

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: WILLIAM DANDY MIDDLE SCHOOL

District Name: Broward

Principal: Casandra Robinson

SAC Chair: Kimarya Carter-Martin, Jeanie Jones

Superintendent: James Notter

Date of School Board Approval: 12/01/2009

Last Modified on: 08-31-2009

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VISION and MISSION STATEMENTS

The mission of William Dandy Middle School is to provide a safe and orderly learning environment that promotes healthy minded life long learners, global citizens, and fosters high academic standards in excellence with an emphasis on Pre-Law and Pre-Medical programs.

The William Dandy Middle School vision is that eighty-five percent of our students will be at grade level in reading and mathematics.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

William Dandy Middle School is located in Fort Lauderdale, Florida, formerly known as Everglades Middle School until 1991. With construction of a totally new facility, it was given its present name. There's a total of 120 faculty and staff members, and a student population of 1,100. The diversity breakdown of students is as follows:

Students: (B) 90%, (W) 2%, (H) 6%, (A) 0%, (I) 0% (M) 2%

William Dandy Middle offers the standard academic curriculum for grades six through eight and two magnet programs (Pre-Law and Pre-Medical). Approximately 75 percent of the students are in the guidelines of low socioeconomic status.

Unique School Strengths for Next Year

One of the unique strengths of William Dandy is the two magnet programs that are available to the students in the county. We are the only middle school in the county that offers Pre-Law and Pre-Medical. Through these programs students get early exposure to these unique career fields. We have students who attend William Dandy that live all over Broward County. We prepare students to continue with these programs once they attend high school.

Unique School Weaknesses for Next Year

William Dandy over the past few years has seen enrollment drop. Families are moving out of the area to find better paying jobs and affordable housing. The district has also been affected by budget cuts. The school has had to function on a smaller budget than in the past. Because of these money woes the faculty and staff has also been affected. The school has had to eliminate positions. The hardest hit was the elective classes. Classes such as technology, business, foreign language, etc.

Student Demographics

The student population at William Dandy is approximately 1,100. The diversity breakdown is as follows:

(Black) 88%, (White) 2%, (Hispanic) 6%, (Asian) 0%, (Native) 0%, (Multi-Racial) 3%

(Female) 53%, (Male) 47%

Student Attendance Rates

During the 2008-2009 school year 93.4% of the students attended school on a regular basis.

Student Mobility

The school has a 26.6% mobility rate.

Student Suspension Rates

The school has a 11.6% student suspension rate.

Student Retention Rates

During the 2008-2009 school year 0.052% of our students were retained.

Class Size

William Dandy currently averages 21.75 students per classroom.

Academic Performance of Feeder Pattern

William Dandy has four feeder schools. Two of the elementary schools are rated a C. One school is a B. The other school is an A.

Partnerships and Grants

William Dandy has partnerships with the Urban League of Broward County and the City of Fort Lauderdale A.S.I.A (After School Internural and Arts) program. These programs offer after school care four days a week for two hours. During this time the students are offered tutoring and extracurricular activities.

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 *
Assis Principal	Wm. Alvin Barrow	B.S. Music Education M.S. Educational Leadership ED.S. Technology Management	4	4	Current school has been an A for the past four years. Responsibilities: 8th grade, Reading, Social Studies, Unified Arts 2007 - 2008 Math 82 Reading 65 Writing 98 Science 36 2008-2009 Math 80 Reading 55 Writing 95 Science 32 William Dandy did not make AYP for 2008 or 2009.
Assis Principal	Daphene Smith	B.A. English M.S. Reading ED. S. Administrative Leadership	4	4	2007-2008 Departments were Language Arts, ESE and ESOL In the school year 2007-2008, 7th grade tested 404 students in Reading resulting in a mean score of 322. (11% level 1), (19% level 2), 70 % level 3 or above) 7th grade tested 406 in Mathematics resulting in a mean score of 337. (8% level 1), 14% level 2), (78% level 3 and above) 2008-2009 Departments are Reading, Language Arts, ESE and ESOL. in the school year 2008-2009, 7th tested 376 students in Reading resulting in a mean score of 319 (16% level 1), (18% level 2), (66% level 3 and above) 7th grade tested 377 students in Mathematics resulting in a mean score of 329 (10% level 1), 17% level 2), 73% level 3 and above) William Dandy did not make AYP for the 2007-2008 or 2008-2009 school years.
					School Percent Scoring Three and Above 2008 Reading 6th Grade 69% 7th Grade 70% 8th Grade 65% Mathematics 6th Grade 66% 7th Grade 78%

Principal	Casandra Robinson	Marketing 6-12 Educational Leadership	4	4	<p>8th Grade 82%</p> <p>Writing 8th Grade 98%</p> <p>Science 8th Grade 36%</p> <p>School Mean Scores 2008</p> <p>Reading 6th Grade 322 7th Grade 322 8th Grade 322</p> <p>Math 6th Grade 333 7th Grade 337 8th Grade 345</p> <p>Writing 8th Grade 327</p> <p>Science 8th Grade 309</p> <p>School Percent Scoring Three and Above 2009</p> <p>Reading 6th Grade 62% 7th Grade 66% 8th Grade 55%</p> <p>Math 6th Grade 72% 7th Grade 73% 8th Grade 80%</p> <p>Writing 8th Grade 95%</p> <p>Science 32%</p> <p>School Mean Scores 2009</p> <p>Reading 6th Grade 312 7th Grade 319 8th Grade 314</p> <p>Math 6th Grade 333 7th Grade 329 8th Grade 336</p> <p>Writing 8th Grade N/A</p> <p>Science 8th Grade 297</p> <p>William Dandy did not make AYO for the 2007-2008 or 2008-2009 school years.</p>
Assis Principal	Margaret Fletcher	B.S. Education M.S. Educational Leadership Administration/Supervision 6-12 Spanish 6-12	11	23	<p>School Percent Scoring Three and Above 2008 6th Grade Reading 69% Math 66%</p> <p>School Mean Scores 2008</p> <p>6th Grade Reading 322 Math 333</p> <p>School Percent Scoring Three and Above 2009</p> <p>6th Grade Reading 62% Math 72%</p> <p>School Mean Scores 2009</p> <p>6th Grade Reading 312 Math 333</p> <p>William Dandy did not make AYP for the 2007-2008 or 2008-2009 school year.</p>

* 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 *
					School Percent Scoring Three and Above

Reading Coach	Danielle Gooden	Reading K - 12 Currently obtaining ESOL endorsement	8	4	Reading 2008 6th Grade 69% 7th Grade 70% 8th Grade 65% School Mean Scores 2008 6th Grade 322 7th Grade 322 8th Grade 322 School Percent Scoring Three and Above 2009 6th Grade 62% 7th Grade 66% 8th Grade 55% School mean Scores 2009 6th Grade 312 7th Grade 319 8th Grade 314 William Dandy did not make AYP for 2008 and 2009.
Mathematics Coach	Gilbert Faustin	Mathematics 5-9	10	4	School Percent Scoring Three and Above Math 2008 6th Grade 66% 7th Grade 78% 8th Grade 82% School Mean Scores 2008 6th Grade 333 7th Grade 337 8th Grade 345 School Percent Scoring Three and Above 2009 6th Grade 72% 7th Grade 73% 8th Grade 80% School Mean Scores 2009 6th Grade 333 7th Grade 329 8th Grade 336 William Dandy did not make AYP for 2008 and 2009.
Writing Coach	Linda Foster	Early Childhood ESOL Elementary Education English 5-9 Administration/Supervision	24	2	School Percent Scoring Three and Above 2008 8th Grade 98% School Mean Scores 2008 8th Grade 327 School Percent Scoring Three and Above 2009 8th Grade 95% School Mean Scores 2009 8th Grade N/A

* 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)
District Job Fairs -Highly qualified teachers are recruited at job fairs.	Principal	August 2009	
Teacher recommendations -Teachers who are currently on staff recommend highly qualified faculty to administration.	Principal	August 2009	
Open Door Policy -The principal allows teachers to bring suggestions or concerns. The principal then addresses those issues immediately.	Principal	Ongoing	
Early Teachers Academy -Teachers who are new to school report a week earlier. During this time they are introduced to administration and support staff. The are also able to visit their classrooms.	NESS Coordinator	August 2009	
Buddy System -Each new teacher to the school are partnered with a buddy. Their buddy is responsible for assisting them with any school concerns.	NESS Coordinator	Ongoing	

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
76	0	43	33	24	60	100	40	0.05	70

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jeanie Jones	Maria Bann	Both teachers are in the same department. They are able to attend learning communities and staff developments together. They also have a common planning.	First week reflection Best Practices & Behavior Management Interim Reports PGP Review Process Best Practices 7-8-9 Best Practices/Critical Thinking Best Practices/ESE Best Practices/Social Studies
Tanika McDonald	Naricka Dixon	Both teachers teach the same subject. They are able to attend learning communities and staff developments together.	First Week Reflection Best Practices & Behavior Management Interim Reports PGP Review Process Best Practices 7-8-9 Best Practices/Critical Thinking Best Practices/ESE
Michael Comparone	Michelle Lewis	Comparone is the Technology Specialist and is familiar with the media center.	First Week Reflection Best Practices/Technology
Doreatha Oatts	Lana Lysen	Both teachers teach the same subject. They are able to attend learning communities and staff development together.	First Week Reflection Best Practices & Behavior Management Interim Reports PGP Review Process Best Practices/Critical Thinking Best Practices/ESE Best Practices/Language Arts
Ashley Scott-Lamar	Patricia McLaughlin	Both teachers teach the same subject area. They are able to attend learning communities and staff development together. They also share a common planning.	First Week Reflection Best Practices & Behavior Management Interim Reports IEP Training
Tonya Sevalia	Jason Muniz	Both teachers teach the same subject area.	First Week Reflection Best Practices & Behavior Management Interim Reports PGP Review Process Best Practices/Social Studies
Otis Rollie	Paul Southwood-Smith	Both teachers are in the same department. They are able to attend learning communities and staff development together. They also have common planning.	First Week Reflection Best Practices & Behavior Management Interim Reports PGP Review Process Best Practices/Critical Thinking
		Both teachers teach the same subject. They are able	

