

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: DEERFIELD BEACH MIDDLE SCHOOL

District Name: Broward

Principal: Christine Flynn

SAC Chair: TBD

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-31-2009

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## VISION and MISSION STATEMENTS

### Mission

Deerfield Beach Middle School is dedicated to providing a safe and secure learning environment that empowers and equips each learner to excel academically through a rigorous curriculum. We exist to actively engage students in a wealth of authentic learning experiences within the Health and Wellness and International Baccalaureate magnet programs to foster intellectual and emotional growth.

### Vision

Deerfield Beach Middle School will be an exemplary school that provides the highest quality education for all students, and all students will achieve at their highest potential as evidenced by student learning gains.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

##### Brief History and Background of the School

Deerfield Beach Middle School is a Title 1, SINI restructuring, with a grade of a "B." It is located in an urban community in the northeast section of Broward County. Deerfield Beach Middle School is a Title 1 School because in 2008, 71% or more of the student body qualified for free or reduced lunch. Deerfield Beach Middle School serves a diverse student body and is a full school magnet program (Health and Wellness and Middle Years International Baccalaureate). Health and Social Wellness Education aims to educate the whole person and strives to prepare students for a physically and mentally healthy life, aware of potential hazards, and able to make informed choices. Students within the Middle Years International Baccalaureate magnet are exposed to rigorous curriculum and are required to maintain high academic achievement and standards. It is an accelerated honors program. Deerfield Beach Middle School is developing a culture of literacy and has at the center of instruction and extra-curricular activities, the school theme, "Read to Live." Our feeder schools are Deerfield Beach Elementary, Deerfield Park Elementary, Park Ridge Elementary, Norcrest Elementary, and Tedder Elementary. The school is projected to serve approximately 1300 students in grades 6 through 8 for the 2009-10 school year.

#### Unique School Strengths for Next Year

- New Administration - Principal and Intern Principal
- New Science Coach position
- Provided Summer Staff Development for Core Content teachers
- Master Schedule - Effective Student and Teacher Placement
- Accredited International Baccalaureate Magnet Program

#### Unique School Weaknesses for Next Year

- Effective Staff Development time based on school schedule continues to be an obstacle.
- Student mobility rate continues to increase.
- As a result of state/district budget cuts, staff positions have been eliminated and supplemental programs were also reduced.

#### Student Demographics

Deerfield Beach Middle School student demographics:  
Female 48.6%

Male 51.3%  
 White 22.0%  
 Black 55.6%  
 Hispanic 17.0%  
 Asian 2.47%  
 Native American 7.49%  
 Multi 2.69%  
 Free and Reduced Lunch 73.1%  
 ELL 7.79%  
 SWD/ESE 14.7%

Student Attendance Rates

2008-09 data reflects the following Deerfield Beach Middle School student attendance rate:  
 91.20%

Student Mobility

2008-09 data reflects the following Deerfield Beach Middle School student mobility rate:  
 22.90%

Student Suspension Rates

2008-09 data reflects the following Deerfield Beach Middle School student suspension rate:  
 Internal suspension 12.60%  
 External Suspension 6.10%

Student Retention Rates

Deerfield Beach Middle School retention rate:  
 6.32%

Class Size

Deerfield Beach Middle School class size:  
 21.7%

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern  
 Deerfield Beach Elementary School – A school did not make AYP  
 Deerfield Park Elementary School – B school did not make AYP  
 Park Ridge Elementary School – C school did not make AYP  
 Norcrest Elementary School – A school did not make AYP  
 Tedder Elementary School – A school did not make AYP

Partnerships and Grants

Deerfield Beach Middle School Partners:  
 Target, Publix, Papa Johns, Boars Head

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	Christine Flynn	Specialist in Ed Leadership	1	15	Principal of Westglades Middle School 2008-2009 – Grade A Reading Mastery: 88% Math Mastery: 89% Science Mastery: 67% Writing Mastery: 97% AYP: SWD did not make AYP in Reading, SWD did not make AYP in Math 2007 – 2008 – Grade A Reading Mastery: 83% Math Mastery: 86% Science Mastery: 63% Writing Mastery: 95% AYP: Black did not make AYP in Reading. Black did not make AYP in Math. 2006 – 2007 – Grade A Reading Mastery: 84%

						Math Mastery: 87% Science Mastery: 63% Writing Mastery: 95% AYP: Yes 2005 – 2006 – Grade A Reading Mastery: 84% Math Mastery: 88% Science Mastery: 269 Writing Mastery: 97% AYP: Yes
Assis Principal	Valerie Thomas	BS, English Education, Florida State University  MS, Educational Leadership, Nova Southeastern University  FI Certification Ed Leadership, School Principal, English Education (6-12), Broward ESOL Special	4	8		2008-2009 – Grade B Reading Mastery: 59% Math Mastery: 65% Science Mastery: 37% Writing Mastery: 95% AYP: Black, ED, ELL and SWD did not make AYP in Reading. Black, ED, and ELL did not make AYP in Math 2007 – 2008 – Grade B Reading Mastery: 61% Math Mastery: 63% Science Mastery: 39% Writing Mastery: 89% AYP: Hispanic, ELL and ED did not make AYP in Reading. Black, Hispanic, ED, ELL, and SWD did not make AYP in Math. 2006 – 2007 – Grade C Reading Mastery: 55% Math Mastery: 59% Science Mastery: 30% Writing Mastery: 92% AYP: Black, Hispanic, ELL and SWD did not make AYP in Reading. Hispanic, ELL and SWD did not make AYP in Math.
Assis Principal	Earnest Toliver	BS Mathematics Edward Waters College  MS, Secondary Education Florida Agricultural and Mechanical University  MS, Educational Leadership Florida Atlantic University	1	8		Assistant Principal Forest Glenn Middle School 2008-2009 – Grade A Reading Mastery: 74% Math Mastery: 76% Science Mastery: 54% Writing Mastery: 97% AYP: Black, ELL, SWD, and ED did not make AYP in Reading. Black, ELL, SWD, and ED did not make AYP in Math 2007 – 2008 – Grade A Reading Mastery: 76% Math Mastery: 76% Science Mastery: 51% Writing Mastery: 99% AYP: SWD did not make AYP in Reading. SWD did not make AYP in Math. 2006 – 2007 – Grade A Reading Mastery: 73% Math Mastery: 74% Science Mastery: 53% Writing Mastery: 98% AYP: Yes for Reading and Math
Assis Principal	Cal Pantano	BA, Speech  M.Ed., Educational Leadership  Florida certification Speech 6-12 English 6-9, Educational Leadership	6	6		2008-2009 – Grade B Reading Mastery: 59% Math Mastery: 65% Science Mastery: 37% Writing Mastery: 95% AYP: Black, ED, ELL and SWD did not make AYP in Reading. Black, ED, and ELL did not make AYP in Math 2007 – 2008 – Grade B Reading Mastery: 61% Math Mastery: 63% Science Mastery: 39% Writing Mastery: 89% AYP: Hispanic, ELL and ED did not make AYP in Reading. Black, Hispanic, ED, ELL, and SWD did not make AYP in Math. 2006 – 2007 – Grade C Reading Mastery: 55% Math Mastery: 59% Science Mastery: 30% Writing Mastery: 92% AYP: Black, Hispanic, ELL and SWD did not make AYP in Reading. Hispanic, ELL and SWD did not make AYP in Math.

\* 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	Cheryl Akers	Ed Leadership; Elem Ed 1-6; Reading Endorsement; ESOL	2	2	2008-2009 – Grade B School and did not make AYP in Reading in Black, ED, ELL and SWD subgroups

		Endorsement			
Math	Isadore Galante	Elementary Education, Middle Grades	4	4	2008-2009 – Grade B School and did not make AYP in Math in Black, ED, and ELL subgroups. 2007 – 2008 – Grade B School did not make AYP in Math in Black, Hispanic, ED, ELL, and SWD subgroups. 2006 – 2007 – Grade C School did not make AYP in Math in Hispanic, ELL and SWD subgroups.
Science	Lisa Livingston	General Science (5-9)	3	1	2008-2009 – Grade B School 32% students scored proficient in science. 2007 – 2008 – Grade B School 35% students scored proficient in science. 2006 – 2007 – Grade C School 24% students scored proficient in science.

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

## HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Partnering new teachers with veteran teachers	NESS Liaison, Nationally Board Certified Teachers Principal	June 10, 2010	
Staff development	Principal, Instructional (Reading, Math, Science) Coaches	June 10, 2010	
Principal "Owns" New Teachers. New teachers meet with principal monthly to reviews needs, provide support and resources needed to empower the new teacher to succeed.	Principal, Leadership Team	June 10, 2010	

## 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
77	1	38	42	20	25	100	16	9	52

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Darcy Goldman	Roselaine Fertil	Teacher is new to Deerfield Beach Middle School for the 2009-2010 school year; Ms. Goldman is a nationally board certified teacher who has demonstrated a record of effectiveness in mentoring teachers.	Weekly Dialogues, Staff Development, Quarterly Debrief with new teacher and mentors (PLC)
		Ms. Vellon is new to Deerfield Beach Middle School for the 2009-2010 school year. To assure she has a successful	

Yanet Vellon	Lisa Hardy	transition and has a mentor providing support, Mrs. Hardy-Livingston, Science Coach, will work collaboratively with Ms. Vellon throughout the 2009-2010 school year. She has demonstrated success in mentoring teachers.	Weekly Dialogues, Staff Development, Quarterly Debrief with new teacher and mentors (PLC) Curriculum Planning Classroom Management Integration of Technology FCAT/AYP Data Analysis
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I funds are used to provide extended learning opportunities for low performing students both during the instructional day as well as after school tutoring. Funds are also used to conduct parent workshops to assist the parents in helping their students improve their academic performance. Title I funds are also used to provide staff development activities for teachers. Deerfield Beach Middle School purchased novels to give to families of ELL and ESE students and professional materials for staff that will be utilized within focus group trainings for the 2009-2010 school year.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Funds will be used to provide substitute teachers for instructional staff who utilize staff development. Deerfield Beach Middle School Teachers were trained in the following: Marzano's High Yield Strategies, Understanding a Framework of Poverty, Classroom Walkthrough Transition 2.0, Data Disaggregation, Instructional Focus Calendars, Test Specifications. Staff Development will continue throughout the 2009-2010 school year to continually improve teacher quality.

Title III

The district provides educational materials and support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Homeless services are provided by the district Social Worker as well as the school Guidance Counselors.

Supplemental Academic Instruction (SAI)

SAI funds are used to supplement the instructional program both during the school day as well as through after school tutoring.

Violence Prevention Programs

The district's Anti-Bullying Program, Community Mentors, DBMS 7th Grade Peer Counseling Initiatives, and Family Mentoring Nights will be utilized to reduce violence and lay the foundation for a safe and securing learning environment through awareness, engagement, and partnership among the student, parent, community and school.

Nutrition Programs

Deerfield Beach Middle School is Health and Wellness Magnet School. "Healthy Bodies, Healthy Minds" will be infused throughout content areas and continually promoted throughout the year. Initiatives include: "Healthy Bodies, Healthy minds" Writing Competitions, Health Fairs, and Incentives for Exercise for students and staff.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

Team Member Rationale for placement of the team

Principal Instructional Leader of the School;  
accountable for fidelity of RtI and  
its effectiveness in meeting the students'  
needs. The Principal will work  
continually to assure that parents, staff  
and students are trained and informed  
regarding RtI.

Assistant Principals Instructional Leader of the School;  
accountable for fidelity of RtI and  
its effectiveness in meeting the students'  
needs.

Guidance Counselors Critical RtI team members who will be able  
ESE Specialist to provide student background ( ie. previous  
School Psychologist and current behavioral and academic history,  
ESOL Representative trend IEP and psychological data), and enable the team to have a more complete picture of the "whole  
child"  
Guidance Counselors will facilitate parental involvement throughout the RtI process.

Department Chairs Curriculum Leaders of the School will be  
Instructional Coaches able to provide the RtI team with  
information that may enable the student  
to achieve greater academic success within  
the curriculum and assure fidelity with  
evidence-based instruction service delivery.  
Department Chairs and Instructional  
coaches will work with teachers to assure  
specified levels of assistance are  
operational within the classroom and  
Scientific, research-based instruction is  
delivered by highly qualified teachers.

Team Leaders Team Leaders will provide specific data  
for the RtI Team to utilize. Data includes  
but is not limited to:

- \*Is the core curriculum effective? (80 percent of students making benchmarks)
- \*Is the assessment effective (Mini BAT, BAT, common assessments)
- Have students had access to effective curriculum? (Barriers to access may include excessive student or teacher absence, high student mobility rates, restrictive environments, excessive suspensions, etc.)
- Which students are not meeting academic or behavioral expectations?
- Does any over-representation of particular student sub-groups (i.e., grade level, classroom, AYP subgroup) exist in those students identified at-risk? Is Tier 1 equally effective for different student subgroups?

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

The RTI team will meet once a week.

Focus of meeting: Student Achievement.

Essential Question:

What framework needs to be in place for the identified student to achieve academic and behavioral success.

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

The RTI team worked collaboratively throughout the summer to contribute to the development of the School Improvement Plan. Key RTI team members examined assigned sections of the school improvement plan, facilitated dialogue with their departments, gained consensus on goals and objectives, and submitted input for review by the Principal, Leadership Team, and School Improvement Committee.

RTI Implementation

Describe the data management system used to summarize tiered data.

The problem solving method will be used to summarize tiered data.

Team Leaders, Department Heads, and Assistant Principals will collect data weekly for review by the RTI Team.

Describe the plan to train staff on RTI.

Staff will be trained during Pre-Planning Week and thereafter, training will be conducted on an ongoing basis to assure that staff, students, and parents understand the RTI process and purpose.

## 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?

2008-09 Reading FCAT data reflects the following

Grade 6

54% students scored at a level 3 or higher.

Clusters of weakness: main idea, comparison and cause and effect

Clusters of strength: words and phrases, reference and research

Grade 7

56% students scored at a level 3 or higher.

Clusters of weakness: main idea, comparison and cause and effect

Clusters of strength: words and phrases, reference and research

Grade 8

45% students scored at a level 3 or higher.

Clusters of weakness: main idea, comparison and cause and effect

Clusters of strength: words and phrases, reference and research

2008-09 Math FCAT data reflects the following

Grade 6

54% students scored at a level 3 or higher.

Clusters of weakness: Deerfield Beach Middle School (DBMS) scored 5 out of 6 mean points possible in the number sense and data analysis clusters. DBMS will work to improve these identified clusters.

Clusters of strength: Measurement, Geometry, and Algebraic Thinking

Grade 7

59% students scored at a level 3 or higher.

Clusters of Weakness: DBMS scored 5 out of 6 mean points possible in algebraic thinking and measurement; scored 6 out of 7 mean points possible in data analysis. DBMS will work to improve these identified clusters.  
Clusters of strength: Number Sense and Geometry

Grade 8

60% of students scored at a level 3 or higher.

Clusters of Weakness: DBMS scored 5 out of 7 possible mean points in Algebraic Thinking. DBMS will work to improve this identified cluster.

Clusters of strength: Number Sense/ Measurement, Geometry, and Data Analysis

2008-09 Writing FCAT data reflects the following

Grade 8

90% of DBMS 8th grade students scored 3.5 or higher on the combined score of the 2008-09 FCAT Writing Test, matching the state proficiency percentage of 90%.

93% of DBMS 8th grade students scored 3.5 or higher on the expository score of the 2008-09 FCAT Writing Test; state proficiency percentage was 94%.

87% of DBMS 8th grade students scored 3.5 or higher on the persuasive score of the 2008-09 FCAT Writing Test, falling 7% behind the state proficiency percentage; state proficiency percentage was 94%.

2008-09 Science FCAT data reflects the following

32% students scored at a level 3 or higher.

#### Instructional Calendar Development

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

As a Correct 2 school, Deerfield Beach Middle School is required to adhere to district instructional focus calendars that have been designed by district personnel and provided to schools.

Teachers will be trained continually throughout the school year to assure that teachers are proficient in delivery of curriculum.

The Principal, Assistant Principal, Department Heads and Instructional Coaches will conduct classroom walkthroughs to determine student learning needs.

The Principal and Assistant Principals will conduct 30 minute observations to assure that the instructional focus is being implemented to fidelity and assess the needs of the learner (student, teacher, team).

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

As a Correct 2 school, Deerfield Beach Middle School is required to adhere to district instructional focus calendars and timelines that have been designed by district personnel and provided to schools.

Instructional benchmarks that will be given additional priority are those that based on assessment data (Mini-Bat, Common Assessments, BAT), reflect that there are gaps in learning. Additionally, analysis of the 2008-09 FCAT results provide the framework for clusters that will be reinforced through ELOs to provide students with multiple opportunities to master clusters.

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

Teachers will be trained continually throughout the school year to assure that teachers are proficient in delivery of curriculum, to include differentiated instruction.

The Principal, Assistant Principal, Department Heads and Instructional Coaches will conduct classroom walkthroughs to determine student learning needs.

The Principal and Assistant Principals will conduct 30 minute observations to assure that differentiation is being implemented to exceed the needs of the student.

Students who require the 90 minutes reading block have been placed on team of teachers with a demonstrated record of above average learning gains to provide individualized instruction tailored to their specific academic needs. Support Facilitators will provide additional assistance to these identified students and the teachers will be trained continually throughout the year to equip them with the research based strategies needed to empower these students to achieve academic success.

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

Elective classes that are offered to students include business technology and computers. Students are taught skills that they may use beyond the classroom to include, but not limited to: i-movie creation, distance learning, web design.

Through the Health and Wellness Magnet program students learn every aspect of the state of the art gymnasium facility and

are proficient with nautical equipment, weights, treadmill, etc. Students also choreograph aerobics, workout routines, and skills critical in the field of sports management.

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?

Classes offered outside of the core academics include:

Art, Business Technology, Computers, Band, Swimming, Aerobics, Kayaking, Team Sports, Foreign Languages (Spanish and French).

Students rotate electives quarterly (9 weeks) or via semester (1/2 year). Electives are assigned randomly to give students the opportunity to be exposed to a variety of electives throughout their middle school years. Students in need of the 90 minute reading class, take reading in lieu of the elective wheel. Activities and Field Trips will be planned throughout the year for the students on the reading 90 minute block to expose them to a variety of experiences and enrich their middle school learning experience.

DO

Direct the Instructional Focus

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

As a Correct 2 school, Deerfield Beach Middle School is required to adhere to district instructional focus calendars that have been designed by district personnel and provided to schools. District developed instructional focus calendars are aligned across grade levels and subject areas.

How are instructional focus lessons developed and delivered?

The district created instructional focus calendars within core content areas. Instructional Focus Calendar design was based on data trends of clusters and research based strategies to achieve student curriculum proficiency. The teachers will use student data to determine the needs of their students. The focus lessons and the instructional focus will be adjusted and adapted as the needs of the students change.

How will instructional focus lessons be revised and monitored?

Teachers will be trained continually throughout the school year to assure that teachers are proficient in delivery of curriculum.

The Principal, Assistant Principal, Department Heads and Instructional Coaches will conduct classroom walkthroughs to determine student learning needs.

The Principal and Assistant Principals will conduct 30 minute observations to assure that the instructional focus is being implemented to fidelity and assess the needs of the learner (student, teacher, team).

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.

Ongoing formal assessments include:

Mini BAT Assessments

BAT

Compass Odyssey Assessment

Test Tools Assessment

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

Assessment results are reviewed by the Team, Leadership Team, Instructional Coaches, Departments Heads, Assistant Principals, and the Principal.

1. Students who have mastered the clustered assessed are identified and provided enrichment within the cluster.

2. Students who have not mastered the cluster assessed are identified and provided enrichment within the cluster.

3. Students are reassessed to determine effectiveness of enrichment or remediation.

4. Remaining students who have not mastered cluster are identified for more intensive enrichment until the cluster is mastered (ie. afterschool tutoring, lunch tutoring, technology based practice on the cluster).
5. The classroom teacher will continue to spiral the curriculum to present clusters as determined by the instructional focus calendar.

Maintenance

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

Ongoing assessments and maintenance of Benchmark mastery for each grade level and content area are built into the instructional focus calendar as determined by the district. As per Correct 2 School requirements, Deerfield Beach Middle School adheres to the Instructional Calendars created by the District (Reading, Math, Science, Language Arts).

FAIR-

Students will be placed in reading intervention based on fluent/disfluent status 2009-10 school year. Teachers will formulate an instructional plan to address whether the student does not grasp the benchmark or simply could not read a grade level passage.

If the student could not read the passage, valuable instructional time can be spent on assisting the student in improving his/her overall reading ability rather than re-teaching a benchmark that he/she already understands.

Teachers will measure students proficiency with the Sunshine State Standards through the use of monthly Ongoing Progress Monitoring (OPM) Reading Comprehension passages. Mini-BAT Assessments will be administered bi-monthly beginning August 2009.

BAT-

BAT #1 will be administered September 9-11  
 BAT #2 will be administered November 16-19

Mid-Year Baseline

Mid Year Baseline Assessment will be administered TBD

Mini-Assessments

Reading, Math, and Science Assessments will be administered bi-monthly.  
 Writing assessments will be administered monthly.

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.

Deerfield Beach Middle School  
 Summative and Mini Assessment (FCAT, BAT)  
 Data Analysis Process

Leadership Team Roles and Responsibilities

Within two weeks following the release of BAT results,

Review School Progress / Disaggregate data

(Compare BAT 1 progress to FCAT 2009; examine trends and needs)  
 Leadership Team (Principal, APs, Instructional Coaches) disaggregate and shares data with Instructional Coaches, Department Heads, and Team Leaders.

Review Grade Level Progress

(Compare BAT 1 progress to FCAT 2009; examine trends and needs)  
 Assistant Principal and Instructional Coaches meets with grade level to discuss grade level BAT cluster results.

Review Team Progress

(Compare BAT 1 progress to FCAT 2009; examine trends and needs)  
 Assistant Principal and Instructional Coaches meet with each team of teachers to discuss team BAT cluster results.

Review Student Progress

Revisits the assigned Leadership Team Member's AYP subgroup proficient total; look for any changes (decreases or increases) in the number of predicted proficient students in each AYP subgroup.

Home-School Connection

Review data results and goals with parents through SAC & SAF. Provide incentives for students achieving growth. Assistant Principal and Guidance Counselor meet with students in danger of failing and review growth goals. Policy 6000.1, ELOs, and

course recovery.

#### Team Roles and Responsibilities

Within two weeks following the release of BAT results,

#### Teams

Review School Progress / Disaggregate data

Focus: Instructional focus, Learning gains, AYP, cluster gains/losses, student cluster remediation/enrichment needs

Review Grade Level Progress

Examine grade level cluster gains/losses and adjusts instructional focus calendar to ensure content is being taught and students are demonstrating mastery.

Review Team Progress

Revisit the team's AYP subgroup proficient total; look for any changes (decreases or increases) in the number of predicted proficient students in each AYP subgroup.

Review Student Progress

Identifies each student who is non-proficient on a cluster.

Activate "cluster remediation." Students who are flagged as non-proficient on a cluster are assigned cluster remediation to strengthen areas of need.

Home-School Connection

Review data results and goals with students. Share information with parents. Provide incentives for students achieving growth. Teachers schedule parent conferences/mail home parent letters for students in danger of failing and review growth goals.

#### Data Analysis Outcomes

Continual Team Collaboration

Curriculum (Aligned to Benchmarks)

Remediation & Enrichment embedded within Instructional Focus

Data drives instruction

Criterion Based Feedback to Students

Teachers and students own data

24/7 Learning

Parents/School- Home/School Connection Strengthened

#### 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 are instructional leaders who will comprise the school Instructional Review Team. They will monitor instruction and student learning via classroom walkthroughs and classroom observations.

The Principal and Leadership Team will meet weekly to review the following and develop an action plan to address areas of concern:

School Progress

(SIP Goals and Objectives)

Cluster Growth

(Reading, Math, Science, Writing)

Learner Needs

(Students: AYP Subgroups, Lowest 25%, Emerging, Developing, Accomplished)  
(Teachers: Intensive Teams, ELL Team, ESE, Emerging, Developed, Accomplished)

ACT

Supplemental and Intensive Instruction/Interventions

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

Deerfield Beach Middle School utilizes the K-12 Comprehensive Reading Plan and ESOL plan. In addition, interventions are outlined in the Struggling Readers and Struggling Math Charts. All core and supplemental materials are available the district-adopted textbooks.

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

Classes will utilize the differentiated instruction model to meet the diverse learning needs of students. Teachers will model instructional strategies and provide guided instruction and discussion opportunities.

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

Identification of staff's professional Development needs is based on:  
Needs assessment  
Teacher learning gains and proficiency levels as evidenced by (FCAT, BAT, Mini-BAT, and common assessments)

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

Students targeted for supplemental and intensive instruction include:

Lowest 25%  
"Bubble Students" - Students (level 2) within 20 points of level 3  
ELL students  
ESE students  
Previously Retained Students

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

Department Heads and Team Leaders will conduct monthly meetings with students (lowest 25% of the school, bubble, ELL, ESE & previously retained students) to review progress as evidenced by data (mini bat results, BAT, report card grades, suspension and attendance) and review action plan to meet or exceed identified goals.

Enrichment

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

Alternative instructional delivery methods to support acceleration and enrichment activities include:

Teen Biz  
Test Tools  
Compass Odyssey  
River Deep  
Academic Competitions

Describe how students are identified for enrichment strategies.

Instructional Coaches, Department Heads, and Team leaders will meet bi-monthly to identify students who have demonstrated cluster proficiency as evidenced by Summative and Mini Assessments.

Instructional coaches will train teachers weekly on the following to equip teachers to infuse enrichment strategies effectively:  
Differentiated instruction  
Item Specifications  
Lessons Learned (Reading, Math, Science)

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Math Learning Community	Math Coach - Izzy Galante	Weekly	Friday during planning periods	Data analysis of common assessments, modeling of best practices, and integration of technology.
Reading Learning Community	Reading Coach - Cheryl Akers	Weekly	Friday during planning periods	Data analysis of common assessments and modeling of effective strategies
Science Learning Community	Science Coach - Lisa Livingston	Weekly	Friday during planning periods	Data analysis of common assessments, modeling of effective hands-on lessons, and integration of technology.
Department Heads and Instructional Coaches	Principal and Assistant Principals	Monthly	2nd Monday	Effective Classroom Walkthroughs
Language Arts teachers	Assistant Principal and Language Arts Dept. Chair	Monthly	Friday during planning periods	Data analysis of student writing prompts, modeling of effective writing strategies.

### 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:	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 63% of students achieved learning gains on the 2009 administration of the FCAT Reading Test.		In grades 6-8, 66% of students will achieve learning gains 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	1. All level 1 and 2 students will receive extended reading block on an intensive team	1. Principal, AP's, and the Reading Coach - Cheryl Akers	1. When visiting reading classrooms, administrators will assure the intensive reading program is being implemented to fidelity.	1. BAT, mini-Bat and FAIR assessments reports will be used.
2	2. Teachers, students, and administration will monitor/track/chart academic progress and benchmark assessment data of subgroups.	2. Grade Level Assistant Principal and Team Leaders	2. Administrators will review folders from Students Achievement Chats during walkthroughs.	2. Administrators will randomly participate in the data chats with students. Administrators will participate in data chats with teachers.
3	3. Social Science classes will implement "Mapping Mondays" to improve Reference and Research skills.	3. Social Sciences Department Chair, Principal, and AP's	3. When visiting social sciences classrooms, administrators will focus their attention on the references and research skills.	3. BAT, mini-Bat and FAIR assessments reports will be used.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 59% of students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 6-8, 64% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All curriculum areas will focus on the "Strand of the Week" for 3 – 5 minutes daily as stated on the school Instructional Focus Calendar.	1. Principal, AP's, and the Reading Coach - Cheryl Akers	1. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	1. Effectiveness will be determined through BAT, mini-BAT and FAIR Assessments.
2	2. The school will implement the new FAIR assessments to monitor student's progress	2. Principal, AP's, and the Reading Coach - Cheryl Akers.	2. Review FAIR Data reports to ensure teachers are assessing students according to the created schedule.	2. Printout FAIR assessments.
3	3. All content area teachers will integrate literacy strategies within their instruction and curriculum.	3. Department Chairs	3. Lesson plans reflecting literacy strategies will be reviewed during classroom walkthroughs.	3. Classroom walkthrough logs will reflect implementation.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 47% of Economically Disadvantaged students scored at a level 3 or above.		Economically Disadvantaged students scoring at a Level 3 or above will be increased to 52%.		

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Extended Learning Opportunities (ELO) after the school day. Use the "Ladders to Success" books.	Reading Assistant Principal - Mr. Toliver and the Reading Coach - Cheryl Akers.	Teacher designee will keep student log of activities and lessons.	FAIR assessment data will be used to determine progress.
2	Incorporate computer based Non-Fiction and informational text based comprehension program. (Teen Biz)	Reading Assistant Principal - Mr. Toliver and the Reading Coach - Cheryl Akers.	Analysis of student reports.	FAIR assessment and BAT data will be used to determine progress.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 31% of the SWD students scored at a level 3 or above.		SWD students scoring at a level 3 or above will increase to 34%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	SWD will have assistance in reading through a co-tech model with the reading teacher and a support facilitator.	ESE Specialist - Steve Ben-Cannan and Reading Coach - Cheryl Akers.	Classroom walk throughs and teacher conferences.	FAIR tests and BAT assessments will be used to determine success.
2	ELO's after the school day.	Reading Assistant Principal - Mr. Toliver and Reading Coach - Cheryl Akers	Teacher designee will keep a log of activities and lessons.	FAIR assessment data will be used to determine success.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 29% of ELL scored at a level 3 or above.		ELL students scoring a a level 3 or above will be increased to 34%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All eligible ELL students will be scheduled in Developmental LA classes.	Reading Coach - Cheryl Akers and ESOL Representative - Floriande Augustin	Course loads and master schedule will be monitored periodically.	Master schedule
2	Developmental LA classes will use the district provided materials.	Reading Coach - Cheryl Akers and ESOL Representative - Floriande Augustin	Classroom visits	FAIR test and student growth.

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, 68% of students will achieve learning gains on the 2010 FCAT Reading Test.	* Data Driven instruction for content area teachers.	Instructional Coaches and AP's. Reading Coach - Cheryl Akers	Ongoing	FAIR assessments will show student growth Classroom walkthroughs to monitor program implementation.	Principal/ AP's / Instructional Coaches
	*Implementing a 90-minute Reading block for reading teachers. *Implementation of Novel Studies in the Reading class.		August/ September		Principal/ AP's/ Reading Coach
In grades 6-8, 64% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	* FAIR training for Reading Teacher	Reading Coach - Cheryl Akers	August	Implementation of the FAIR Lesson plans and classroom walkthroughs.	Principal
	*Implementation of School's Reading Instructional Focus Calendar.	Reading Coach - Cheryl Akers	August/ September		Principal, AP's and Reading Coach
	*Staff development in the use of "Teen Biz" a computer based Non-fiction and Informational	Representatives from "Teen Biz"			

SWD students scoring at a level 3 or above will be increased to 37%. ELL students scoring at a level 3 or above will be increased to 34%.	text program.  *Implementation of "Ladders to Success" program for ELO's after the school day.	Reading Coach - Cheryl Akers	September/October	Teacher designee will keep student log of activities and lessons.	FAIR assessment data will be used to determine progress.
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Word of the Day by content area. Teachers will establish an interactive word wall in their classes. Students will participate in Silent Sustained Reading activities for 15 – 20 minutes daily. Ongoing training on research based reading strategies for content area teachers. Instructional Focus calendars will be utilized in all curriculum areas.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Ladders to Success	Title 1	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Teen Biz	Title 1	\$15,000.00
		Total: \$15,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute pay to facilitate Teacher Training	Title I	\$3,500.00
		Total: \$3,500.00
Other		
Description of Resources	Funding Source	Available Amount
Novels	Title 1	\$5,000.00
		Total: \$5,000.00
		Final Total: \$24,500.00

*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		
In grades 6 -8, 65% of students achieved mastery on the 2009 administration of the FCAT Math test.		In grades 6 -8, 69% of the students will achieve mastery for math on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Integration of technology to enhance and support the math curriculum.	1. Principal, AP's and Math Coach - Izzy Galante	1. Classroom walkthroughs	1. Grade Level assessments

2	2. Implement the strategic use of supplemental materials for those students that are not responding to core instruction.	2. Math Coach - Izzy Galante	2. Teams will review grade level unit tests, BAT, Mini-BAT, and Mega-BAT data as determined by the Instructional Focus Calendar.	2. Teams will review grade level unit tests, BAT, Mini-BAT, and Mega-BAT data as determined by the Instructional Focus Calendar.
3	3. The County IFC will be used to guide curriculum implementation.	3. Principal, AP - Mr. Pantano, and Math Coach - Izzy Galante.	3. Lesson plan will be available during classroom walkthroughs.	3. Classroom walkthrough logs will reflect implementation.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 54% of the students in the bottom quartile showed learning gains.		60% or more of the bottom quartile will make learning gains on the 2010 Math FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will infuse higher order questioning techniques and higher yield strategies to support the math curriculum.	1. Principal, AP - Mr. Pantano, and Math Coach - Izzy Galante	1. Higher level thinking skills will be evident during classroom walkthroughs.	1. Analysis of grade level unit tests, BAT, Mini-BAT, and Mega-BAT data as determined by the Instructional Focus Calendar. will show gains in higher order questions.
2	2. Core test will be replaced by supplemental materials such as Springboard when school IFC dictates.	2. Math Coach - Izzy Galante	2. Lesson plan will be available during classroom walkthroughs.	2. grade level unit tests, BAT, Mini-BAT, and Mega-BAT data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 33% of the English Language Learners achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 6-8, 37% of the English Language Learners will achieve 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	1. Increase the use of manipulative and hands on activities to reinforce the math concepts.	1. Principal, AP - Mr. Pantano, Math Coach - Izzy Galante	1. Math coach will provide training on the use of math manipulative and hands on activities, and the classroom walkthroughs will ensure implementation.	1. Strand assessment data will be analyzed at grade level math meetings to determine effectiveness.
2	2. Small group pullout for math by the District A++/NCLB designee and or site based designee.	2. The Math Coach - Izzy Galante	2. Designee will keep student log of activities and lessons.	2. BAT Assessment data and student portfolios.
3	3. Extended Learning Opportunities (ELO) after the school day.	3. Math Assistant Principal - Mr. Pantano and the Math Coach - Izzy Galante.	3. Teacher designee will keep student log of activities and lessons.	3. BAT Assessment data and student portfolios.

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, 69% of the students will achieve mastery for math on the 2010 FCAT Math Test.	Educational technology (Promethean, laptop carts) and software (TabulaDigita, Test Tools) will be incorporated into the class as dictated by the IFC.	Math Coach - Izzy Galante and Site Based trainers	Ongoing	Modeling of use of technology and classroom walkthroughs	Math Coach - Izzy Galante
60% or more of the bottom quartile will make learning gains on the 2010 Math FCAT.	Tactile and virtual manipulatives will be used in the classes.	Math Coach - Izzy Galante	Ongoing	Classroom Walkthroughs will be conducted weekly to monitor and ensure action step implementation.	Principal, APs, and Math Coach - Izzy Galante

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
<b>Technology</b>		
Description of Resources	Funding Source	Available Amount
Test Tools	SAC Accountability Funds	\$3,000.00
		Total: \$3,000.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Substitute coverage for team collaboration.	Title 1	\$3,500.00
Teacher training to ensure the proper implementation of Test Tools computer software.	Title 1	\$500.00
Springboard Training	Title 1	\$3,000.00
		Total: \$7,000.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Teacher stipends to facilitate Extended Learning Opportunities for the students.	Title 1	\$3,500.00
		Total: \$3,500.00
		<b>Final Total: \$13,500.00</b>

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?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009, FCAT Science Data, 37% of 8th students achieved level 3 and above.		On the 2010 administration of the Science FCAT, 43% of the 8th grade students will achieve a level 3 and above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Quarterly Science Immersion programs hands on activities by cluster.	1. Principal, AP- Ms., Thomas and Science Coach - Lisa Livingston	1. Observation by Science Coach - Lisa Livingston and Administration.	1. BAT and Mini-BAT data will be analyzed.
2	2. Provide real world science experiences and engaging hands on activities.	2. Classroom teachers, and Science Coach	2. Student portfolios and classroom walk through.	2. BAT and Mini-BAT data will be analyzed.
3	3. Increase the use of technology (Test Tools) to enhance the science curriculum.	3. Technology Specialists and science coach - Lisa Livingston	3. Classroom walkthroughs	3. BAT and Mini-BAT data will be analyzed.

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 Science FCAT, 43% of the students will achieve a level 3 and above.	* Effective use and integration of technology, using Test Tools program.	Science Coach - Lisa Livingston and Site based trainers	Ongoing	Modeling of use and classroom walkthroughs	Science Coach - Lisa Livingston
	* High Yield Strategy training	District trainers	August/September	Classroom walkthroughs	Principal, AP's, Science Coach - Lisa Livingston

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
McRel Integrating Reading through Science Content Area Teacher Manuals	Title 1	\$3,000.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Test Tools	SAC Accountability Funds	\$3,000.00
		Total: \$3,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Pay for substitutes for team collaboration.	Title 1	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
Lab Materials	School Accountability Funds	\$1,000.00
		Total: \$1,000.00
		Final Total: \$8,500.00

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, 95% of the students in 8th grade scored level 3.5 or above			On the 2010 administration of the FCAT Writing Test 98% of the 8th grade students will achieve a 3.5 or above.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students grade 6 - 8 will use the DOE Florida Writes Rubric, 6 Traits and the writing process in all curriculum areas	1. Principal / AP's and Language Arts Department Chair	1. Student Portfolios	1. Progress shown on pretest and midyear prompts using the DOE Florida Writes Rubric.
2	2. Students grade 6 - 8 will revise and edit writing on a weekly basis.	2. Classroom teachers	2. Students portfolio	2. Progress shown on pretest and midyear prompts using the DOE Florida Writes Rubric..
3	3. Extended Learning Opportunity after the school day as well as through pull out by department chair.	3. Language Arts AP, Department Chair	3. Student Portfolio	3. Progress shown on pretest and midyear prompts using the DOE Florida Writes Rubric..

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	6 Traits Middle School Writing	District	August/ September	Students Samples in Portfolios and Lesson Plans available during classroom walkthroughs	Language Arts AP - Mr. Toliver and Department Chair - Ms. Sabatino-Thomas.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Supplemental Writing Material	School Accountability Funds	\$500.00
		Total: \$500.00
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
Substitute teachers to provide temporary coverage for teacher collaboration.	Title 1	\$5,000.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,500.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment:	<p>Based on information from School Grade and Adequate Yearly Progress Data:</p> <p>Were parent involvement activities and strategies targeted to areas of academic need?</p> <p>Based on information from surveys, evaluations, agendas, or sign-ins:</p> <p>Was the percent of parent participation in school activities maintained or increased from the prior year?</p> <p>Generally, what strategies or activities can be employed to increase parent involvement?</p>
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>There is an School Advisory Council (SAC) at Deerfield Beach Middle School (DBMS). Past challenges during the 2008-09 school year include:</p> <p>1. SAC members did not accurately reflect the school population (specifically, low attendance among black and hispanic parents).</p> <p>2. Low and inconsistent levels of parental attendance</p> <p>Efforts to involve parents representative of the school population have been inconsistently successful. Increasing levels of active parent involvement and ensuring that parental participation is equivalent or exceeds the the school ayp subgroup percentages is a primary focus for Deerfield Beach Middle School for the 2009-2010 school year.</p>		<p>Deerfield Beach Middle School will meet or exceed the requirements of Florida state statute 2125, Florida statutes provide that each advisory council shall be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school, provided that vocational-technical center and high school advisory councils shall include students, and middle and junior high school advisory councils may include students. A majority of members of each council must be persons not employed by the School District. A simple majority is defined as fifty-one percent (51%) of the membership or one-half (1/2) of the number of members plus one (1). The number of parent representatives shall at least be equal to the number of teacher representatives.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	DBMS will mail correspondence in the parents home language encouraging active participation at monthly SAC meetings.	Assistant Principal Principal	Effectiveness will be determined by  Attendance at monthly SAC meetings as evidenced by sign in sheets.	Monthly sign in sheets  Numbers of ice cream and pizza coupons distributed.
2	The Leadership Team will make personal phone calls monthly personally inviting parents to attend monthly SAC meetings.	Assistant Principal Leadership Team	Effectiveness will be determined by  Attendance at monthly SAC meetings as evidenced by	Monthly sign in sheets

			sign in sheets.	
3	Teams will offer student incentives (ie. ice cream, pizza coupons, morning announcement features) for the team with the highest level of parental attendance at monthly SAC meetings.	Assistant Principal Team Leaders	Level of active involvement of students who have parents represented, as evidenced by the teams with the highest numbers of parents in attendance.	Monthly sign in sheets Numbers of ice cream and pizza coupons distributed.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Deerfield Beach Middle School is a Title 1 School. During the 2008-09 school year, DBMS parent participation at district sponsored Title 1 parent trainings was minimal (<1% as evidenced by sign in sheets).  Additionally, parent trainings offered at Deerfield Beach Middle where minimal (approximately 2 for the school year).		DBMS parental attendance and participation at Title Parent Trainings hosted within the district will increase by 50%.  DBMS will host Title 1 parent trainings quarterly (4 times during 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	Parents will be informed monthly (via postcard in the parent's home language) of Title 1 district and school based parent trainings	Principal Assistant Principal	Effectiveness will be determined by sign in sheets and parent feedback forms.	Sign in Sheets
2	Students with the highest number of parents attending trainings will receive incentives (ie. ice cream and pizza coupons).	Principal Assistant Principal Team Leader	Effectiveness will be determined by the numbers of ice cream and pizza coupons distributed and the level of positive peer momentum.	Sign in sheets. Ice Cream and Pizza Coupons Positive Peer momentum
3	Parents attending all trainings will receive special recognition at the parent appreciation dinner in May 2010.	Principal Assistant Principal	Effectiveness will be determined by sign in sheets and parent feedback forms.	Sign in Sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase parental involvement and attendance at Title 1 DBMS Parent Quarterly Trainings	Reading, Developing a Culture of Reading The Accelerated Reader Program Compass Odyssey Pinnacle 101	Reading Coach - Cheryl Akers	September 30, 2009	Track the Accelerated Reader Percentages and Compass Odyssey time on task of the students whose parents attended the reading training.	Assistant Principal - Mr. Toliver Reading Coach - Mrs. Akers
Increase parental involvement and attendance at Title 1 DBMS Parent Quarterly Trainings	Science Brain Bowl 2009 An Evening of Science Discovery Pinnacle 102	Science Coach - Lisa Livingston	December 10, 2009	Track the Test Tool Percentages and Compass Odyssey time on task of the students whose parents attended the science training.	Assistant Principal - Ms. Thomas Science Coach - Lisa Livingston
Increase parental involvement and attendance at Title 1 DBMS Parent Quarterly Trainings	Writing, Transforming your writing into your masterpiece Math Matters BAT Student Data, How is your child progressing in the clusters?	LA Department Head - Ms. Sabatino - Thaoms Math Coach - Izzy Galante	January 14, 2009	Track practice writing prompt results, the Test Tool Percentages and Compass Odyssey time on task of the students whose parents attended the math and language arts training.	Assistant Principal - Mr. Pantano and Mr. Toliver Math Coach - Izzy Galante LA Department Head - Ms. Sabatino-Thomas
Increase parental involvement and attendance at Title 1 DBMS Parent Quarterly Trainings	Course Recovery Career Visions EPEP	Guidance Team Leaders Assistant Principal	Saturday, February 27, 2009	Track grades, course recovery, EPE, and Career Visions completion of on task of the students whose parents attended the guidance training.	Assistant Principal Guidance Director - Dr. Biard

Increase parental involvement and attendance at Title 1 districtParent Trainings	2009-2010 Topics to be determined by Title 1. Past topics have included: computer training, commnication, reading strategies, employability skills trainings, counseling	Title 1 Liasion Assistant Principal - Ms. Thomas	Quarterly	DBMS will invite parent who attended to report at monthly SAC meetings reagrding Title 1 District Training	Title 1 Liasion Assistant Principal - Ms. Thomas
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Reading, Writing, Math How Parents Help Children Succeed in School (Megaskills)	Title 1 Parental Involvement	\$1,000.00
Middle School MegaSkills (Keeping on Track: The Self-Disciplined Learner)	Title 1 Parental Involvement	\$1,000.00
Creating Positive School-Home Connections (MegaSkills)	Title 1 Parental Involvement	\$1,000.00
MegaSkills (English/Spanish version)	Title 1 Parental Involvement	\$1,000.00
What do I say? What Do I do? Vital Solutions to Children's Educational Success Parent Journal and Problem Solving Handbook	Title 1 Parent Involvement	\$1,500.00
		Total: \$5,500.00
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
Moments for Teachers Help for Teachers Tackling Everyday Problems (MegaSkills)	Title 1 Professional Development	\$800.00
Nurturing the Educational Leader Within You	Title 1 Professional Development	\$3,000.00
		Total: \$3,800.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$9,300.00

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	Ladders to Success	Title 1	\$1,000.00
Writing	Supplemental Writing Material	School Accountability Funds	\$500.00
Science	McRel Integrating Reading through Science Content Area Teacher Manuals	Title 1	\$3,000.00
Parental Involvement	Reading, Writing, Math How Parents Help Children Succeed in School (Megaskills)	Title 1 Parental Involvement	\$1,000.00
Parental Involvement	Middle School MegaSkills (Keeping on Track: The Self-Disciplined Learner)	Title 1 Parental Involvement	\$1,000.00
Parental Involvement	Creating Positive School-Home Connections (MegaSkills)	Title 1 Parental Involvement	\$1,000.00
Parental Involvement	MegaSkills (English/Spanish version)	Title 1 Parental Involvement	\$1,000.00
Parental Involvement	What do I say? What Do I do? Vital Solutions to Children's Educational Success Parent Journal and Problem Solving Handbook	Title 1 Parent Involvement	\$1,500.00
			Total: \$10,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Teen Biz	Title 1	\$15,000.00
Mathematics	Test Tools	SAC Accountability Funds	\$3,000.00
Science	Test Tools	SAC Accountability Funds	\$3,000.00
			Total: \$21,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitute pay to facilitate Teacher Training	Title 1	\$3,500.00
Mathematics	Substitute coverage for team collaboration.	Title 1	\$3,500.00
Mathematics	Teacher training to ensure the proper implementation of Test Tools computer software.	Title 1	\$500.00
Mathematics	Springboard Training	Title 1	\$3,000.00
Writing	Substitute teachers to provide temporary coverage for teacher collaboration.	Title 1	\$5,000.00
Science	Pay for substitutes for team collaboration.	Title 1	\$1,500.00
Parental Involvement	Moments for Teachers Help for Teachers Tackling Everyday Problems (MegaSkills)	Title 1 Professional Development	\$800.00
Parental Involvement	Nurturing the Educational Leader Within You	Title 1 Professional Development	\$3,000.00
			Total: \$20,800.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Novels	Title 1	\$5,000.00
Mathematics	Teacher stipends to facilitate Extended Learning Opportunities for the students.	Title 1	\$3,500.00
Science	Lab Materials	School Accountability Funds	\$1,000.00
			Total: \$9,500.00
			Final Total: \$61,300.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

# School Advisory Council

## School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Test Tools computer program for science and math	6000
Supplemental Writing Materials	500
Science Lab Materials	1000

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

The School Advisory Council's will facilitate the implementation of the School Improvement Plan. Activities that will aid in the achievement of school improvement objectives:

- Monthly Family Nights (Focus: Core Content Areas)
- Facilitate parent workshops to increase Involvement and provide strategies to increase student success (academic and behavioral)
- Aid in parent recruitment at monthly SAC meetings

## SAC Members

### Members

- 1) Christine Flynn, Principal
- 2) Eric Schneider, SAC Chair
- 3) Rodney Wilkinson, Teacher
- 4) Michael Caro, Business Member
- 5) Natalie Bigio, Parent
- 6) Joan Christiansen, Parent
- 7) Agnes Hanifin, Parent
- 8) Adriana Guzman, Parent
- 9) John Esposito, Parent
- 10) June Kletzel, Community Member
- 11) Gail McKeever, School Support Personnel
- 12) Michael Lubin, Union Steward
- 13) Valerie Thomas, Assistant Principal

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward DEERFI ELD BEACH MIDDLE SCHOOL 0911													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 1288 Math: 1288		2008-2009 School Grade <sup>1</sup> : 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 <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	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	99	Y	99	Y	55	N	60	N	92	92	Y			NA	44	45	N	42	40	N	54	N	61	N			
WHITE	99	Y	98	Y	76	Y	78	Y			Y			NA	22	24	NA	20	22	NA	74	NA	77	NA			
BLACK	99	Y	99	Y	42	N	49	N	90		Y			NA	55	58	N	54	51	N	43	N	51	N			
HISPANIC	99	Y	99	Y	58	N	64	N	88		Y			NA	47	42	Y	43	36	Y	59	NA	66	NA			
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	47	N	53	N	90		Y			NA	52	53	N	50	47	N	47	N	54	N			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	29	N	33	N	63	87	Y			NA	74	71	N	73	67	N	36	N	40	N			
STUDENTS WITH DISABILITIES	99	Y	98	Y	31	N	36	N	86	87	Y			NA	68	69	N	76	64	Y	29	N	31	NA			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward DEERFI ELD BEACH MIDDLE SCHOOL 0911													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 1253 Math: 1253		2007-2008 School Grade <sup>1</sup> : 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 <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	Y/N	
TOTAL <sup>4</sup>	98	Y	98	Y	56	N	58	N	94	92	Y			NA	51	44	Y	47	42	Y	54	NA	63	NA			
WHITE	99	Y	98	Y	78	Y	80	Y	94	Y				NA	29	22	NA	24	20	NA	73	NA	79	NA			
BLACK	98	Y	98	Y	45	N	46	N	90		Y			NA	62	55	Y	59	54	N	44	NA	55	N			
HISPANIC	99	Y	99	Y	53	N	57	N	92	88	N			NA	52	47	N	47	43	N	57	N	63	N			
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	48	N	50	N	94	90	Y			NA	54	52	N	50	50	N	49	N	57	N			
ENGLISH LANGUAGE LEARNERS	99	Y	98	Y	26	N	27	N	84	63	N			NA	74	74	N	70	73	N	38	N	47	N			
STUDENTS WITH DISABILITIES	97	Y	97	Y	32	N	24	N	85	86	Y			NA	77	68	Y	73	76	N	28	NA	28	N			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward DEERFI ELD BEACH MIDDLE SCHOOL 0911													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 1416 Math: 1416		2006-2007 School Grade <sup>1</sup> : 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 <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	Y/N	
TOTAL <sup>4</sup>	99	Y	98	Y	49	N	53	N	94	94	Y			NA	54	51	N	52	47	N	46	N	58	Y			
WHITE	99	Y	99	Y	71	Y	76	Y	94	Y				NA	28	29	NA	26	24	NA	54	NA	71	NA			
BLACK	99	Y	98	Y	38	N	41	N	92		Y			NA	67	62	N	66	59	Y	42	N	52	NA			
HISPANIC	99	Y	99	Y	48	N	53	N	92	Y				NA	50	52	N	46	47	N	47	N	61	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	46	N	50	N	94	Y				NA	61	54	Y	59	50	Y	45	NA	57	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	26	N	30	N	87	84	N			NA	74	74	N	71	70	N	40	N	50	N			
STUDENTS WITH DISABILITIES	97	Y	96	Y	23	N	27	N	76	85	Y			NA	81	77	N	79	73	N	34	N	39	N			

## SCHOOL GRADE DATA

Broward School District DEERFI ELD BEACH MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	59%	65%	95%	37%	256
% of Students Making Learning Gains	63%	68%			131
	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?	68% (YES)	54% (YES)			122	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					509	
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 DEERFIELD BEACH MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	64%	89%	39%	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	63%	70%			133	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?	61% (YES)	58% (YES)			119	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					505	
Percent Tested = 98%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District DEERFIELD BEACH MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	59%	92%	30%	236	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	60%	63%			123	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)	56% (YES)			118	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					477	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested