing instruction through the use of push in strategy with Writing Liason.	1.Administrator over writing process 2.Language Arts Teachers 3.Writing Liaison (Mr. Moore) 4. ESE specialist	1. Individualized conferencing 2. Student work portfolios 3. Progress monitoring 4. Classroom walkthroughs	1.Classroom assessments 2. Data conferences with teachers and students 3. End of quarter portfolio evaluation
7	1. All SWD and ELL students will receive individualized writing instruction and conferencing	1.Administrator over writing process 2.Language Arts Teachers 3.Writing Liaison (Mr. Moore)	1. Individualized conferencing 2. Student work portfolios 3. Progress monitoring 4. Classroom walkthroughs	1.Classroom assessments 2. Data conferences with teachers and students 3. End of quarter portfolio evaluation
8	1. Forty-five minute timed writing response prompts will be administered school wide four times throughout the year as a mock FCAT WRITES. Students who score a 3.0 or below after the second timed prompt will be flagged and be put on an	1.Administrator over writing process 2.Language Arts Teachers 3.Writing Liaison (Mr. Moore)	1. Individualized conferencing 2. Student work portfolios 3. Progress monitoring 4. Classroom walkthroughs	1.Classroom assessments 2. Data conferences with teachers and students 3. End of quarter portfolio evaluation

	individualized progress monitoring plan			
9	1.Students will be instructed using the BEEP writing lessons in accordance with the district Instructional Focus Calendar.	1.Administrator over writing process 2.Language Arts Teachers 3.Writing Liaison (Mr. Moore)	1. Administrator and Writing Liaison will conduct classroom walkthroughs to ensure fidelity of writing process	1.Classroom assessments 2. Data conferences with teachers and students 3. End of quarter portfolio evaluation
10	1. Writing classes will have students actively engaged in differentiated writing centers that reinforce and maintain writing skills that have been taught	1.Administrator over writing process 2.Language Arts Teachers 3.Writing Liaison (Mr. Moore)	1. Administrator and Writing Liaison will conduct classroom walkthroughs to ensure fidelity of writing process	1.Classroom assessments 2. Data conferences with teachers and students 3. End of quarter portfolio evaluation
11	1.Students in the subgroups of Black, Hisp, ED, ELL, and SWD will be identified by class, grade, FCAT Achievement levels/Percentiles for AYP subgroup monitoring.	1.Administrator over writing process 2.Language Arts Teachers 3.Writing Liaison (Mr. Moore)	1. The Assistant Principal will capture subgroup data and disseminate to Principal, reading Coach, and teachers to ensure reading instruction is aligned to the needs of each subgroup students.	1.Effectiveness will be determined by in house student data base printouts.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 100% of the 8th grade students will achieve a 4.0 or above.	Six Traits of Writing	District Personnel (Betty Roman)	Multiple trainings will be offered based on review of diagnostic writing data.	Monthly review of needs assessment and data from diagnostic writing essays, CWT	Administrator and Writing Liaison over Writing Process

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Renaissance Learning	County Funded	\$0.00
Six Traits of Writing		\$0.00
Springboard		\$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
Workshops, Conferences	Title 1, Accountability	\$2,000.00
Total: \$2,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Materials and supplies for staff development	Title 1	\$1,000.00
Total: \$1,000.00		
Final Total: \$3,000.00		