Stephanie Williams	Shirley Sutherland	to attend learning communities and staff development together. They also have a common planning.	First Week Reflection Best Practices & Behavior Management Interim Reports FCAT Testing
Khadijah Muhammad	Adrienne Yates	Both teachers teach the same subject. They are able to attend learning communities and staff development together. They also have a common planning.	First Week Reflection Best Practices & Behavior Management Interim Reports IEP Training

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I funds are used to provide parents with trainings and workshops throughout the school year. It also allows the students able to participate in tutoring for reading, math, science, and writing.

Title I, Part C- Migrant

N/A

Title I, Part D

The guidance counselors are responsible for identifying neglected and delinquent students. Once they are identified they are referred to the district social worker who is on site. The social worker then determines what services the students need.

Title II

Teachers participate in professional development throughout the year. All teachers attend weekly learning communities on Mondays. They are also able to engage in professional development on early release days and planning days.

Title III

Our ESOL teachers are able to attend trainings throughout the year to keep up with ESOL strategies. It also allows the ESOL children opportunity to engage with other students on campus. Teachers are able to seek ESOL endorsement.

Title X- Homeless

Students that are identified as homeless or in the foster care system are offered individual counseling to nurture their personal and social well-being. They are offered peer counseling so they can be counseled on a daily basis. They are provided a buddy to help them with their school experience. The guidance department works closely with the school's social worker to provide additional services that are necessary.

Supplemental Academic Instruction (SAI)

Students are able to access textbooks and FCAT Explorer from home.

Violence Prevention Programs

The school offers Crime Watch and Gang Awareness Education. The Crime Watch program is student directed. The students assist with security and law enforcement to keep the campus safe. Gang Awareness Education is taught by the police officer that is on campus. The officer gives workshops to the students and faculty.

Nutrition Programs

The district implemented a nutrition that eliminates sweets and replaces them with more healthy items such as fruits. The cafeteria staff also offers low calorie snacks for purchase.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Each grade level has a Student Services Management Team that meets weekly on Friday mornings. The grade level guidance counselor is the facilitator and also prepares the agenda. All teachers, and elective and ESE teacher representative, as well as the grade level administrator participates.

The school also has a Curriculum Council that meets weekly on Wednesdays. The council is comprised of administrators, counselors, department chairs, academic coaches, and team leaders.

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

Concerns regarding students are presented and interventions discussed. A specific person is designated to follow up on the suggested interventions and report back with the results.

Examples of areas addressed:

- Anger management
- Tardiness
- Early Sign-out
- Attendance
- Sleeping in class
- Failure to do homework
- Inability to keep up with the class
- Not bringing school supplies
- Health/personal hygiene

Curriculum Council

All teachers are invited and encouraged to attend. The council meets weekly on Wednesday mornings. The principal updates the council on the latest information for the members to share with their departments. The assistant principals share activities for their grade level and items of their specific area of responsibility. Academic coaches present data each month by teacher and by grade. The Council discuss the results and makes recommendations. Departments also reports out on their ongoing activities and concerns.

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

The role of the school-based RtI Leadership Team

RtI Implementation

Describe the data management system used to summarize tiered data.

Students are scheduled based on their scores to further address students needs. The data each month is desegregated and teachers identify students needing further instruction in specific areas. Departments meet weekly to discuss the data and address how to assist students to improve. The instructional focus calendar is regularly revised based on weekly and monthly assessments.

Describe the plan to train staff on RtI.

Every year the principal holds a Leadership Days. During this training the leadership team discusses the positive and negative aspects of the school year. It is also during this time that departments are able to give suggestions to the group so

that the same mistakes are not repeated the next school year.

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?

This was the first year ever that all 3 grade levels experienced a significant decrease across the board in reading. Math scores have steadily risen every year from a low of 26% to our current scores of 72-80% above level 3. One grade level posted a significant decrease this year.

Instructional Calendar Development

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

The county distributes the instructional focus calendar. Utilizing our progressive monthly data, we adjust the calendar to address specify areas of weakness.

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

Math: measurement and number sense

Reading: words and phrases in content, reference and research, validity and accuracy, inferences/drawing conclusions

Writing: vocabulary, mechanics, editing/revising, spelling, persuasive writing

Science: physical and chemical science, earth and space science

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

Students are scheduled based on their test scores to further address students needs.

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

Students are given the choice of electives that help apply their acquired knowledge to the real world. Elective choices range from Emerging Technology to a Physical Education course that helps students learn about the importance of nutrition and body management. in core courses, teachers expose students to real world applications of the subject area.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students are introduced to different career paths beginning in sixth grade. They are given the requirements for their career selection and advise which classes will help them enter into their occupational choice. For example, students who would like to enter the medical field are advised that they must take more advance math and science classes. Selecting courses that will help jumpstart their career path make the middle school experience meaningful and purposeful. Seventh graders are required to take a career awareness course through their Social Studies class. Eighth graders choose upcoming high school courses based on their career choice for their life after high school.

DO

Direct the Instructional Focus

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

Instructional Focus Calendar, Department planning, Grade Level Planning

How are instructional focus lessons developed and delivered?

Teachers work collaboratively to develop and submit plans. There are specific activities and time frames assigned. The agenda and standards are posted, along with the objectives.

How will instructional focus lessons be revised and monitored?

Administrators, academic coaches, and department chairs visit classrooms regularly. All new teachers are assigned a teaching buddy and encouraged to come in early and prepare.

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.

BAT 1 & 2, Pre-test, post-test, monthly mock tests, weekly mini-assessments, Accelerated Reader tests, San Diego, DAR, FCAT

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

The data each month is disaggregated and teachers identify students needing further instruction in specific areas. Counselors and administration discuss student data with individual students as the year progresses.

Maintenance

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

All of the above assessments are placed on the curriculum focus calendar and are retaught at regular intervals.

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.

The initial data is presented in Curriculum Council to be followed by data issued in department meetings with student by student detail.

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 participate in all departmental meetings. They follow up with data chats, classroom observations, modeling, coaching, and feedback.

ACT

Supplemental and Intensive Instruction/Interventions

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

All teachers at our school teach Critical Thinking reading, relating reading to every area of the curriculum. During the year Social Studies and elective teachers present science and technology activities to our students for 8th graders. In 6th and 7th grade, Science supports math with activities that demonstrate how math is utilized in the sciences. In Social Studies teachers use their materials and selections from Social Studies materials to enhance reading. Students do real world activities through project based instruction whether it be the Science Fair, Literary Fair, essay contests or academic competition.

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

After school tutoring, subject area camps, Saturday FCAT camp and morning tutoring extrapolate the weaknesses and all teachers work on the skill of the week and pre-identified target skill.

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

Teachers are encouraged and utilizing the data, teachers prepare their PGP and include staff development. Teachers attend county staff development, people are brought in to present on site. Teachers also participate in weekly learning communities

and present best practices.

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

The lowest quartile and through data the bubble students (fragile) are identified.

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

The effectiveness will be measured throughout the year by weekly and monthly assessments.

Enrichment

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

Training on technology, program usage, and report production.

Describe how students are identified for enrichment strategies.

Students are identified based on test scores and teacher recommendations.

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)
Unified Arts	Jeanie Jones, Department Head	weekly	Mondays Start date: August 24, 2009	Writing Across the Curriculum
Department	Karen Armstrong-Williams, Sabrina Smith, Lashonne McIntyre-Sanford, Winnica McLean, Tiffani Barber-Jackson, James Slater - Department Heads	weekly	Thursdays Start date: August 27, 2009	Disaggregated information from the leadership meeting that is held on Wednesdays.
Grade Level	Margaret Fletcher, 6th Grade Asst. Principal Daphene Smith, 7th Grade Asst. Principal Wm. Alvin Barrow, 8th Grade Asst. Principal	weekly	Tuesdays Start date: August 25, 2009	The Asst. Principal brings information from the Principal. This is also a time to voice any concerns within the grade level.
Curriculum Council	Casandra Robinson, Principal	weekly	Wednesdays Start date: August 26, 2009	The principal updates the council on the latest information for the members to share with their departments.
SSMT	Marci Bennet-Barnes, 6th Grade Guidance Shirley Sutherland, 7th Grade Guidance Stephanie Williams, 8th Grade Guidance	weekly	Fridays Start date: August 28, 2009	Teachers bring concerns to the counselor. It is also a time to refer students to Child Study.

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>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The total proficient decreased. The 6th grade decreased by 7%. The 7th grade decreased by 4%. The 8th grade decreased by 10%. All of the student subgroups did not meet AYP targets. The areas that did not make target were reading proficiency for black students and reading proficiency for economically disadvantaged. 72% of the lowest 25% made learning gains. 68% of the total number tested made learning gains.		<p>By June 2010, 72% of the students meeting the criteria of the DOE Rule will score level 3 or above on the reading portion of the FCAT examination.</p> <p>By June 2010, 76% of the students in the bottom quartile will make annual learning gains in reading.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students scoring below the 50th percentile will be engaged in a diagnostic assessment using the SRI, FORF, and San Diego.	Danielle Gooden, Reading Coach Tiffani Barber-Jackson, Reading Department Head	The effectiveness of the action step will be determined by weekly learning communities. These meetings will be conducted by the Reading Coach or Reading Department Head.	<p>Monthly Reading Practice Test</p> <p>Saturday School Camp Success Days (Remediation and/or enrichment on the FCAT Reading Clusters)</p> <p>Morning Tutorial</p> <p>Afternoon Tutorial</p> <p>Students will participate in ongoing data discussions.</p>
2	All Students scoring above the 50th percentile will be engaged in a comprehensive diagnostic assessment.	Danielle Gooden, Reading Coach Tiffani Barber-Jackson, Reading Department Head	The effectiveness of the action step will be determined by weekly learning communities.	<p>Monthly Reading Practice Test</p> <p>Saturday School Success Days(Remediation and/or enrichment on the FCAT Reading Clusters)</p> <p>Moorning Tutorials</p> <p>Afternoon Tutorials</p> <p>Students will participate in ongoing data discussions.</p>
3	Students reading below the 25th percentile will utilize READ 180 program to improve reading fluency, automatic word recognition, decoding skills, and comprehension.	Danielle Gooden, Reading Coach Tiffani Barber-Jackson, Reading Department Head	The effectiveness of the action step will be determined by weekly learning communities.	<p>Monthly Reading Practice Test</p> <p>Saturday School Success Days(Remediation and/or enrichment on the FCAT Reading Clusters)</p> <p>Moorning Tutorials</p> <p>Afternoon Tutorials</p> <p>Students will participate in ongoing data discussions.</p>
4	Students between the 26th and 49th percentile will utilize Read XL to develop reading fluency, automatic word recognition and decoding skills, and comprehension.	Danielle Gooden, Reading Coach Tiffani Barber-Jackson, Reading Department Head	The effectiveness of the action step will be determined by weekly learning communities.	<p>Monthly Reading Practice Test</p> <p>Saturday School Success Days(Remediation and/or enrichment on the FCAT Reading Clusters)</p> <p>Moorning Tutorials</p> <p>Afternoon Tutorials</p> <p>Students will participate in ongoing data discussions.</p>

5	Students above the 50th percentile will use Junior Great Books to increase higher order thinking skills.	Danielle Gooden, Reading Coach Tiffani Barber-Jackson, Reading Department Head	The effectiveness of the action step will be determined by weekly learning communities.	Monthly Reading Practice Test Saturday School Success Days(Remediation and/or enrichment on the FCAT Reading Clusters) Moorning Tutorials Afternoon Tutorials Students will participate in ongoing data discussions.
6	All students will participate in daily sixty minute block of highly structured critical thinking to improve and encourage reading which drives the Reading curriculum.	Danielle Gooden, Reading Coach Tiffani Barber-Jackson, Reading Department Head	The effectiveness of the action step will be determined by weekly learning communities	Monthly Reading Practice Test Saturday School Success Days(Remediation and/or enrichment on the FCAT Reading Clusters) Moorning Tutorials Afternoon Tutorials Students will participate in ongoing data discussions.
7	All students will use context clues, QAR questions, graphic organizers and text frames to develop reading comprehension in written form.	Danielle Gooden, Reading Coach Tiffani Barber-Jackson, Reading Department Head	The effectiveness of the action step will be determined by weekly learning communities	Monthly Reading Practice Test Saturday School Success Days(Remediation and/or enrichment on the FCAT Reading Clusters) Moorning Tutorials Afternoon Tutorials Students will participate in ongoing data discussions.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
All students will be familiar with the Reading rubric.	All teachers will receive staff development in understanding the Reading rubric.	Danielle Gooden, Reading Coach	October 2009	Learning Community	Danielle Gooden, Reading Coach
All students that take the FCAT will be familiar with reading strategies.	All teachers will receive training focusing on reading strategies to be implemented in the content areas.	Tiffani Barber-Jackson, Reading Department Head	October 2009	Learning Communities	Tiffani Barber-Jackson, Reading Department Head
All students will be taught reading from competent Reading teachers.	All teachers will receive staff development training in understanding the Essential Teacher Knowledge.	Danielle Gooden, Reading Coach	November 2009	Learning Communities	Danielle Gooden, Reading Coach

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

Teachers are responsible for implementing the Critical Thinking curriculum for 60 minutes daily. The purpose of the curriculum is to reinforce literacy skills among all content areas.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Read XL	Title I Funds	\$350.00
Read 180	Accountability Funds	\$400.00
		Total: \$750.00
Technology		
Description of Resources	Funding Source	Available Amount
Hardware/Software	Accountability Funds	\$725.00
		Total: \$725.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Workshops/Trainings	Accountability Funds	\$750.00
		Total: \$750.00

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,225.00

End of Reading Goal

Mathematics Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The total percent proficient stayed the same. The percentage was 80% in 2008 and 2009. The clusters/strands that showed decrease were measurement and number sense. Not all of the subgroups met AYP targets. The school did not meet reading proficiency among blacks or the economically disadvantaged. 77% of the lowest 25% made learning gains in math. 81% of the total number of those tested made learning gains in math.		<p>By June 2010, 83% of students meeting the criteria of DOE Rule will score level 3 or above on the Mathematics portion of the FCAT examination.</p> <p>By June 2010, 78% of the students in the lowest 25% will make learning gains on the Mathematics portion of the FCAT examination.</p>		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Diagnostic testing will be administered to all students to assess the 5 clusters of math.	Gilbert Faustin, Mathematics Coach	Assessing the students monthly. Classroom walk-throughs	Monthly Mock Tests Mini-Assessments Daily Quizzes
2	All students will have technological training and access to laptops and Promethean Boards, and additional software.	Margaret Fletcher, Asst. Principal	Teachers using the new technology in their classrooms.	Monthly Student Progress Sheets
3	ESE and ESOL students will receive support from a facilitator.	Ashley Scott-Lamar, ESE Specialist Erold Accime, ESOL Specialist	Evaluating the students through weekly or monthly assessments.	Weekly Quizzes Monthly Mock Tests
4	Students below 25% and parents will be encouraged to attend Saturday FCAT workshops before and after school tutoring to reinforce skills (strands) that were taught during the week.	Margaret Fletcher, Asst. Principal	Monitoring those students during the week in their classes.	Weekly Quizzes Monthly Mock Tests
5	Students below 30th percentile will engage in small class setting by a certified teacher.	Gilbert Faustin, Math Coach	Assessing the students monthly.	Monthly Mock Tests Mini-Assessments Daily Quizzes
6	Magnet student curriculum will be enhanced to include Algebra I, Algebra I Honors, and Geometry I Honors.	Gilbert Faustin, Math Coach Sharron Ellis, Magnet Coordinator	The students will be monitored quarterly.	Interim Reports Math Projects Quiz Results Chapter Tests

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Students will be taught by competent math teachers.	Teachers will attend weekly learning communities.	Winnica McLean, Math Department Head	Ongoing	Observing teachers using the best practices in class.	Winnica McLean, Math Department Head

All students will be exposed to technology in the classroom.	Teachers will be trained in the latest technology.	Michael Comparone, Technology Specialist	October 2009	Observing teachers using technology in classrooms.	Winnica McLean, Math Department Head
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Prentice Hall Textbooks	Accountability Funds	\$250.00
Buckle Down Math	Title I Funds	\$500.00
		Total: \$750.00
Technology		
Description of Resources	Funding Source	Available Amount
Software/Hardware	Title I Funds	\$350.00
FCAT Simulation	Accountability Funds	\$350.00
		Total: \$700.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Workshops/Trainings	Accountability Funds	\$750.00
		Total: \$750.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,200.00

End of **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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The total percent proficient decreased by 4%. 32% of the 8th grade students scored a level 3 or above.		By June 2010, 40% of students meeting criteria of the DOE Rule will score level 3 or above on the Science portion of the FCAT examination.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use the internet to complete research projects to gain familiarity with research skills.	Sabrina Smith, Science Department Head	Observing teachers using technology in the classroom.	Science Fair Projects
2	Students will read weekly current science magazines and write a short summary.	Sabrina Smith, Science Department Head	Students will submit their summaries every Friday to their Science teachers.	Weekly Summaries
3	Students will participate in intensive weekly Science Success Day Camps.	Sabrina Smith, Science Department Head	Evaluating student progress weekly or monthly.	Weekly/Monthly Assessments
4	Students will participate in Saturday Workshops to enhance their skills of the science concepts. The funds for the Saturday camp will come from accountability funds.	Sabrina Smith, Science Department Head	Evaluating student progress weekly or monthly.	Weekly/Monthly Assessments
5	All students will participate in science labs every three weeks.	Sabrina Smith, Science Department Head	Students will submit monthly lab reports.	Monthly Lab Reports

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
All students will be familiar with Science FCAT strategies.	All teachers will meet twice weekly in departmental Learning Community meetings to consult and collaborate on Science content and FCAT strategies.	Sabrina Smith, Science Department Head	October 2009	Observing teachers in classrooms presenting the content to students.	Margaret Fletcher, Asst. Principal Science Department Head
All students will engage in a lesson about lab safety.	Teachers will attend safety workshops in order to provide instruction to students about lab safety and the use of scientific tools in the classroom.	Sabrina Smith, Science Department Head	September 2009	Observe students in class using scientific tools.	Sabrina Smith, Science Department Head
All students will prepare a Science Fair project to be displayed in the media center.	Teachers will participate in the training on Science Fair Project research, which will be infused into the lessons.	Higgins Sainvil, Science Fair Coordinator	December 2009	Students will submit their projects to the Science Fair to be evaluated.	Higgins Sainvil, Science Fair Coordinator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckle Down Science	Accountability Funds	\$350.00
		Total: \$350.00
Technology		
Description of Resources	Funding Source	Available Amount
Study Island	Title I Funds	\$725.00
		Total: \$725.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Trainings/Workshops	Accountability Funds	\$700.00
		Total: \$700.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,775.00

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	
The total percent proficient decreased by 3%. 95% of 8th grade students scored at a level 3.5 and above on the 2009 FCAT.		By June 2010, 80% of the 8th grade students will score a 4.0 or above on the FCAT Writing examination.	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1 All students will engage in diagnostic writing assessments to determine strengths/weaknesses in writing according to the district writing plan.	Linda Foster, Writing Coach	Students will be assessed by their Language Arts teachers.	Monthly Writing Tests

2	LEP students will be integrated into the regular language Arts classes for FCAT instructional writing strategies. (Success Days)	Karen Armstrong-Williams, Language Arts Department Head	Students will be assessed by their Language Arts teachers.	Monthly Writing Tests
3	ESE students will attend FCAT instructional writing sessions twice a week in the regular classroom setting.	Linda Foster, Writing Coach	Students will be assessed by their Language Arts teacher.	Monthly Writing Tests
4	All 8th grade students will be assessed weekly to determine individual deficiencies.	Linda Foster, Writing Coach	Teachers will submit weekly writing scores to their assistant principals.	Weekly Writing Tests
5	All students will be assessed monthly to determine individual strengths and weaknesses.	Linda Foster, Writing Coach	Teachers will submit monthly writing scores to the Writing Coach.	Monthly Writing Tests
6	A pre-test and a post-test will be administered to assess for progress made during the school year.	Karen Armstrong-Williams, Language Arts Department Head	Both the tests will be submitted to the Language Arts Department Head.	Pre-test Post-test
7	Teachers will conference and edit papers with students.	Karen Armstrong-Williams, Language Arts Department Head	Teachers will submit weekly writing scores to the Writing Coach.	Weekly Writing Tests

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
All Language Arts teachers will teach writing as a process, incorporating the steps of writing (pre-writing, drafting, revising, editing, and publishing).	Writing Process	Linda Foster, Writing Coach	October 2009	Assessing student writing weekly/monthly.	Linda Foster, Writing Coach
Teachers will receive training in the writing rubric and elements of writing.	Writing Rubric	Linda Foster, Writing Coach	October 2009	Assessing student writing weekly or monthly.	Karen Armstrong-Williams, Language Arts Department head
Teachers will share best practices each week in learning communities.	Best Practices	Karen Armstrong-Williams, Language Arts Department Head	Ongoing	Observing teachers using best practices that were shared during the learning communities.	Karen Armstrong-Williams, Language Arts Department Head
All Language Arts teachers will be trained on the 6 traits of writing.	6 Traits of Writing	Karen Armstrong-Williams, Language Arts Department Head	November 2009	Observing teachers teaching the students the 6 Traits of Writing.	Karen Armstrong-Williams, Language Arts Department Head

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckle Down Writing	Accountability Funds	\$750.00
Total: \$750.00		
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
Trainings/Workshops	Accountability Funds	\$750.00
Total: \$750.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Parent Involvement Goal

Needs Assessment:	Based on information from School Grade and Adequate Yearly Progress Data: Were parent involvement activities and strategies targeted to areas of academic need? Based on information from surveys, evaluations, agendas, or sign-ins: Was the percent of parent participation in school activities maintained or increased from the prior year? Generally, what strategies or activities can be employed to increase parent involvement?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
As of June 2009, 15% of parents participated in decisions regarding their children's education as documented by attendance at parent trainings, meetings or conferences.		By June 2009 25% of parents will participate in parent education activities supporting their child's education as documented by attendance at parent trainings, meetings or conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	A school-parent compact will be delivered by all stakeholders and distributed to parents. The signed compacts will be kept on file at the school, with a sample sent to the Title I District Office.	Wm. Alvin Barrow, Title I Liaison, Asst. Principal	Collecting the compacts from all stakeholders.	School-parent compact
2	A school wide Open House will take place September 2009. The parents will be able to obtain information about the school and schedule conferences.	Margaret Fletcher, 6th Grade Asst. Prin. Daphene Smith, 7th Grade Asst. Prin. Wm. Alvin, 8th Grade Asst. Prin.	Handing out surveys to parents when they arrive to the Open House.	Survey
3	Individual student assessment results will be provided to all parents.	Danielle Gooden, Reading Coach Gilbert Faustin, Math Coach	The number of parents that came to the event.	Interim Reports
4	Parents are invited and encouraged to attend FCAT Saturday camps with the students.	Margaret Fletcher, 6th Grade Asst. Prin. Daphene Smith, 7th Grade Asst. Prin. Wm. Alvin Barrow, 8th Grade Asst. Prin.	Monitoring student work in the classroom.	Student work

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Parents will attend a workshop on how to conduct effective parent conferences.	Parent Conferences	Guidance Director	October 2009	Survey parents at the beginning and the end of the school year.	Principal
Parents will attend a workshop on how to use Pinnacle.	Pinnacle	Guidance Director	November 2009	Survey parents at the beginning and the end of the school year.	Asst. Principals
Learning communities to brainstorm strategies for parental involvement.	Parent Involvement	Guidance Director	Ongoing	Attending monthly SAC and PTSA meetings.	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
ParentLink	Title I Funds	\$350.00
		Total: \$350.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Trainings/Workshops	Title I Funds	\$750.00
		Total: \$750.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,100.00

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	Read XL	Title I Funds	\$350.00
Reading	Read 180	Accountability Funds	\$400.00
Mathematics	Prentice Hall Textbooks	Accountability Funds	\$250.00
Mathematics	Buckle Down Math	Title I Funds	\$500.00
Writing	Buckle Down Writing	Accountability Funds	\$750.00
Science	Buckle Down Science	Accountability Funds	\$350.00
			Total: \$2,600.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Hardware/Software	Accountability Funds	\$725.00
Mathematics	Software/Hardware	Title I Funds	\$350.00
Mathematics	FCAT Simulation	Accountability Funds	\$350.00
Science	Study Island	Title I Funds	\$725.00
Parental Involvement	ParentLink	Title I Funds	\$350.00
			Total: \$2,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Workshops/Trainings	Accountability Funds	\$750.00
Mathematics	Workshops/Trainings	Accountability Funds	\$750.00
Writing	Trainings/Workshops	Accountability Funds	\$750.00
Science	Trainings/Workshops	Accountability Funds	\$700.00
Parental Involvement	Trainings/Workshops	Title I Funds	\$750.00
			Total: \$3,700.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$8,800.00

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
Monthly Meetings	250
Trainings/Workshops	250

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

The William Dandy Middle School Advisory Council will meet monthly on every third Tuesday.

1. Back-to-School night in September.
2. Holiday celebration in December.
3. Sponsor a Valentine's Day dance with PTSA in February.
4. End-of-the-Year celebration in May.

SAC Members

Members

- 1) Casandra Robinson, Principal
 - 2) Jeanie Jones, SAC Chair
 - 3) Kimarya Carter-Martin, SAC Chair
 - 4) Sharron Ellis, Teacher
 - 5) Tiffani Barber-Jackson, Teacher
 - 6) Sandra Lane, Parent
 - 7) Cynthia Samuels, Parent
 - 8) Michele Smith, Parent
 - 9) Fitzroy Grizzle, Parent
 - 10) Carol Hardemon, Parent
 - 11) Hattie Harden, Parent
 - 12) Jeanice Harley, Parent
 - 13) Cloverly McLean, Parent
 - 14) Jerry Moore, Parent
 - 15) Andrea Obin, Parent
 - 16) Deveroux McDonald, Community Member
 - 17) James Polk, School Support Personnel
 - 18) Marie Campbell-Colvin, Union Steward
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AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward WILLIAM DANDY MIDDLE SCHOOL 1071													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1110 Math: 1110		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	63	N	77	Y			Y			NA	32	37	N	23	23	NA	65	Y	79	NA			
WHITE		NA		NA		NA		NA			NA			NA		NA		NA		NA							
BLACK	100	Y	100	Y	62	N	76	Y			Y			NA	33	38	N	24	24	NA	63	N	78	NA			
HISPANIC	100	Y	100	Y		NA		NA			NA			NA		NA		NA		NA							
ASIAN		NA		NA		NA		NA			NA			NA		NA		NA		NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA		NA		NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	60	N	76	Y			Y			NA	35	40	N	25	24	NA	62	N	77	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA			NA		NA		NA		NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA		94	Y			NA		NA		NA		NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward WILLIAM DANDY MIDDLE SCHOOL 1071													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1236 Math: 1236		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	99	Y	99	Y	68	Y	77	Y			Y			NA	36	32	NA	23	23	NA	69	NA	85	NA			
WHITE	100	Y	100	Y		NA		NA			NA			NA		NA		NA		NA							
BLACK	99	Y	99	Y	67	Y	76	Y			Y			NA	38	33	NA	24	24	NA	68	NA	84	NA			
HISPANIC	98	Y	98	Y		NA		NA			Y			NA		NA		NA		NA							
ASIAN		NA		NA		NA		NA			NA			NA		NA		NA		NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA		NA		NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	65	Y	75	Y			Y			NA	40	35	NA	26	25	NA	67	NA	84	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		66	Y		NA			NA		NA		34		NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA	45	N			Y			NA		NA		55	NA						NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward WILLIAM DANDY MIDDLE SCHOOL 1071													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1249 Math: 1249		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		YES							
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	64	Y	77	Y			Y			NA	35	36	NA	27	23	NA	57	NA	83	NA			
WHITE	100	Y	100	Y		NA		NA			NA			NA		NA		NA		NA							
BLACK	99	Y	99	Y	62	Y	76	Y			Y			NA	37	38	NA	30	24	NA	56	NA	83	NA			
HISPANIC	100	Y	100	Y		NA		NA			NA			NA		NA		NA		NA							
ASIAN		NA		NA		NA		NA			NA			NA		NA		NA		NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA		NA		NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	60	Y	74	Y			Y			NA	39	40	NA	29	26	NA	56	NA	80	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA		89				NA		NA		NA		NA							
STUDENTS WITH DISABILITIES	96	Y	96	Y		NA		NA			NA			NA		NA		NA		NA							

SCHOOL GRADE DATA

Broward School District WILLIAM DANDY MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	66%	80%	98%	36%	280
% of Students Making Learning Gains	68%	81%			149
	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?	72% (YES)	77% (YES)			149	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					578	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District WILLIAM DANDY MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	80%	99%	38%	289	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	70%	83%			153	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)	81% (YES)			155	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					597	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District WILLIAM DANDY MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	80%	95%	36%	278	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	66%	85%			151	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?	72% (YES)	77% (YES)			149	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					578	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested