

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HENRY D. PERRY MIDDLE SCHOOL

District Name: Broward

Principal: Estella Eckhardt

SAC Chair: Gregory Stewart

Superintendent: James F. Notter

Date of School Board Approval: 12/01/09

Last Modified on: 09-11-2009

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VISION and MISSION STATEMENTS

The vision of the School District of Broward County is: Broward County Public Schools-providing the highest quality education for all students.

Mission Statement: The mission of Henry D. Perry Middle School is to educate all students of diverse backgrounds, by providing them with the social and academic skills needed to be productive citizens.

Belief Statement: We believe that knowledge is reciprocal to success and that every student can learn, therefore every student can be successful.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Henry D. Perry Middle School is a Title I school located at the southernmost end of Broward County. The school opened in 1961 and moved into its new building in 1993. We are a suburban school, having the characteristics of an inner city school within a suburban area. We serve approximately 1000 students representing over 60 nationalities. Our elementary feeder schools include Anabel C. Perry, Miramar, Fairway and Sunshine Elementaries. Additionally, 81% of our students qualify for the free and reduced lunch program. Our school community partner is Eastern Financial Credit Union.

In 2009, our school was considered a SINI 5 School (School In Need of Improvement), & Differentiated Accountability Correct 2 School. Our school improved to a 'B' grade according to the FCAT. In addition, our school met SAFE Harbor criteria with a score of 92% but did not meet the AYP criteria for the following subgroups:

Economically Disadvantaged Reading
Black Reading

Unique School Strengths for Next Year

*Acquired a full time Science Coach
*Our bell schedule has been altered to provide a 90 minute period allowing our level 1 reading & math students more instructional time & those that are not level 1 math and reading will receive at least 30 minutes of reading practice & strategies through their content areas.

Unique School Weaknesses for Next Year

*Our school received a 4% budget cut
*We surplussed and/or delimited 6 teaching positions, 1 clerical & 2 custodial positions due to the loss of student FTE generated by school choice.

Student Demographics

Our student demographics include a 98% minority rate.

*Black 70%
*Hispanic 22%
*White 2%
*Asian 3%

*Multiracial 3%

Student Attendance Rates

93.6%

Student Mobility

20.8%

Student Suspension Rates

Internal Suspension - 36.5%
External Suspension - 6.6%

Student Retention Rates

*Our school retained 20 students - 1.9%
8th - 15 - 4%
7th - 1 - 0.3%
6th - 4 - 1%

Class Size

21.68

Academic Performance of Feeder Pattern

*A.C. Perry Elementary - "A" School
*Sunshine Elementary - "A" School
*Miramar Elementary - "A" School
*Fairway Elementary - "B" School

Partnerships and Grants

Grants

*Impact Grant - Individual classroom grant to enhance student learning in the classroom.
*Technology Grant - Media grant to enhance technology school wide.

Partners

*Eastern Financial
*Wah-Lay Restaurant
*National School of Technology (NST)
*Sam's Club
*Chili's
*Publix Supermarket
*Action Chiropractic Center
*ascot Uniform Supply
*Summit Learning
*Extreme Pizza

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 | Estella Eckhardt | *M.Ed Early Childhood Education *B.S. Early Childhood Education *Certified k-12 Administration | | 18 | Sea Castle Elementary 2009 *School Grade - A *AYP- 92% 2008 *School Grade - B *AYP - 92% |

| | | | | | |
|-----------------|---------------------|--|---|---|---|
| Assis Principal | Deirdre Benka-Coker | *M.Ed Educational Leadership *MHSA *B.S. Biology *Certified Ed Leadership k-12, Math 6-12, Science 5-9, ESOL Endorsed | 3 | 3 | H.D. Perry Middle 2009 *School Grade - B *AYP - No in Reading, 92% - met Safe Harbor 2008 *School Grade-C *AYP, No in Math & Reading, SWD,&ELL-74% |
| Assis Principal | Lloyd Manda | *B.S. Secondary Education *M.Ed. Educational Leadership *Certified in Ed Leadership k-12, Social Science 6-12, Gifted Endorsed | | 4 | Driftwood Middle 2009 *School Grade-A *AYP - No in SWD & ELL 2008 *School Grade - B *AYP-No in SWD & ELL |
| Principal | Jackson Self | *B.S. Physical Education Sports Medicine *M.Ed Educational Leadership *Certified in Ed Leadership k-12, Elementary k-6, ESOL Endorsed | 1 | 1 | H.D. Perry Middle 2009 *School Grade - B *AYP - No in Reading, 92%-met Safe Harbor Davie Elementary 2008 *School Grade - A *AYP - No, in SWD met Safe Harbor 90% |

* 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 * |
|--------------|-----------------------|-----------------------------|------------------------------|-----------------------|--|
| Science | Rajinder K. Vasametti | Biology 6-12 | 3 | | H.D. Perry Middle 2009 *School Grade - B *AYP - No in Reading, 92% - met Safe Harbor 2008 *School Grade-C *AYP, No in Math & Reading, SWD,&ELL-74% |
| Math | Angela Clark | Math 6-12 | | | Apollo Middle 2009 *School Grade - A *AYP - 90% 2008 *School Grade - C *AYP - 74% |
| Reading | Yvonne Yearwood | Reading K-12 | | | Sea Castle Elementary 2009 *School Grade - A *AYP- 92% 2008 *School Grade - B *AYP - 92% |
| Writing | Julie Berry | English 5-9 | 4 | | H.D. Perry Middle 2009 *School Grade - B *AYP - No in Reading, 92% - met Safe Harbor 2008 *School Grade-C *AYP, No in Math & Reading, SWD,&ELL-74% |

* 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) |
|----------------------------|--------------------|---------------------------|---|
| New Teacher Orientation | Feibusch | August 09 | |
| NESS | Feibusch | June 10 | |
| Safe & Orderly Environment | Self | June 10 | |
| Teaming Concept | Eckhardt | June 10 | |
| Hiring Practice | Eckhardt | 8/14/09 | |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--------------------|-----------------------------|-------------------------------------|-----------------|
| 62 | 0 | 68 | 27 | 5 | 3 | 100 | 5 | 5 | 47 |

Teacher Mentoring Program

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|--|--------------------|--|---|
| Julie Berry, L.A. instructional Coach & Department Head | Marie Barosy | Changed Grade Level | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Julie Berry, L.A. instructional Coach & Department Head | Jeannie Luna | Changed Grade Level & Subject Area | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Rajinder K. Vasametti, Science instructional Coach & Department Head | Jessica Vega | Changed Grade Level | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Julie Berry, L.A. instructional Coach & Department Head | Bridgette Hunter | Changed Grade Level | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Julie Berry, L.A. instructional Coach & Department Head | Olive Fuller | New to Magnet Curriculum | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Rajinder K. Vasametti, Science instructional Coach & Department Head | Edith Malonzo | New to Magnet Curriculum | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Rajinder K. Vasametti, Science instructional Coach & Department Head | Claudenie Mondesir | Changed Grade Level | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Angela Clark, Leadership Team Member & Math Instructional Coach | Liz Rogers | New to the School | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Julie Berry, L.A. instructional Coach & Department Head | Heather Wright | New to the School | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Angela Clark, Leadership Team Member & Math Instructional Coach | Fritzler Dorisca | New to the School | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Pamela Stephens, Magnet Coordinator & Department Head | Georges Gay | New to the School & New to the Magnet Curriculum | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Pamela Stephens, Magnet Coordinator & Department Head | Janet Otero-Toledo | New to the School & New to the Magnet Curriculum | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Pamela Stephens, Magnet Coordinator & Department Head | Barbara Ehrenzweig | New to the School & New to the Magnet Curriculum | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Angela Clark, Department Head & Math Instructional Coach | Irene Hyppolite | New to the School & New to the Magnet Curriculum | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Rajinder K. Vasametti, Science instructional Coach & Department Head | Natasha Thomas | New to the School | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Pamela Stephens, Magnet Coordinator & Department Head | Scott Liss | New to the School | Collaborative Planning, informal observations, coaching, modeling, & feedback |

| | | | |
|---|---------------------|-------------------|---|
| Angela Clark, Leadership Team Member & Math Instructional Coach | Gabriella Kilianski | New to the School | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Yvonne Yearwood, Reading instructional Coach & Department Head | Nashla Cher-Frere | New to the School | Collaborative Planning, informal observations, coaching, modeling, & feedback |
| Yvonne Yearwood, Reading instructional Coach & Department Head | Dana Alexander | New to the School | Collaborative Planning, informal observations, coaching, modeling, & feedback |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

Henry D. Perry Middle School will use Title I Funds in the following manner:

- ~ The acquisition of 5 teachers which directly impacts student achievement in the classroom.
- ~ Academic Camp in Science, Math, & Reading, which offers tutoring opportunities to low achieving students that fall into our lowest 30th percentile based on FCAT results in these content areas.
- ~ Writing Camp which focuses on the 8th grade students to ensure success during Florida Writes.
- ~ Parental learning programs geared for parents who are illiterate and/or need strategies to help with student academics and also with parenting an adolescent child.
- ~ FCAT Explorer for parents.
- ~ Annual Title I parent seminar.
- ~ Team Web blogs for parent/student communication.
- ~ Curriculum, Technology, Supplies, and Materials for classrooms to enhance the educational opportunities in the classroom.
- ~ Professional Development for all content area teachers to improve instructional delivery in their classrooms. Also, CRISS Training for Science Teachers, McCreel Training for Reading Dept.
- ~ Student Rewards and Incentives for participation in school programs and improving student achievement.
- ~ Student Agendas to help students organize their days and to provide another means of communication between teacher, student, and parent.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Funds Teacher Training & Science & Math Coach positions.

Title III

Funds ESOL program

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

\$49,212.00 Funds 2 teachers, 1) Glides Teacher and 2) Math Teacher

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The RtI Team consists of the following highly qualified members that are able to increase curriculum rigor and relevance by utilizing assessment results to direct instruction & effect student outcome. They are: Principal, Asst Principals, Reading Specialist, Reading Resource Teacher, Micro-Tech, ESE Specialist, Guidance Counselors, Math Coach, Literacy Coach, Science Coach, & I.B. Coordinator.

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

Each RtI member creates a log of monthly team meetings, including meeting minutes and sign in logs. Members of each team monitor selected sections of the SIP to ensure benchmarks are being addressed.

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

Each RtI member works with their selected team by overseeing the development, implementation, and monitoring of the SIP with fidelity & quarterly updates.

RtI Implementation

Describe the data management system used to summarize tiered data.

Academic Systems

- 1) Core Curriculum - Curriculum Assessment Team disaggregates data by FCAT scores
- 2) Strategic Interventions - Acceleration in place, pull-out with coaches
- 3) Comprehensive and Intensive Interventions - SES Tutoring & Academic Camp

Behavioral Systems

- 1) Universal Interventions - School-wide discipline plan
- 2) Targeted Group Intervention - Internal Suspension & monitoring of referral numbers.
- 3) Intensive Intervention - CPST referrals

Describe the plan to train staff on RtI.

Staff development will be planned during staff development time already built in.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths

8th grade

- *Subject Areas - Writing was a strength (95%)
- ~Math - Number Sense
- ~Reading - Main Idea/Author's Purpose
- ~Science - Physical Science & Chemistry
- ~Writing - Persuasive 4.4

7th grade -

*Subject Areas - Reading was a strength (62%)

~Math - Data Analysis

~Reading - Main Idea/Author's Purpose

6th grade -

*Subject Areas - Reading was a strength (54%)

~Math - Geometry

~Reading - Main Idea/Author's Purpose

Weaknesses

8th grade

*Subject Areas - Science was the lowest (30%)

~Math - Measurement & Algebraic Thinking

~Reading - Reference & Research

~Science - Earth & Space

~Writing - Expository 4.39

7th grade -

*Subject Areas - Math was the lowest (60%)

~Math - Geometry

~Reading - Reference & Research AND Words & Phrases

6th grade -

*Subject Areas - Math was the lowest (48%)

~Math - Algebraic Thinking & Measurement

~Reading - Reference & Research

Instructional Calendar Development

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

Evidence based curriculum programs are developed that prepare students for post secondary education by aligning curriculum strategies to the next generation sunshine state standards, which are rigorous and aligned to the current state adopted core curriculum materials.

IFC's are developed by carefully reviewing the data to determine the areas of weakness and attack those areas first. Data includes historical FCAT scores, Florida SSS, Classroom walkthroughs, and mini assessments (strand analysis). Monitoring comes in the form of classroom walkthroughs, lesson plan checks, monthly departmental updates, and informal observations.

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

Priority instruction is as follows: Math: Strands C and D are given priority; Reading: Main Idea; Writing: to infuse the writing benchmarks into the 6th and 7th grade classes; & Science: Strand H (Scientific Thinking).

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

Students are appropriately placed according to K-12 Reading plan, ESOL, ESE, Math Charts and FCAT scores. In addition, students are placed in remedial courses based on teacher recommendations, standardized testing, and other informal observations made by teachers. Push in, pull out, specialized coaches, Saturday camp, & after-school tutorials are offered for those students needing more attention to improve.

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

We utilize the available technology such as Glides, BEEP, Renaissance Learning, Compass Odyssey, FCAT Explorer & LCD's along with remedial instruction through small groups, differentiated instruction (Tier I, Tier II, PMP), Guidance counselors through course recovery, peer counselors, and honor society member tutoring.

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?

Our school offers Career Visions & EPEP curriculum to all 7th and 8th grade students. This is a program that focuses on the individual student interests and guides them in career planning and course selection for high school.

DO

Direct the Instructional Focus

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

Teachers are required to use pacing guides to deliver instruction with fidelity. The teachers use instructional focus calendars with specific time frames to accomplish each unit. The instruction focus calendar is used & delivered aligned with instruction across all grade levels & departments.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed by Professional Learning Communities, vertical teaming, curriculum department meetings, frequent data analysis, lesson studies, and inter-visitations within each department. They are delivered through the use of an instructional pacing tool which varies by department.

How will instructional focus lessons be revised and monitored?

Revisions are made based off of strand assessment analysis and BAT data. Monitoring comes in the form of coach & administrative informal & formal observations, and classroom walkthroughs.

RtI Team will monitor these interventions for positive effects to evaluate the need for interventions strategies.

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 formative assessments are teacher created mini assessments and common departmental assessments, Do Now activities, and other informal teacher observations.

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

Assessments are used to review student placement/grouping for level 1 and 2, LEP/ESOL, & other AYP subgroups on a quarterly basis.

Maintenance

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

Scheduled time is built into the instructional focus calendar along with activities, which vary by department, for teachers to remediate and enrich students on a regular basis to ensure mastery of skills. An assessment calendar has been developed for each subject area along with school-wide student portfolios with criteria rubrics.

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.

Teams review progress of students by attending data chats with Principal, assistant principals, and coaches at least once a month.

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 FCIM Model will be utilized to ensure comprehensive instructional monitoring and follow-up that includes classroom, team, and school-wide monitoring to determine effectiveness of all instructional programs and course offerings.

ACT

Supplemental and Intensive Instruction/Interventions

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

~Core intervention - 90 minute block during 1st period

~Supplemental instruction - SES tutoring, after school tutorials, & Saturday school tutorials
 ~Intensive instruction - Pull out with coaches, & scheduled intensive classes

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

Remediation of non-mastered target areas are structured based off of formative assessment data. This information is communicated with the SES program providers, after-school & Saturday tutorial programs, course recovery, and regularly scheduled pull out & intensive courses in order to provide a laser focus for the teachers of those students.

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

The school identifies professional development needs by Classroom Walkthroughs and informal observations, FCAT data, departmental needs, PLC pre and post needs assessment, and formative assessments.

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

We target two groups of students for these initiatives. One target group are the students who have not met mastery. The other are those who have just met mastery or are very close, (bubble students).

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

The effectiveness of interventions will be measured by non-mastery of benchmarks on ongoing formative assessments.

Enrichment

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

Thematic units, computer software, project based learning, and inquiry based labs are in place to support students' acceleration and enrichment.

Describe how students are identified for enrichment strategies.

Prior to each unit or lesson, teachers use formative assessment data to identify and/or group their students according to their ability level in order to differentiate their instruction.

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) |
|---|-------------------------|---------------------------|-----------------------------|---|
| Language Arts Dept | Julie Berry | 2 hours a month | AM Professional Development | Focus on ELL students and improvement on writing strategies |
| Reading Department | Yvonne Yearwood | 2 hours a month | AM Professional Development | Student motivation, independent reading, Reference & Research PD based on FCAT data, lesson studies, & sharing of best practices. |
| Math Department | Angela Clark | 2 hours a month | AM Professional Development | Student motivation and focus on instructional delivery & differentiated instruction. Reference & Research PD based on FCAT data, lesson studies, & sharing of best practices. |
| Science Department | Rajinder Kaur-Vasametti | 2 hours a month | AM Professional Development | Lesson plan & lab activity development. Reference & Research PD based on FCAT data, lesson studies, & sharing of best practices. |
| Social Studies Department | Pamela Stephens | 2 hours a month | AM Professional Development | Infusing Reading strands and strategies into lessons. Reference & Research PD based on FCAT data, lesson studies, & sharing of best practices. |
| Unified Arts Department | Fritzler Dorisca | 2 hours a month | AM Professional Development | Infusing content areas & technology into the arts. Reference & Research PD based on FCAT data, lesson studies, & sharing of best practices. |
| International Baccalaureate Department | Pamela Stephens | 2 hours per month | AM Professional Development | Infusing technology, real world applications, and project based learning into lessons |
| ESE Department | Laurie Feibusch | 2 hours per month | AM Professional Development | Data driven decision making & planning in order to meet the needs of each student with a disability |
| Leadership Team | Estella Eckhardt | 2 hours per month | PM Professional Development | Informal & formal observational data disaggregation to develop & provide staff with professional development and quality feedback. New PD focus on Reference & Research PD based on FCAT data analysis. |

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

N/A

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

| | |
|--------------------------|---|
| Needs Assessment: | <p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p> |
|--------------------------|---|

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|--|--|--|
| Total, Black, Hispanic, Economically Disadvantaged, ELL, & SWD. | | 65% at or above grade level in reading. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Students in lowest 30% of all AYP subgroups will be targeted to participate in tutorials in the form of small group instruction in pull-out programs, SES after-school tutorials, & Academic Camps as listed in Comprehensive Planning Tool. | Yvonne Yearwood, Angela Clark, Laurie Feibusch, Belinda Daise, Lloyd Manda, Deirdre Benka-Coker, Jackson Self & Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations |
| 2 | Prior to testing, instructional coaches will review BAT data, 6 Reading Traits, DIAP Manual, BEEP, FCAT Specifications, FCAT data and mini-assessments to determine students of all AYP subgroups with the greatest need following the RtI Model. Those students' electives will be suspended to provide small group instruction two times per week utilizing Wilson Reader. | Lloyd Manda & Estella Eckhardt | 1)Informal & formal observations 2)Classroom Walkthroughs 3)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations |
| 3 | All teachers will use technology to assist with enrichment & remediation needs. Some of the computer-based programs include: Compass Odyssey, River Deep, Accelerated Reader, FCAT Explorer and Florida Achieves. | Yvonne Yearwood, Lloyd Manda, & Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations 4)Lab usage report |
| 4 | Scheduling of students will meet the individual needs of the student & follow the K-12 Reading Guide, Middle school reading placement guidelines, DA Non-Negotiable Instructional Chart, ESE guide sheet, ESOL, guide sheet, & Math guide sheet. It will follow district IFC, & protocols for rigor, remediation, acceleration, enrichment, and common planning. | Lloyd Manda, Deirdre Benka-Coker, Jackson Self & Estella Eckhardt | 1)Teacher Feedback 2)Informal & formal observations 3)formative and summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)2010 FCAT Results |
| 5 | ESOL students that are A1 & A2 will be scheduled in | Lloyd Manda, Deirdre Benka-Coker, Jackson | 1)Teacher Feedback 2)Informal & formal | 1)CELLA 2)BAT |

| | | | | |
|---|---|--|--|---|
| | accordance to ESOL guide sheet. In addition, students enrolled in Dev. L/A will be included in all programs, assessments, and plans as all intensive reading courses. | Self & Estella Eckhardt | observations 3)formative and summative assessments 4)Look Fors Checklist | 3)Mini-Assessment |
| 6 | Students will be provided tools for reading strategies | Yvonne Yearwood, Lloyd Manda, Deirdre Benka-Coker, Jackson Self & Estella Eckhardt | 1)Teacher Feedback 2)Informal & formal observations 3)formative and summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)2010 FCAT Results 4)CELLA |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---|---|------------------|-------------|--|-----------------------------------|
| Student motivation and independent reading for all students including SWD & ELL students. | Reading Strategies & instructional delivery | Yvonne Yearwood | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Lloyd Manda & Estella Eckhardt |
| PLC Development | Protocols/Working on the work | Yvonne Yearwood | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Lloyd Manda & Estella Eckhardt |
| Item Specifications Lesson Study SSS. | Adding Rigor & relevance to instruction | Yvonne Yearwood | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Lloyd Manda & Estella Eckhardt |
| CRISS Training | Research based learning and reading strategies | Yvonne Yearwood | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Lloyd Manda & Estella Eckhardt |
| Struggling Reader Training FCIM Model | Research based learning and reading strategies for struggling readers | Yvonne Yearwood | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Lloyd Manda & Estella Eckhardt |
| BEEP & 6 Traits Train the Trainer Training | Teachers will model lessons, activities, and strategies in order to improve their instructional practices | Yvonne Yearwood | 8/09 - 6/10 | 1)Reading Coach will provide feedback to teachers on an ongoing basis. 2)Reading Coach will model lessons, strategies, and techniques on an as needed basis 3)Teachers will do intervisitations among their department supporting one another through collegial conversations and critiques. | Lloyd Manda & Estella Eckhardt |
| Training Computer Programs | CLO Reading | Linda Ganz | 8/21 | 1)Reading Coach will provide feedback to teachers on an ongoing basis. 2)Reading Coach will model lessons, strategies, and techniques on an as needed basis 3)Teachers will do intervisitations among their department supporting one another through collegial conversations and critiques. | Jackson Self |
| CWT/CPT/RTi/Non-negotiables Instructional Chart | Teachers will be well versed in all items that are pertinent to their curriculum and lesson planning | Estella Eckhardt | 8/09 - 6/10 | 1)Reading Coach will provide feedback to teachers on an ongoing basis. 2)Reading Coach will model lessons, strategies, and techniques on an as needed basis 3)Teachers will do intervisitations among their department supporting one | Estella Eckhardt |

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

All content area teachers including unified art teachers will be responsible for infusing reading strategies into their lessons. Professional development will be delivered to all teachers and monitored via lesson plan checks, informal & formal observations and classroom walkthroughs. The reading coach will be available for assistance to all content area and unified art teachers. Modeling of strategies to all content area teachers and unified art teachers will be provided through inter-visitations by those teachers in a reading class. Collaboration between the reading department and all other departments will be encouraged and monitored via monthly submittal of feedback forms.

Budget:

| Evidence-based Program(s)/Material(s) | | |
|--|-----------------------|---------------------------------|
| Description of Resources | Funding Source | Available Amount |
| Wilson Reading 6 Traits Picture Book Resource Library | | \$0.00 |
| Academic Camp | Accountability Funds | \$25,000.00 |
| Academic Camp | Title I | \$25,000.00 |
| | | Total: \$50,000.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| Accelerated Reader Book Quizzes | | \$0.00 |
| Compass Odyssey Learning | Learning Resources | \$4,000.00 |
| | | Total: \$4,000.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| McCrel - Professional Library - Novel Studies and Literature Circles | School Budget | \$1,500.00 |
| Wilson Reader Read Naturally Oral Fluency | Title I | \$1,500.00 |
| | | Total: \$3,000.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| Supplies to provide students with tools for reading strategies | Title I | \$2,000.00 |
| | | Total: \$2,000.00 |
| | | Final Total: \$59,000.00 |

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, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|---|------------------------|--|
| Total, Black, Hispanic, Economically Disadvantaged, ELL, & SWD. | | 68% at or above grade level in math | | |
| Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool | |

| | | | | |
|---|--|--|--|---|
| 1 | Students in lowest 30% of all AYP subgroups will be targeted to participate in tutorials in the form of small group instruction in pull-out programs, SES after-school tutorials, & Academic Camps as listed in Comprehensive Planning Tool. | Yvonne Yearwood, Angela Clark, Laurie Feibusch, Belinda Daise, Lloyd Manda, Deirdre Benka-Coker, Jackson Self & Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations |
| 2 | Prior to testing, instructional coaches will review BAT data, 6 Reading Traits, DIAP Manual, BEEP, FCAT Specifications, FCAT data and mini-assessments to determine students of all AYP subgroups with the greatest need following the RtI Model. Those students' electives will be suspended to provide small group instruction two times per week utilizing Wilson Reader. | Deirdre Benka-Coker & Estella Eckhardt | 1)Informal & formal observations 2)Classroom Walkthroughs 3)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations |
| 3 | All teachers will use technology to assist with enrichment & remediation needs. Some of the computer-based programs include:Tabular Digita, FCAT Explorer, Compass Odyssey, & Star Math. | Angela Clark, Deirdre Benka-Coker, & Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations 4)Lab usage reports |
| 4 | Scheduling of students will meet the individual needs of the student & follow the K-12 Reading Guide, Middle school reading placement guidelines, DA Non-Negotiable Instructional Chart, ESE guide sheet, ESOL, guide sheet, & Math guide sheet. It will follow district IFC, & protocols for rigor, remediation, acceleration, enrichment, and common planning. | Lloyd Manda, Deirdre Benka-Coker, Jackson Self & Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations |
| 5 | Teachers will undergo train the trainer professional development in Springboard. It will be rolled out via department heads and instructional coaches. | Lloyd Manda, Deirdre Benka-Coker, Jackson Self & Estella Eckhardt | 1)Informal observations 2)Look Fors Checklist | 1)Teacher informal observations 2)Student achievement data |
| 6 | Students will be provided tools for math strategies | Angela Clark, Lloyd Manda, Deirdre Benka-Coker, Jackson Self & Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/ Monitoring | Person Responsible for Monitoring |
|--|--|--------------|-------------|--|--|
| Student motivation and focus on instructional delivery & differentiated instruction for all students including SWD & ELL students. | Improving instructional practices | Angela Clark | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Deirdre Benka-Coker & Estella Eckhardt |
| Struggling Math Training for all students including SWD & ELL students. | Research based instructional strategies for struggling math students | Angela Clark | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Deirdre Benka-Coker & Estella Eckhardt |
| Item Specifications Lesson Study SSS. | Adding Rigor & relevance to instruction | Angela Clark | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on | Deirdre Benka-Coker & Estella Eckhardt |

| | | | | | |
|--|---|------------------|-------------|--|--|
| BEEP & Springboard Train the Trainer Training | Teachers will model lessons, activities, and strategies in order to improve their instructional practices | Angela Clark | 8/09 - 6/10 | CWT Data and Look Fors Data. 1)Math Coach will provide feedback to teachers on an ongoing basis. 2)Math Coach will model lessons, strategies, and techniques on an as needed basis 3)Teachers will do intervisitations among their department supporting one another through collegial conversations and critiques. | Deirdre Benka-Coker & Estella Eckhardt |
| Training Computer Programs | CLO Math | Angela Clark | 8/09 - 6/10 | 1)Math Coach will provide feedback to teachers on an ongoing basis. 2)Math Coach will model lessons, strategies, and techniques on an as needed basis 3)Teachers will do intervisitations among their department supporting one another through collegial conversations and critiques. | Deirdre Benka-Coker & Estella Eckhardt |
| CWT, CPT, RTi, Non-Negotiables Instructional Chart | Teachers will be well versed in all items that are pertinent to their curriculum and lesson planning | Estella Eckhardt | 8/09 - 6/10 | 1)Math Coach will provide feedback to teachers on an ongoing basis. 2)Math Coach will model lessons, strategies, and techniques on an as needed basis 3)Teachers will do intervisitations among their department supporting one another through collegial conversations and critiques. | Estella Eckhardt |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|--|------------------------------|---------------------------------|
| Description of Resources | Funding Source | Available Amount |
| Glencoe-Prentice Hall-SpringBoard (College Board)-FCAT Explorer-8 Step Process-Kagan's Cooperative Learning strategies-Marzano's 9 High Yield strategies | General Budget | \$310.00 |
| Academic Camp | Accountability Funds/Title I | \$25,000.00 |
| | | Total: \$25,310.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| FCAT Explorer-Prentice Hall Homework Video tutors-United Streaming Videos-BrainPop Video tutorials-Text supported CD's-Geogebra | General Budget | \$1,500.00 |
| Tabula Digita & Star Math | General Budget | \$0.00 |
| | | Total: \$1,500.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| SpringBoard training-School-based learning communities to learn, develop, and share effective teaching-Incorporating 9 High yield strategies and Kagan's Cooperative learning strategies | accountability funds | \$2,000.00 |
| | | Total: \$2,000.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| Parent Workshops in mathematics | Title I Funds | \$500.00 |
| | | Total: \$500.00 |
| | | Final Total: \$29,310.00 |

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, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|--|--|---|
| 8th Grade Score was 30% | | 40% at or above grade level in 8th grade science | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Students in lowest 30% of all AYP subgroups will be targeted to participate in tutorials in the form of small group instruction in pull-out programs, SES after-school tutorials, & Academic Camps as listed in Comprehensive Planning Tool. | Rajinder Kaur, Deirdre Benka-Coker, Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations |
| 2 | Prior to testing, instructional coaches will review BAT data, 6 Reading Traits, DIAP Manual, BEEP, FCAT Specifications, FCAT data and mini-assessments to determine students of all AYP subgroups with the greatest need following the RtI Model. Those students' electives will be suspended to provide small group instruction two times per week utilizing Wilson Reader. | Rajinder Kaur, Deirdre Benka-Coker, Estella Eckhardt | 1)Informal & formal observations 2)Classroom Walkthroughs 3)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations |
| 3 | All teachers will use technology to assist with enrichment & remediation needs. Some of the computer-based programs include:Inspiration Software for webquests & Scilinks, Promethean Boards & podcasts | Rajinder Kaur, Deirdre Benka-Coker, Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations 4)Lab usage reports |
| 4 | Mid-Year Assessment for all students in Science | Rajinder Kaur, Deirdre Benka-Coker, Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist | 1)Mid-Year Assessment Data |
| 5 | All teachers will utilize district supported resources such as BEEP, textbooks, & district IFC. | Rajinder Kaur, Deirdre Benka-Coker, Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations 4)Lab usage reports |
| 6 | Teachers will be provided time to share best practices, have common planning times horizontally, strategies for the use of data to guide instruction, assistance with constructing higher order questioning in teacher-developed assessments, & assistance in incorporating hands-on inquiry laboratory activities for their students. | Rajinder Kaur, Deirdre Benka-Coker, Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist | 1)BAT 2)Mini-Assessments 3)Teacher informal observations 4)Lab usage reports 5)CWT data |
| 7 | Teachers will design a school-wide lab report template that addresses different cognitive complexity levels. | Rajinder Kaur, Deirdre Benka-Coker, Estella Eckhardt | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative assessments 4)Look Fors Checklist 5)Lesson plan checks | 1)BAT 2)Mini-Assessments 3)Teacher informal observations 4)Lab usage reports 5)CWT data |
| 8 | ESOL students that are A1 & A2 will be scheduled in accordance to ESOL guide sheet. Differentiated | Rajinder Kaur, Deirdre Benka-Coker, Estella Eckhardt. | 1) Student Portfolios 2) Informal & formal observations 3)formative & summative | 1)BAT 2)Mini-Assessments 3)Teacher informal observations |

| | | |
|---|--|-----------------------------------|
| instruction will be utilized to ensure understanding of SSS as it relates to Science. | assessments 4)Look Fors Checklist 5)Lesson plan checks | 4)Lab usage reports 5)CWT data |
|---|--|-----------------------------------|

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|---|---------------|-------------|--|--|
| Lesson plan & lab activity development | Improve instructional practice | Rajinder Kaur | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Deirdre Benka-Coker & Estella Eckhardt |
| Item Specification Lesson Study SSS | Adding Rigor & relevance to instruction | Rajinder Kaur | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Deirdre Benka-Coker & Estella Eckhardt |
| CRISS Training | Improving instructional practice | Rajinder Kaur | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Deirdre Benka-Coker & Estella Eckhardt |
| McCrel Reading Strategies | Improve instructional practice | Rajinder Kaur | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Deirdre Benka-Coker & Estella Eckhardt |
| Inspiration Software for webquests & Scilinks | Improve instructional delivery method | Rajinder Kaur | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Deirdre Benka-Coker & Estella Eckhardt |
| BEEP, Promethean Boards, Microsoft Office, & United Streaming. | Improve lesson presentation and instructional delivery method | Rajinder Kaur | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Deirdre Benka-Coker & Estella Eckhardt |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|--|----------------------------------|------------------|
| Description of Resources | Funding Source | Available Amount |
| Holt Level 8 – Blue Holt Level 7 – Red Holt Level 6 – Green | General Budget | \$0.00 |
| Total: \$0.00 | | |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| Inspiration Software for webquests & Scilinks | General Budget | \$0.00 |
| BEEP, Promethean Boards, Microsoft Office, & United Streaming. | General Budget & District | \$0.00 |
| Total: \$0.00 | | |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| CRISS for Science teachers- Kagan cooperative training | Title I Professional Development | \$3,000.00 |
| McRel reading strategies | Title I Professional Development | \$3,000.00 |
| Total: \$6,000.00 | | |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| Consumable Lab Materials | Title I Funds | \$2,500.00 |
| Total: \$2,500.00 | | |
| 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, Identify Area(s) for Improvement | | | Objective Linked to Area of Improvement | |
|---|---|---|--|--|
| We improved in all categories by at least 1% | | | Increase to 4.5 overall mean in writing & 98% at or above a level 3 in writing | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | After school writing camp for our struggling Level 1 students, SWD & ELL students. | Julie Berry, Lloyd Manda & Estella Eckhardt | 1)Formative Assessments 2)Informal & Formal observations 3)Classroom walkthroughs | 1)Writing Prompts 2)Teacher informal observations |
| 2 | Students will be actively involved in the process of learning and will have opportunities to receive immediate feedback when assessed | Julie Berry, Lloyd Manda & Estella Eckhardt | 1)Writing portfolios 2)collaborative planning throughout department 3)informal & formal observation | 1)Writing Prompts 2)Teacher informal observations |
| 3 | 6 traits to writing will be utilized and taught to all students 6 through 8 grade levels. | Julie Berry, Lloyd Manda, & Estella Eckhardt | 1)Collaborative planning throughout department (horizontal & vertical) 3)Informal & Formal Observations | 1)Writing Prompts 2)Teacher informal observations |
| 4 | FCAT Writing Camp and Rubrics will be taught to all students from 6 to 8 grade levels including AYP ELL/ SWD groups scoring in targeted range on Writing Prompts. | Julie Berry, Lloyd Manda, & Estella Eckhardt | 1)Collaborative planning throughout department (horizontal & vertical) 3)Informal & Formal Observations | 1)Writing Prompts 2)Teacher informal observations |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/ Monitoring | Person Responsible for Monitoring |
|--|--|-------------|--------------------|--|-----------------------------------|
| Writing Traits | Rubric Development | Julie Berry | September 24, 2009 | Departmental Update | Lloyd Manda & Estella Eckhardt |
| Item Specification Lesson Study SSS | Adding Rigor & relevance to instruction | Julie Berry | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Lloyd Manda & Estella Eckhardt |
| GLIDES, BEEP, & Smartboards | Improving instructional delivery methods | Julie Berry | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Lloyd Manda & Estella Eckhardt |
| Springboard Train the Trainer Training | Improving instructional practice | Julie Berry | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Lloyd Manda & Estella Eckhardt |
| FCAT prep workshop- Participation in small learning communities- Books, lessons, ideas I & II. | Improving instructional practice through sharing of best practices and collegial participation | Julie Berry | 8/09 - 6/10 | Feedback Fridays will be scheduled with each teacher bi-weekly. During this time, teachers will have the opportunity for collegial conversations based on CWT Data and Look Fors Data. | Lloyd Manda & Estella Eckhardt |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|------------------|
| Description of Resources | Funding Source | Available Amount |
| Write Traits Classroom Kit | General Budget | \$500.00 |
| Springboard | District | \$1,000.00 |
| Writing Camp | Title I | \$600.00 |

| | | |
|--|-----------------------|-------------------------|
| Total: \$2,100.00 | | |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| GLIDES, BEEP, & Smart Boards. | General Budget | \$600.00 |
| Total: \$600.00 | | |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| FCAT prep workshop-Participation in small learning communities-Books, lessons, ideas I & II. | School Budget | \$1,000.00 |
| District training in Critical Content Writing- 6 traits of writing workshop | In-service Funds | \$1,000.00 |
| GLIDES, BEEP, & Smartboard training | General Budget | \$600.00 |
| Total: \$2,600.00 | | |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| N/A | | \$0.00 |
| Total: \$0.00 | | |
| Final Total: \$5,300.00 | | |

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> |
|--------------------------|---|

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|-----------------------------|---|--|--------------------------------|
| Contacting hard to reach parents to increase attendance at conferences and school related events | | Improved student performance in all academic subject areas | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | 1)Utilize community liasion | Teachers, Assistant Principal & Principal | 1)Informal observations 2) successful parent conferences 3)formative assessments 4)District Customer Survey | 1)Conference form 2)BAT 1 & 2 |
| 2 | Parent Training Program | Lloyd Manda, Deirdre Benka-Coker, Jackson Self, Estella Eckhardt | 1)Informal observations 2) successful parent conferences 3)formative assessments 4)District Customer Survey 5) Attendance Sign-in sheets | 1)Conference form 2)BAT 1 & 2. |
| 3 | FCAT Explorer for Parents | Lloyd Manda, Deirdre Benka-Coker, Jackson Self, Estella Eckhardt | 1)Informal observations 2) successful parent conferences 3)formative assessments 4)District Customer Survey 5) Attendance Sign-in sheets | 1)Conference form 2)BAT 1 & 2. |
| 4 | Parent Seminar | Lloyd Manda, Deirdre Benka-Coker, Jackson Self, Estella Eckhardt | 1)Informal observations 2) successful parent conferences 3)formative assessments 4)District Customer Survey 5) Attendance Sign-in sheets | 1)Conference form 2)BAT 1 & 2. |
| 5 | Family Counseling | Belinda Daise, Sandra Andrade, Donnina Alls, Lloyd Manda, Deirdre | 1)Informal observations 2) successful parent conferences 3)formative | 1)Conference form 2)BAT 1 & 2. |

| | | | | |
|--|--|---|--|--|
| | | Benka-Coker, Jackson Self, Estella Eckhardt | assessments 4) District Customer Survey 5) Attendance Sign-in sheets 6) Document of visits with Family Counselors | |
|--|--|---|--|--|

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|--|---------------------|-------------|-----------------------------------|---|
| Increase capacity of teachers in dealing with parents. | Understanding poverty & the ethnicities of the community | District Trainer | 2nd quarter | AM PLC meetings | Department Heads, Assistant Principals, & Principal |
| Behavior Management Techniques | 123 Magic | Behavior Specialist | 2nd Quarter | Admin Meetings, Quarterly updates | Assistant Principals & Principal |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|--|----------------------------------|--------------------------------|
| Description of Resources | Funding Source | Available Amount |
| Parent Training Program | Parental Involvement & Title I | \$2,000.00 |
| | | Total: \$2,000.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| FCAT Explorer for parents | Title I parent involvement funds | \$900.00 |
| Website Blogs for Teams | Title I parent involvement funds | \$700.00 |
| | | Total: \$1,600.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| Annual Title I parent Seminar | Title I parent involvement funds | \$200.00 |
| | | Total: \$200.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| Monthly series of parent workshops developed with PTSA and curriculum coaches - Parental FCAT Night with virtual counselor training. | Title I parent involvement funds | \$1,200.00 |
| Student Agendas | Title I parent involvement funds | \$4,000.00 |
| Family Counseling Services | District | \$0.00 |
| | | Total: \$5,200.00 |
| | | Final Total: \$9,000.00 |

End of **Parent Involvement** Goal

Other Goals

Proper Reading Placement for 8th graders entering High School Goal:

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|---|--|---|------------------------------|
| 41% of 8th Grade Students Reading Scores were proficient. | | 8th grade students will increase proficiency by 40% 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 | Midyear Assessment for 8th grade students in reading to insure proper High School Placement | Yvonne Yearwood | 1) Student Portfolios 2)Teacher Feedback 3)Informal & Formal Observations | 1)STAR Reading Test 2)DAR |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|-----------------------------------|-----------------|-------------|--|-----------------------------------|
| 8th Grade Teachers will be trained in administering STAR Tests and DAR tests | Insure proper test administration | Yvonne Yearwood | 1/10 - 6/10 | 1) Reading Coach will follow-up with teachers once testing is complete. 2) Teachers will provide feedback to better the practice from year to year and to offer placement information for 8th grade students. | Lloyd Manda & Estella Eckhardt |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|--------------------------------|
| Description of Resources | Funding Source | Available Amount |
| DAR Test | General Budget | \$500.00 |
| | | Total: \$500.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| STAR Testing program | Title I | \$5,000.00 |
| | | Total: \$5,000.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| Teacher training in STAR and DAR | General Budget | \$500.00 |
| | | Total: \$500.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$6,000.00 |

End of Proper Reading Placement for 8th graders entering High School Goal

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | |
|---|--|----------------------------------|---------------------------|
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | Wilson Reading 6 Traits Picture Book Resource Library | | \$0.00 |
| Reading | Academic Camp | Accountability Funds | \$25,000.00 |
| Reading | Academic Camp | Title I | \$25,000.00 |
| Mathematics | Glencoe-Prentice Hall-SpringBoard (College Board)-FCAT Explorer-8 Step Process-Kagan's Cooperative Learning strategies-Marzano's 9 High Yield strategies | General Budget | \$310.00 |
| Mathematics | Academic Camp | Accountability Funds/Title I | \$25,000.00 |
| Writing | Write Traits Classroom Kit | General Budget | \$500.00 |
| Writing | Springboard | District | \$1,000.00 |
| Writing | Writing Camp | Title I | \$600.00 |
| Science | Holt Level 8 – Blue Holt Level 7 – Red Holt Level 6 – Green | General Budget | \$0.00 |
| Parental Involvement | Parent Training Program | Parental Involvement & Title I | \$2,000.00 |
| Proper Reading Placement for 8th graders entering High School | DAR Test | General Budget | \$500.00 |
| | | | Total: \$79,910.00 |
| Technology | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | Accelerated Reader Book Quizzes | | \$0.00 |
| Reading | Compass Odyssey Learning | Learning Resources | \$4,000.00 |
| Mathematics | FCAT Explorer-Prentice Hall Homework Video tutors-United Streaming Videos-BrainPop Video tutorials-Text supported CD's-Geogebra | General Budget | \$1,500.00 |
| Mathematics | Tabula Digita & Star Math | General Budget | \$0.00 |
| Writing | GLIDES, BEEP, & Smart Boards. | General Budget | \$600.00 |
| Science | Inspiration Software for webquests & Scilinks | General Budget | \$0.00 |
| Science | BEEP, Promethean Boards, Microsoft Office, & United Streaming. | General Budget & District | \$0.00 |
| Parental Involvement | FCAT Explorer for parents | Title I parent involvement funds | \$900.00 |
| Parental Involvement | Website Blogs for Teams | Title I parent involvement funds | \$700.00 |
| Proper Reading Placement for 8th graders entering High School | STAR Testing program | Title I | \$5,000.00 |
| | | | Total: \$12,700.00 |
| Professional Development | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | McCrel - Professional Library - Novel Studies and Literature Circles | School Budget | \$1,500.00 |
| Reading | Wilson Reader Read Naturally Oral Fluency | Title I | \$1,500.00 |
| Mathematics | SpringBoard training-School-based learning communities to learn, develop, and share effective teaching-Incorporating 9 High yield strategies and Kagan's Cooperative learning strategies | accountability funds | \$2,000.00 |
| Writing | FCAT prep workshop-Participation in small learning communities-Books, lessons, ideas I & II. | School Budget | \$1,000.00 |
| Writing | District training in Critical Content Writing- 6 traits of writing workshop | In-service Funds | \$1,000.00 |
| Writing | GLIDES, BEEP, & Smartboard training | General Budget | \$600.00 |
| Science | CRISS for Science teachers- Kagan cooperative training | Title I Professional Development | \$3,000.00 |
| Science | McRel reading strategies | Title I Professional Development | \$3,000.00 |
| Parental Involvement | Annual Title I parent Seminar | Title I parent involvement funds | \$200.00 |
| Proper Reading Placement for 8th graders entering High School | Teacher training in STAR and DAR | General Budget | \$500.00 |
| | | | Total: \$14,300.00 |

| Other | | | |
|----------------------|--|----------------------------------|----------------------------------|
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | Supplies to provide students with tools for reading strategies | Title I | \$2,000.00 |
| Mathematics | Parent Workshops in mathematics | Title I Funds | \$500.00 |
| Writing | N/A | | \$0.00 |
| Science | Consumable Lab Materials | Title I Funds | \$2,500.00 |
| Parental Involvement | Monthly series of parent workshops developed with PTSA and curriculum coaches - Parental FCAT Night with virtual counselor training. | Title I parent involvement funds | \$1,200.00 |
| Parental Involvement | Student Agendas | Title I parent involvement funds | \$4,000.00 |
| Parental Involvement | Family Counseling Services | District | \$0.00 |
| | | | Total: \$10,200.00 |
| | | | Final Total: \$117,110.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|---|--------|
| Academic Camps (Reading, Math, Writing, & Science) - Title I & Accountability Funds | 50000 |

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

The School Advisory Council oversees & monitors the implementation of the school improvement plan. It meets monthly to determine the academic goals of our students and to review student achievement data. SAC members serve on school committees that provide expertise in specific areas. These committees help to develop the School Improvement Plan with objectives, including strategies or action steps, and make recommendations for expenditures from the school budget and the focus of professional development. Once the plan is approved, it is shared with all members of the faculty and staff as well as parents and community members. After School Board approval, it is posted on the school's web site. During the year, the SAC committees oversee the implementation of the action steps and monitor data during the year.

The Council is the sole body responsible for final decision-making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345, F.S. (School Improvement).

All Advisory meetings are announced at the beginning of the school year, with a reminder notice sent home one week prior to each meeting, a ParentLink phone message sent to each home at the same time, and all meetings are listed in our monthly newsletter.

Advisory members are elected by their peer groups, with the Principal, BTU representative, and business partners being appointed. The composition of the School Advisory Council reflects the demographics of the student population and has an ELL representative.

All SAC communications and minutes are made available to the public as well as offered in multi-language translations via our Guidance Department and school website.

SAC Members

Members

- 1) Estella Eckhardt, Principal
- 2) Gregory Stewart, SAC Chair
- 3) Sandra Andrade, Teacher
- 4) Naima Khan-Ghany, Teacher
- 5) Ana Torres, Teacher
- 6) Sean Chadderton, Business Member
- 7) Carl Johnson, Parent
- 8) Selena White, Parent
- 9) Karen Mohammed, Parent
- 10) Mirlande Registre, Parent
- 11) Lovern Parks, Parent
- 12) Sonya Wimberly, Community Member
- 13) Marie Barosy, Union Steward

AYP DATA

| 2008-2009 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | | Broward HENRY D. PERRY MIDDLE SCHOOL 1011 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|------|--|---|---|------------------|--|------|----------------------|---|-----|-------------------|-----|--|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | | Read: 1013 Math: 1013 | | 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 | 2008 | 2009 | Y/N | 2008 | 2009 | Y/N | 2008 | 2009 | Y/N | 2008 | Y/N | 2009 | Y/N | 2009 | Y/N | |
| TOTAL ⁴ | 99 | Y | 99 | Y | 50 | N | 54 | N | | | Y | | | NA | 52 | 50 | N | 54 | 46 | Y | 50 | N | 58 | NA | | | |
| WHITE | | NA | | NA | | NA | | NA | | | NA | | | NA | | NA | | NA | | NA | | | | | | | |
| BLACK | 99 | Y | 99 | Y | 49 | N | 50 | N | | | Y | | | NA | 53 | 51 | N | 56 | 50 | Y | 48 | N | 54 | NA | | | |
| HISPANIC | 99 | Y | 99 | Y | 53 | N | 62 | N | | | Y | | | NA | 55 | 47 | Y | 56 | 38 | Y | 54 | NA | 66 | NA | | | |
| ASIAN | 100 | Y | 100 | Y | | NA | | NA | | | NA | | | NA | | NA | | | | NA | | | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | NA | | | | NA | | | | | | | |
| ECONOMICALLY DISADVANTAGED | 99 | Y | 99 | Y | 48 | N | 52 | N | 94 | | Y | | | NA | 55 | 52 | N | 55 | 48 | Y | 48 | N | 57 | NA | | | |
| ENGLISH LANGUAGE LEARNERS | 99 | Y | 99 | Y | | NA | | NA | 79 | 89 | Y | | | NA | | NA | | | | NA | | | | | | | |
| STUDENTS WITH DISABILITIES | 97 | Y | 97 | Y | 37 | N | 45 | N | 78 | | Y | | | NA | 78 | 63 | Y | 80 | 55 | Y | 39 | NA | 48 | NA | | | |

| 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | | Broward HENRY D. PERRY MIDDLE SCHOOL 1011 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|------|--|---|---|------------------|--|------|----------------------|---|-----|-------------------|-----|--|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | | Read: 1027 Math: 1027 | | 2007-2008 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? | | 58% scoring at or above grade level in Reading? | | 62% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | | |
| | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2007 | 2008 | Y/N | 2006 | 2007 | Y/N | 2007 | 2008 | Y/N | 2007 | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | |
| TOTAL ⁴ | 99 | Y | 99 | Y | 48 | N | 46 | N | 93 | | Y | | | NA | 58 | 52 | Y | 57 | 54 | N | 49 | NA | 51 | N | | | |
| WHITE | | NA | | NA | | NA | | NA | | | NA | | | NA | | NA | | | | NA | | | | | | | |
| BLACK | 99 | Y | 99 | Y | 47 | N | 44 | N | 93 | | Y | | | NA | 57 | 53 | N | 58 | 56 | N | 48 | N | 49 | N | | | |
| HISPANIC | 99 | Y | 99 | Y | 45 | N | 44 | N | 91 | | Y | | | NA | 62 | 55 | Y | 56 | 56 | N | 46 | NA | 50 | N | | | |
| ASIAN | 100 | Y | 100 | Y | | NA | | NA | | | NA | | | NA | | NA | | | | NA | | | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | NA | | | | NA | | | | | | | |
| ECONOMICALLY DISADVANTAGED | 99 | Y | 99 | Y | 45 | N | 45 | N | 92 | 94 | Y | | | NA | 61 | 55 | N | 61 | 55 | N | 45 | N | 50 | N | | | |
| ENGLISH LANGUAGE LEARNERS | 99 | Y | 99 | Y | 26 | N | 26 | N | 64 | 79 | Y | | | NA | 76 | 74 | N | 80 | 74 | N | | NA | | | | | |
| STUDENTS WITH DISABILITIES | 95 | Y | 96 | Y | 22 | N | 20 | N | 85 | 78 | N | | | NA | 83 | 78 | N | 86 | 80 | N | | NA | | | | | |

| 2006-2007 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | | Broward HENRY D. PERRY MIDDLE SCHOOL 1011 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|------|--|---|---|------------------|--|------|----------------------|---|-----|-------------------|-----|--|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | | Read: 1192 Math: 1192 | | 2006-2007 School Grade ¹ : C | | Did the School make Adequate Yearly Progress? | | NO | | | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 51% scoring at or above grade level in Reading? | | 56% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | | |
| | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2006 | 2007 | Y/N | 2005 | 2006 | Y/N | 2006 | 2007 | Y/N | 2006 | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | |
| TOTAL ⁴ | 99 | Y | 99 | Y | 42 | N | 43 | N | 93 | | Y | | | NA | 57 | 58 | N | 55 | 57 | N | 43 | N | 49 | N | | | |
| WHITE | 97 | Y | 97 | Y | | NA | | NA | | | NA | | | NA | | NA | | | | NA | | | | | | | |
| BLACK | 99 | Y | 99 | Y | 43 | N | 42 | N | 93 | | Y | | | NA | 57 | 57 | N | 57 | 58 | N | 43 | N | 47 | N | | | |
| HISPANIC | 99 | Y | 99 | Y | 38 | N | 44 | N | 91 | | Y | | | NA | 57 | 62 | N | 51 | 56 | N | 41 | N | 48 | N | | | |
| ASIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | NA | | | | NA | | | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | NA | | | | NA | | | | | | | |
| ECONOMICALLY DISADVANTAGED | 99 | Y | 99 | Y | 39 | N | 39 | N | 94 | 92 | Y | | | NA | 61 | 61 | N | 58 | 61 | N | 41 | N | 47 | N | | | |
| ENGLISH LANGUAGE LEARNERS | 98 | Y | 99 | Y | 24 | N | 20 | N | 91 | 64 | N | | | NA | 86 | 76 | N | 81 | 80 | N | | NA | 30 | N | | | |
| STUDENTS WITH DISABILITIES | 98 | Y | 96 | Y | 17 | N | 14 | N | 74 | 85 | Y | | | NA | 81 | 83 | N | 80 | 86 | N | 34 | N | 29 | N | | | |

SCHOOL GRADE DATA

| Broward School District HENRY D. PERRY MIDDLE SCHOOL 2008-2009 | | | | | |
|---|---------|------|---------|---------|---------------------|
| | Reading | Math | Writing | Science | Grade Points Earned |
| % Meeting High Standards (FCAT Level 3 and Above) | 53% | 55% | 95% | 30% | 233 |
| % of Students Making Learning Gains | 65% | 65% | | | 130 |
| 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? | 74% (YES) | 64% (YES) | | | 138 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| Points Earned | | | | | 501 | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested |
| School Grade | | | | | B | Grade based on total points, adequate progress, and % of students tested |

| Broward School District HENRY D. PERRY MIDDLE SCHOOL 2007-2008 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 53% | 50% | 93% | 20% | 216 | 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 | 64% | 61% | | | 125 | 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) | 61% (YES) | | | 127 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| Points Earned | | | | | 468 | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested |
| School Grade | | | | | C | Grade based on total points, adequate progress, and % of students tested |

| Broward School District HENRY D. PERRY MIDDLE SCHOOL 2006-2007 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 47% | 48% | 86% | 19% | 200 | 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 | 55% | 57% | | | 112 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 65% (YES) | 60% (YES) | | | 125 | 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 | | | | | 437 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade | | | | | C | Grade based on total points, adequate progress, and % of students tested |