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?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
During 2008-2009, at least 83% of the parents were involved with their child's education. Parents attended Open Houses and Family Nights, communicated with school staff during parent conferences, attended Title I parent trainings and seminars, and volunteered thousands of hours chaperoning field trips.		By June 2010, 87% of parents will participate in decisions regarding their children's education as evidenced by attendance at parent trainings, meetings, or conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Parents will be involved in the development and evaluation of the School Improvement Plan.	1. Principal 2. Assistant principals 3. SAC Chair 4. SAC Committee members	1. Monitoring parent participation	1. Attendance and sign in sheets will be monitored monthly to evaluate the participation of parents in conferences, parent trainings, SAC, SAF, PTSO, Family Nights, and school functions.
2	1. A school Parental Involvement Policy will be developed by all stakeholders which will include a school-family compact that will be distributed to parents with the Back-to-School Information packet (signed compacts returned by parents will be kept on file)	1. Principal 2. Assistant principals 3. SAC Chair 4. SAC Committee members	1. Monitoring parent participation	Attendance and sign in sheets will be monitored monthly to evaluate the participation of parents in conferences, parent trainings, SAC, SAF, PTSO, Family Nights, and school functions.
3	1. A Parent Breakfast and/or Dinner will be held to inform parents of level 1 and 2 students of the tutorial opportunities available to the students. Parents will be trained on how to assist their children at home to ensure high achievement levels.	1. Principal 2. Assistant principals 3. SAC Chair 4. SAC Committee members Coach and Magnet Coordinator	1. Monitoring parent participation	Attendance and sign in sheets will be monitored monthly to evaluate the participation of parents in conferences, parent trainings, SAC, SAF, PTSO, Family Nights, and school functions.
4	1. Through newsletters, phone calls, flyers, conferences, and the marquee, parents will be encouraged to chaperone educational field trips, to attend all school functions and trainings, and to utilize the school provided student agenda.	1. Principal 2. Assistant principals 3. SAC Chair 4. SAC Committee members	1. Monitoring parent participation	Attendance and sign in sheets will be monitored monthly to evaluate the participation of parents in conferences, parent trainings, SAC, SAF, PTSO, Family Nights, and school functions.
5	1. Information regarding child's program and progress will be provided to parents of English Language Learners in the appropriate language.	1. Principal 2. Assistant principals 3. SAC Chair 4. SAC Committee members	1. Monitoring parent participation	1. Attendance and sign in sheets will be monitored monthly to evaluate the participation of parents in conferences, parent trainings, SAC, SAF, PTSO, Family Nights, and school functions.
6	1. Faculty will be encouraged to maintain constant communication with parents regarding their child's progress to build a strong school-home relationship and help reach goals of SIP	1. Principal 2. Community Liaison	1. Teachers will maintain a parent contact log	1. Monitoring of contact log
7	1. Host recognition events honoring parents of high performing students and students who have made progress	1. Principal 2. Community Liaison	1. Have sign in sheet, calculate number of parents in attendance	1. Maintain records of attendance

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

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
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
1. Hosting Parent recognition night, awards 2. Parent trainings 3. Materials	Title one funding	\$1,000.00
2. FCAT Parent trainings	Title one Funding	\$500.00
		Total: \$1,500.00
		Final Total: \$1,500.00

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
Reading	Gourmet Learning	General Budget	\$2,242.50
Reading	Rewards	Title One	\$6,000.00
Mathematics	Springboard	District Funded	\$0.00
Mathematics	Geogebra		\$0.00
Writing	Renaissance Learning	County Funded	\$0.00
Writing	Six Traits of Writing		\$0.00
Writing	Springboard		\$0.00
Science	Florida Water Story, AMSCO Reading in the Content Area, Amsco Science FCAT	Magnet	\$6,000.00
			Total: \$14,242.50
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Compass Learning	District Funded	\$0.00
Mathematics	Destination Success (River Deep)	District Funded	\$0.00
Mathematics	Tabula Digital	District Funded	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CRISS	Title 1	\$7,500.00
Reading	Conferences, County, and In House Workshops	Accountability, Title 1	\$4,000.00
Mathematics	Workshops, Conferences, Singapore Math	Title 1, Accountability	\$3,000.00
Writing	Workshops, Conferences	Title 1, Accountability	\$2,000.00
Science	Workshops, Conferences	Accountability, Magnet, Grants, Title 1	\$8,000.00
			Total: \$24,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Supplemental Materials, Supplies for Instructional Focus Calendar and Staff	Title 1	\$1,800.00
Writing	Materials and supplies for staff development	Title 1	\$1,000.00
Science	Science Fair, Supplies for classroom activities and reading materials.	School budget, Title 1, and Magnet	\$4,000.00
Parental Involvement	1. Hosting Parent recognition night, awards 2. Parent trainings 3. Materials	Title one funding	\$1,000.00
Parental Involvement	2. FCAT Parent trainings	Title one Funding	\$500.00
			Total: \$8,300.00
			Final Total: \$47,042.50

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](#) (Uploaded on 8/31/2009 4:51:04 PM)

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
FCAT Saturday Camp	2000
FCAT Parent Night	500

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

Monthly SAC Meetings

SAC Members

Members

- 1) Priscilla Ribeiro, Principal
- 2) Marc Larose, SAC Chair
- 3) Kristina Hoy, Parent
- 4) Carolyn Kennedy, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward NEW RIVER MIDDLE SCHOOL 0881															
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1287 Math: 1287		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	57	N	58	N	93		Y			NA	44	43	N	41	42	N	55	N	60	N					
WHITE	99	Y	99	Y	70	Y	71	Y			Y			NA	26	30	NA	25	29	NA	67	NA	71	NA					
BLACK	99	Y	99	Y	48	N	47	N	90		Y			NA	55	52	N	54	53	N	45	N	49	N					
HISPANIC	99	Y	99	Y	54	N	56	N	92		Y			NA	50	46	N	45	44	N	52	N	58	N					
ASIAN		NA		NA		NA		NA			NA			NA						NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA									
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	52	N	52	N	91		Y			NA	51	48	N	49	48	N	50	N	54	N					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	31	N	37	N	74	88	Y			NA	71	69	N	66	63	N	35	N	45	N					
STUDENTS WITH DISABILITIES	98	Y	98	Y	30	N	33	N	81	90	Y			NA	70	70	N	67	67	N	25	N	35	N					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward NEW RIVER MIDDLE SCHOOL 0881															
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1312 Math: 1312		2007-2008 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?		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	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	99	Y	99	Y	56	N	59	N	94	93	Y			NA	47	44	N	44	41	N	52	N	64	Y					
WHITE	97	Y	97	Y	74	Y	75	Y			Y			NA	29	26	NA	28	25	NA	66	NA	74	NA					
BLACK	100	Y	100	Y	45	N	46	N	90		Y			NA	58	55	N	58	54	N	42	N	56	N					
HISPANIC	99	Y	99	Y	50	N	55	N	91	92	Y			NA	53	50	N	48	45	N	47	N	60	N					
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	49	N	51	N	93	91	Y			NA	56	51	N	52	49	N	45	N	58	N					
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	29	N	34	N	84	74	N			NA	76	71	N	71	66	N	38	N	53	N					
STUDENTS WITH DISABILITIES	99	Y	100	Y	30	N	33	N	78	81	Y			NA	82	70	Y	74	67	N	30	NA	42	N					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward NEW RIVER MIDDLE SCHOOL 0881															
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1441 Math: 1441		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	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	99	Y	99	Y	53	Y	56	Y	92	94	Y			NA	48	47	NA	47	44	NA	42	NA	59	NA					
WHITE	99	Y	98	Y	71	Y	72	Y			Y			NA	35	29	NA	29	28	NA	47	NA	69	NA					
BLACK	99	Y	99	Y	42	N	42	N	91		Y			NA	58	58	N	58	58	N	36	N	49	N					
HISPANIC	100	Y	100	Y	47	N	52	N	90	91	Y			NA	54	53	N	53	48	N	41	N	57	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	44	N	48	N	91	93	Y			NA	56	56	N	54	52	N	39	N	54	N					
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	24	N	29	N	78	84	Y			NA	73	76	N	75	71	N	37	N	51	N					
STUDENTS WITH DISABILITIES	98	Y	98	Y	18	N	26	N	68	78	Y			NA	81	82	N	77	74	N	32	N	38	N					

SCHOOL GRADE DATA

Broward School District NEW RIVER MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	61%	61%	97%	42%	261
% of Students Making Learning Gains	64%	64%			128
	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)	63% (YES)			133	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					522	
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 NEW RIVER MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	64%	91%	42%	259	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	61%	67%			128	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?	66% (YES)	68% (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					521	
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 NEW RIVER MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	62%	89%	35%	246	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	56%	63%			119	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?	59% (YES)	52% (YES)			111	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					476	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested