

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: LAUDERHILL MIDDLE SCHOOL**

**District Name: Broward**

**Principal: Jeannie Floyd**

**SAC Chair: Valerie Blackwell**

**Superintendent: James Notter**

**Date of School Board Approval: December 1, 2009**

**Last Modified on: 08-31-2009**

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## VISION and MISSION STATEMENTS

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

Our mission at Lauderhill Middle Community School is to establish a high level of expectations for all students, to provide quality education in a safe environment, to be responsive to changing student and community needs, and to enable each child to develop pride, motivation and a desire to learn.

The Principal's vision is "Not Just Believing It, But Committed to Achieving It". Additionally, our school wide theme is "Building Success Through Positive Connections".

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Constructed in 1968, Lauderhill Middle School is a Title One School with a grade of "C". Lauderhill Middle School is classified as a Correct I, SINI 5 based on the guidelines of the Differentiated Accountability program. We offer SES and public School Choice according to the requirements of the No Child Left Behind Act of 2001. Lauderhill Middle School serves students in Grades 6-8 and also serves in the capacity of community school. Currently, approximately 95% of our students reside in the surrounding community of Lauderhill and walk to school.

#### Unique School Strengths for Next Year

Lauderhill Middle School earned a record high of 461 accountability points on the 2009 FCAT and maintained school grade of a "C". Lauderhill Middle School is 1 of 2 middle schools that lead the district in Reading learning gains for the lowest 25th percentile population, achieving 78%. In addition, Lauderhill Middle School's learning gains for Mathematics in the lowest 25th percentile population ranks within the top five among district middle schools.

Lauderhill Middle School was the only school in district to have two assistant principals accepted into the Intern Principal Program. This program is a performance-based professional development program to prepare for the position of School Principal. Upon successful completion of the program, the Intern Principal qualifies for the Level II Principal Certification by the State of Florida.

#### Unique School Weaknesses for Next Year

Lauderhill Middle School continues to be affected by low enrollment due to Florida School Choice options. As a result, the school will receive less funding which may lead to the need to surplus teachers.

#### Student Demographics

The student population mirrors that of the community: 96% Black-Not Hispanic, 2% Hispanic, 1% White, 1% Asian/Pacific Islander, 1%-Multi-Racial. There are a total of 600 students. Population by grade level is as follows: 6th Grade-212, 7th Grade-194, and 8th Grade-194. 93% of students qualify for free and reduced lunch. 10.2% of the student population are English Language Learners (ELL) and 11.9% are ESE students. AYP subgroups include Black and Economically Disadvantaged.

#### Student Attendance Rates

Student Attendance Rates for 2006-2007: 93.50;

Student Attendance Rates for 2007-2008: 93.40;  
 Student Attendance Rates for 2008-2009: 93.40;

#### Student Mobility

The mobility rate of the school is 48.3.

#### Student Suspension Rates

2006-2007: In-school (8.10), Out-of-school (7.60); 2007-2008: In-school (16.70), Out-of-school (14.70); 2008-2009: In-school (18.40), Out-of-school (16.10).

#### Student Retention Rates

The retention rate for the 2008-2009 school year was not available. The retention rate for 2007-2008 and 2006-2007 was 1.02 and 2.13, respectively.

#### Class Size

The class size for 2008-2009 was 19.78.

#### Academic Performance of Feeder Pattern

Broward County has changed Lauderhill Middle School's zone from North Central to Central and as a result, the elementary feeder schools are Castle Hill Elementary and Lauderhill Paul Turner Elementary. The high school feeder school has changed from Boyd Anderson High School to Dillard High School. Castle Hill Elementary, a Prevent I school, maintained its grade of a "C". Lauderhill Paul Turner Elementary, a Correct I school, maintained a grade of a "D". Dillard High School, a Prevent II school, maintained its grade of a "C". Both Castle Hill Elementary and Lauderhill Paul Turner Elementary increased their AYP status from 82% to 85%. Dillard High School increased its AYP status from 79% to 90%.

#### Partnerships and Grants

Lauderhill Middle School's partnerships include the following:

- Publix
- Bank Atlantic
- FELC Tutors
- YMCA of Broward County
- Harvard Jolly
- Bright Star Credit Union
- Zuccarelli's Pizza
- Denny's
- Cannoli Kitchen
- Strikers Bowling Lanes
- Westside Gazette

Lauderhill Middle School will continue to receive the SPARKS Physical Education Grant, which helps students increase physical activity and enhance awareness of nutrition.

### 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	Jeannie Floyd	Masters Degree in Elementary Education (K-6) Specialist Degree in Educational Leadership (K-12)		15	Principal of Park Lakes Elementary in 2008-2009: Grade: B; 2007-2008 Grade: C; Economically Disadvantaged, ELL, ESE subgroups did make AYP 2005-2006: Grade: B Economically Disadvantaged, ELL, ESE subgroups did not make AYP.
Assis Principal	Cindy Pluim	Bachelor of Science in Math and Statistics; Math (Grades 6-12); Educational Leadership	6	4	Assistant Principal of Lauderhill Middle School in 2008-2009: Grade: C; Math Mastery: 43%; Learning Gains in Math: 67%; Learning gains in lowest 25% in Math: 73%; AYP: 85%, Black and Economically Disadvantaged subgroup did not make AYP.

		(Grades K-12); Gifted Endorsement Middle Grades Endorsement;			2007-2008: Grade: C; Math Mastery: 40%; Science Mastery: 11%; Learning Gains in Math: 64%; Learning gains in lowest 25% in Math: 74%; AYP: 85%, Black and Economically Disadvantaged subgroup did not make AYP.
Assis Principal	Lezondra Harris	Master's of Guidance and Counseling; Educational Leadership Specialist Degree; Bachelor's of Biology Education and General Science	3.5	3.5	Assistant Principal of Lauderhill Middle School in 2008-2009: Grade: C; Reading Mastery: 38%; Learning Gains in Reading: 59%; Learning gains of students in lowest 25% in Reading: 78%; Science Mastery: 14%; AYP: 85%, Black and Economically Disadvantaged subgroup did not make AYP.  2007-2008: Grade: C; Reading Mastery: 46%; Learning Gains in Reading: 63%; Learning gains of students in lowest 25% in Reading: 79; AYP: 85%, Black and Economically Disadvantaged subgroup did not make AYP.
Assis Principal	Antonio Lindsay	Bachelor's Degree in Elementary Education; Master's Degree in Educational Leadership (K-12); ESOL Endorsed	3	3	Assistant Principal of Lauderhill Middle School in 2008-2009: Grade: C; Reading Mastery: 38%; Learning Gains in Reading: 59%; Learning gains of students in lowest 25% in Reading: 78%; Writing Mastery: 89%; AYP: 85%, Black and Economically Disadvantaged subgroup did not make AYP.  2007-2008 Grade: C; Reading Mastery: 46%; Learning Gains in Reading: 63%; Learning gains in lowest 25% in Reading: 78%; Writing Mastery: 85%; AYP: 85%, Black and Economically Disadvantaged subgroup did not make AYP.

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

#### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Tina Walls	Reading (Grades K-12) Psychology (Grades 6-12) Mathematics (Grade 5-9)	8	4	2008-2009: Grade: C; Reading Mastery: 38%; Learning Gains in Reading: 59%; Learning gains of students in lowest 25% in Reading: 78%; AYP: 85%, Black and Economically Disadvantaged subgroup did not make AYP.  2007-2008 Grade: C; Reading Mastery: 46%; Learning Gains in Reading: 63%; Learning gains in lowest 25% in Reading: 78%; AYP: 85%, Black and Economically Disadvantaged subgroup did not make AYP.
Mathematics	Valerie	Blackwell	4	1.5	Grade: C; Math Mastery: 43%; Learning Gains in Math: 67%; Learning gains in lowest 25% in Math: 73%; AYP: 85%, Black and Economically Disadvantaged subgroup did not make AYP.  2007-2008: Grade: C; Math Mastery: 40%; Science Mastery: 11%; Learning Gains in Math: 64%; Learning gains in lowest 25% in Math: 74%; AYP: 85%, Black and Economically Disadvantaged subgroup did not make AYP.

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

#### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Advertising via Broward School Board Website (www.browardschools.com)	District Personnel	Ongoing	
2. New reading teachers are assigned a peer teacher as a mentor and partner.	Reading Coach	August 2009	
3. All new teachers complete the Broward County's induction program, the Educator Support Program. The ESP takes one year to complete and is a school-site program. Each new teacher is provided a support team consisting of the ESP school contact, usually an Assistant Principal, and a qualified	Ness Liaison Administrator	August 2009	

mentor.			
4. Staff development workshops are held in the area of reading and to provide a vehicle by which secondary teachers may become endorsed.	Reading Coach Administration	August 2009- May 2010	
5. Winning Wednesday Trainings	Reading Coach Math Coach	August 2009- May 2010	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Lakisha Williams	Exceptional Student Education, (grades K - 12)	SVE (Grades 6-8)	Ms. Williams is preparing to take additional tests for further certification. Ms. Williams is partnered with Ms. A. Lewis, ESE Specialist, who is assisting as her New Educator Support System (NESS) liaison.

### 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
39	9	40	41	10	31	97	30	8	90

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Herolin Aiken (BUDDY)-Building Useful Direction During the Year	Dexter Bompart (Language Arts)	Content Area Related and proximity with their classroom locations	*Weekly informal meetings (classroom) *Ongoing modeling in the classroom *Wednesday trainings (2 hours together monthly)
Tracey Roberts (NESS)-New Educator Support System	Shauna Kay Mignott (Science)	Content Area Related-Both are Science teachers	*NESS (New Educator Support System) The group meets minimally 2-3 hours per month. (Media Center) *Weekly Classroom Walkthroughs followed by feedback *Ongoing modeling in the classroom
Arnise Lewis (NESS)-New Educator Support System	Lakisha Williams (ESE)	Ms. Lewis is the ESE Specialist for our school and Ms. Williams is new in the ESE department	*NESS (New Educator Support System) Meetings are 2-3 hours per month. (Media Center) *Weekly Classroom Walkthroughs followed by feedback *Ongoing modeling in the classroom

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Funds will be utilized for Staff Development and Parental Involvement activities. Staff Development activities include Winning Wednesday trainings (during school), departmental collaborations and team meetings. Winning Wednesday trainings will be centered on two school-wide initiatives: S.M.A.R.T. (Strategies, Methods, and Reading Techniques), which focuses on Reading in the content areas, and Differentiated Instruction. Supplemental materials are purchased to support the two initiatives such as Reading in the Content Area books, graphic organizers and manipulatives. In addition, all teachers are encouraged to seek Reading Endorsement. As a result, funds will be utilized to encourage all interested teachers to attend Reading Endorsement trainings. Parental Involvement activities will include quarterly FCAT Family nights to focus on dissemination of pertinent FCAT information and provide updates as to the progression of content areas in meeting school improvement goals.

N/A

#### Title I, Part D

N/A

#### Title II

Funds are used for Department Head Release Time. Department Head Release time is a total of 50 minutes daily provided for all department heads to complete activities such as data disaggregation and analysis of assessments, development and adjustment of Instructional Focus calendars, coaching, mentoring, modeling in the classroom and conducting classroom walkthroughs (CWTs). Department Heads log their release time via the District Leader Release database weekly.

#### Title III

An LEP committee is formed to assist in diagnostic testing of students and classifications. Additional services are provided per classification based on language acquisition need.

#### Title X- Homeless

N/A

#### Supplemental Academic Instruction (SAI)

Funds will be utilized to provide tutorials and enrichment programs as well as pullout classes. These classes will take place before school and during the school day. Additionally, programs on Saturdays will be available targeting the lowest 25% in Math and Reading. All pullout programs will contain research based materials and strategies. The FCIM model is used to determine who needs reteaching and who needs enrichment. Extensive academic support is provided to low performing students through the SAI programs.

#### Violence Prevention Programs

- The School Resource Officer (SRO) program focuses on juvenile delinquency through frequent contacts with children and through programs specifically developed to respond to factors and conditions, which give rise to delinquency. The campus SRO works with school staff and students to identify and address issues of concern. Lauderhill Middle School's SRO has implemented the GREAT program, a gang resistance and awareness program which will commence during Summer 2009 and will continue through the 2009-2010 school year.
- Lauderhill Middle instituted a School Safety Week to promote daily activities that encourage a proactive attitude towards safety and bullying issues.
- Youth Crime Watch promotes school safety and offers young people an active role in reducing crime. Youth Crime Watch members are selected at the start of the school year.
- The Anti-Bullying Program requires teachers and staff to utilize a variety of prevention and intervention activities and includes tools and resources that create environments of safety and respect and expectations of appropriate behavior. This program is introduced to students at grade level assemblies and follow-up is provided in classroom presentations by Guidance Counselors.
- Lauderhill Middle participates in the Silence Hurts Program, a campaign designed to help students break the code of silence and report crime or violence anonymously. Silence Hurts posters and flyers are posted around the campus
- A Foundations cohort has been formed at Lauderhill Middle to focus on school tardies and tracking discipline data. The Foundations committee meets on a monthly basis.

#### Nutrition Programs

Participation in Healthy Alliance Program to educate and inform students about making good nutritional decisions and developing healthy eating habits. To increase physical activity and enhance awareness of nutrition, Lauderhill Middle School participates in the SPARKS Physical Education Program.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

Lauderhill Middle is a Community School with program offerings for adults in the areas of: General Education Development (GED), Adult Basic Education (ABE).

#### Career and Technical Education

Lauderhill Middle School provides training through the Community School in the areas of preschool and early childhood education.

#### Job Training

N/A

Other

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

Lauderhill Middle's RTI team (Response to Intervention) is aligned and used to help the struggling students in reading, math, language arts and science. The team is comprised of Administration, Reading Coach, Math Coach, Guidance Director, and Department Chairs. Reading in the Content Area is infused in daily lessons through our S.M.A.R.T. (Strategies, Methods And Reading Techniques) program and B.E.E.P. is used as one of the tools to deliver instruction. This is part of Broward's Effective School non-negotiables.

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

The RTI Leadership Group meets bi-monthly to discuss curriculum, data analysis of mini-assessments, and school-wide programs/initiatives in the core curriculum area of Reading, Math, Writing, and Science. The Department Chairs relay the pertinent information to their departments during Departmental Collaborations weekly. The team ensures that weekly Instructional Focus lessons are aligned to state-adopted content standards and supports the K-12 Reading Plan.

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

Each Department Chair assists in the development of the curriculum goals based upon prior data and trends. These goals are then shared at the Leadership Team meetings and SAC meetings for approval.

### RtI Implementation

Describe the data management system used to summarize tiered data.

Administrator over that department collaborate every three weeks to analyze test data from mini-assessments and determine strengths and weaknesses for each grade level. Instruction is based upon those results. Each department develops a plan for "reteach" and "enrichment".

Describe the plan to train staff on RtI.

Strategies will be modeled by the Reading Coach during monthly faculty meetings and weekly department meetings.

## School Wide Florida's Continuous Improvement Model

### Plan

#### Data Disaggregation 2008-2009 FCAT Data

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

##### Grade 6 Reading:

Clusters 1 and 4 (Words and Phrases and Research) were the weakest areas for this grade level, both showing 50% mastery versus the state at 63% and 67% respectively. Grade 6 strength area was Main Idea at 60% mastery

##### Grade 7 Reading:

Clusters 1 and 4 (Words and Phrases and Research) were the weakest areas for this grade level with 43% mastery for cluster 1 and 50% mastery for cluster 4. The state showed 71% and 67% for these clusters respectively. Grade 7 strength area was Main idea at 57% mastery

##### Grade 8 Reading:

Cluster 3 (Comparisons) was the weakest area for this grade level at 47% mastery versus the state at 60%. Grade 8 strength area was Words and Phrases at 63% mastery

##### Grade 6 Math:

Strand B (Measurement) was the weakest area for this grade level at 33% mastery versus the state at 56% mastery. Grade 6 strength area for math was in Strand C (Geometry) at 67% mastery.

##### Grade 7 Math:

Strand C (Geometry) was the weakest area for this grade level at 38% mastery versus the state at 50% mastery. Grade 7 strength area in math was in Strand E (Data Analysis) which showed 56%.

Grade 8 Math:

All four strands (B,C,D, and E) –Measurement, Geometry, Algebra, and Data Analysis showed 42% mastery versus the state at 50%, while the strength area was in Number Sense (Strand A) at 50% mastery

### Instructional Calendar Development

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

After data disaggregation of the Florida Comprehensive Assessment Test, an Instructional Focus Calendar will be developed for Reading, Writing, Math, and Science. Each content area's Instructional Focus Calendar will be aligned with the Sunshine State Standards, as well as New Generation Standards for Reading, Math and Science. Teachers will work collaboratively with Department Chairpersons to implement the Instructional Focus within the respective content area. Monitoring of the Instructional Focus Calendar will be the responsibility of the Department Chairperson and Content Area Administrator and will be observed through daily classroom walkthroughs.

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

2009 FCAT Results

Reading:

6th Grade-The least proficient strands were Words and Phrases and Reference and Research, yielding a 50% proficiency rate.

7th Grade- The least proficient strand was Words and Phrases, yielding 43% proficiency rate.

8th Grade-The least proficient strand was Comparisons, yielding 47% proficiency rate.

Writing: The Writing Department will focus on Elaboration and Details.

Mathematics:

6th Grade- The least proficient strand was Measurement (Strand B), yielding a 33% proficiency rate.

7th Grade- The least proficient was Geometry (Strand C), yielding a 38% proficiency rate.

8th Grade- The least proficient strands were Measurement, Geometry and Spatial Sense, Algebraic Thinking, and Data Analysis and Probability (Strands B-E), yielding a 42% proficiency rate.

Science: The least proficient strand was Earth and Space, yielding a 36% proficiency rate.

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

Learning gains were determined by teacher in the content areas of Reading and Mathematics. After analysis of teacher learning gains, the Master Schedule was adjusted from the previous year to reflect placing teachers with higher learning gains with low proficiency students.

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

Team teaching and thematic units will be utilized to show cross-curriculum relationships. Project based learning through a GLIDEs (Global Learning and Digital Enterprise) team will incorporate all content areas.

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?

Career Exploration is an academic program designed to introduce students to a variety of careers and help student choose a career path based upon their individual abilities and areas of interests. This program is instituted within the Social Studies content area. ePersonal Education Planning (ePEP) is an academic planning tool used by middle and high school students to map out high school courses that will meet the needs of students based upon their areas of interest. Academic majors are chosen with the assistance of guidance counselors and take place within all social studies classes during the 4th quarter of the school year.

**DO**

**Direct the Instructional Focus**

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

Grade level teachers will meet during departmental collaboration to determine the areas of student strengths and weaknesses based on in-class assignments and assessment results. Lesson plans will be created based on differentiated instruction.

How are instructional focus lessons developed and delivered?

The District provides instructional focus lessons through BEEP/Learning Village by Reading clusters and Math strands. Teachers can access BEEP via their personnel numbers. Department heads train their members through departmental collaboration on the use of the BEEP portal.

How will instructional focus lessons be revised and monitored?

Data from mini assessments will be analyzed every three weeks and areas of deficiency will be highlighted in a spiraled manner.

## 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.

The range of ongoing formative assessments include:

- Tri-weekly mini assessments
- Short tests and quizzes
- Homework exercises
- Higher-order questioning techniques and question stems

Mini assessments are administered on a tri-weekly basis through each of the content areas. The Social Studies Department will assist the Reading Department and will administer a mini assessment based on Reading benchmarks. Mathematics and Reading will administer mini assessments based on Sunshine State Standards. Assessments will consist of 10 questions. Mastery will be determined by percentage scores of 70%.

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

After each mini assessment, students are grouped according to mini assessment data by 0-30, 31-60, and 61-100. Instructional strategies are used to develop reteach, maintenance and enrichment activities that target student needs.

### Maintenance

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

The Instructional Focus calendar will outline the tri-weekly cycle of mini assessment administration. The tri-weekly mini assessment cycle is designed to provide 2 weeks of standards-based instruction. During week three of the cycle, each content area will administer a mini assessment targeting benchmarks taught during the cycle.

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.

Results from the mini-assessments are analyzed and reteach and enrichment lessons are planned. Teachers will disaggregate their individual class data from tri-weekly assessments and track progress of students within the various subgroups (ELL, etc). Proficiency sheets will be submitted outlining mastery and non-mastery percentages per class for each department teacher to the respective department chairperson. The department chairperson is responsible for gathering data using a Departmental Comparative Analysis data sheet. Data chats are held during departmental collaboration meetings to review data across grade level and teacher and discuss trend and patterns. Reteach and enrichment activities are developed based upon student mastery or non-mastery.

### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership team will conduct daily classroom walkthroughs to ensure fidelity to the Instructional Focus. Curriculum coaches will provide assistance by modeling lessons and providing training and support on a daily basis. Staff development will be tailored to meet the needs of the teachers based upon observations via classroom walkthroughs. Content area administrators will work collaboratively with Department Chairpersons to ensure professional development opportunities are available for teachers.

**ACT**

**Supplemental and Intensive Instruction/Interventions**

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

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

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

Classes will utilize the differentiated instruction model to meet the needs of intensive students in the teacher-directed center. Within the teacher-directed center, teachers will model instructional strategies and provide guided instruction and discussion opportunities.

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

Professional development needs are identified in a variety of ways. Based upon data analysis and administrative classroom walkthroughs, content-specific professional development opportunities are identified for teachers in need. In addition, professional development opportunities will be identified by teacher request.

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

Based on 2009 FCAT data, students within the lowest 30% for Reading and Math will be targeted. In addition, ESE and ESOL students will be targeted for interventions during S.M.A.R.T. (Strategies Methods and Reading Techniques). The first 30 minutes of each school day is devoted to S.M.A.R.T.

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

Data from district administered assessments such as Benchmark Assessment I and Benchmark Assessment Test II will be reviewed and analyzed. Students not meeting proficiency will be determined and strategies that are unsuccessful will be discontinued and replaced with best practices of teachers from the respective department.

**Enrichment**

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

Lauderhill Middle School has two sections of Exploring Technology that allows high-achieving students to explore the field of robotics and engineering through the Elective Department. Additionally in the differentiated instruction centers, there are activities that are embedded in the student independent learning centers.

Describe how students are identified for enrichment strategies.

Based on the 2009 FCAT, the reading scores are analyzed and students within the high achieving levels of 3,4, and 5 are identified for enrichment courses. Additionally throughout the school year, students who are meeting proficiency on the mini assessments are exposed to enrichment activities within the classroom. Teacher recommendations are also taken into consideration. The Leadership Team, which is comprised of Administration, Reading Coach, Math Coach, ESE Specialist, and Guidance Director assist in the scheduling of enrichment activities through HBL (High Bubble League). The HBL students are those students who are scoring on the bubble range of proficiency and receive ongoing enrichment activities.

**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)
New Educator Support System (NESS)	Charlie Eruchalu, Social Studies teacher	Monthly	Every Third Wednesday	Lesson Study, Curriculum, Behavior Management techniques

Grant Writing	Cindy Plum, Administrator	Monthly	Every Third Thursday	Research current grants and apply
Behavior Management	Lezondra Harris, Administrator	Monthly	Every Third Thursday	Research strategies such as CHAMPS
Technology	Leo Nesmith, Principal	Monthly	Every Third Thursday	Share best practices on hardware and software as well as Promethean boards usage in the classroom
Instructional Strategies	Tina Walls, Reading Coach	Monthly	Every Third Thursday	Research Differentiated Instructional strategies
Creativity in the Classroom	Antoinette Cave, ESE/Reading teacher	Monthly	Every Third Thursday	Research project-based learning and other creative ways of assessment

### NCLB Public School Choice

**Note: For Title I schools only**

- Notification of (School in Need of Improvement) SINI Status  
**Show Attached Notification of (School in Need of Improvement) SINI Status**
- Public School Choice with Transportation (CWT) Notification  
**No Attached Public School Choice with Transportation (CWT) Notification**
- Notification of (School in Need of Improvement) SINI Status  
**Show 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

<b>Needs Assessment:</b>	<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		
Based on 2009 FCAT Reading Assessment, 38% of the total students tested achieved proficiency at Level 3 or above.		47% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	LMS developed a school-wide IFC to systematically and cumulatively address reading benchmarks.	Administration, LMS Reading Literacy Team, Reading Coach, Media Specialist, Reading Teachers, Instructional staff	Curriculum Council will review monthly mini assessments data analysis	2010 FCAT Assessment
2	LMS created professional development calendar based on SBRR to increase staff's skills and knowledge of effective and instructional routines.	Administration LMS Reading Leadership Team Reading Coach Reading Teachers Instructional staff	Administration will review literacy lesson plans during classroom walkthroughs to ensure alignment with Instructional Focus calendar and curriculum map	Broward Effective Schools K-12 Instructional Blueprint (Non-Negotiables)
3	LMS Winning Wednesday (WW) trainings will allow teachers teams and departments to share best practices and collaborate.	Administration, LMS Literacy Team, Reading Coach, Curriculum Council, Reading Teachers, Instructional staff	Content Area Administrators will be in attendance at all WW trainings. Administration will conduct classroom walkthroughs to ensure fidelity of implementation of WW strategies.	Broward Effective Schools K-12 Instructional Blueprint (Non-Negotiables)
4	Leadership team members will be assigned a subgroup to monitor using weekly progress sheets and data chats.	Leadership Team, Teachers	Mini-assessment spreadsheets, grades distribution sheets and data chat results	BAT scores and FCAT scores
5	Students will participate in the Differentiated Instructional model in all Reading classes	Reading Teacher, Reading Coach, Administration	The Literacy Team will review Student Literacy Folders during classroom walkthroughs	Mini Assessment, Broward Effective Schools K-12 Instructional Blueprint (Non-Negotiables)
6	Students will participate in three Mock Reading Assessments (fall/winter/spring) to determine successive approximations towards proficiency	Administration, Reading Coach, Leadership Team, Guidance Counselors	Administration will conduct data chats to review student performance on school-wide mock assessment	Mock Assessment
7	Reading students will complete monthly progress monitoring data charts	Administration Reading Instructors Reading Coach	Students will monitor their progress on monthly mini/SMART assessments and maintain data charts in literacy folders	Mini/SMART data analysis chart
8	Reading teachers will complete monthly progress monitoring data charts and graphs and post on	Content Area, Administrator Reading Teachers, Reading Coach	Reading teachers will chart and graph student mini/SMART assessments, post on data walls and	Mini/SMART data analysis chart, Reading data binder

	classroom data walls		maintain reports in the Reading data binders	
9	LMS will host Family Literacy Nights (FLN) to enhance parental involvement opportunities	Literacy Team, Leadership Team, Reading Coach Media Specialist	Literacy Team will maintain a record of FLN attendance.	FLN attendance record
10	According to the K-12 ESOL Plan, ESOL students will be scheduled into content areas with Highly Qualified teachers having the proper ESOL certification.	Administrator over ESOL, Lezondra Harris, Data processor, Jackie Gamble	Certification binder will be updated with all Highly Qualified Staff information as well as the certification database	TERMS printout of Highly Qualified status for the Master Schedule
11	According to the Meta Consent Decree, ESOL students with the same native language (Creole) will have assistance from the teacher aide who speaks that language	Milka Denis-Teacher, Dina Defay, Teacher	Meet with the LEP committee on a monthly basis	IPT, Cella, and FCAT Assessment results, student portfolios

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT Reading Assessment, 59% of students tested achieved learning gains in Reading		71% of students in grades 6-8 will achieve learning gains on the 2010 FCAT Reading Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	LMS SMART program will coincide with school-wide IFC to reinforce reading instructional strategies.	Administration, Reading Coach, Curriculum Council, ESE Specialist	Administration will review lesson plans bi-weekly for evidence of SMART strategy implementation. Administration will conduct classroom walkthroughs during SMART and conduct data chats with each team.	SMART Assessment, Content Area Assessments, BAT I and II
2	LMS teachers will integrate high-yield strategies including: note-taking, comprehension, vocabulary and higher order questioning.	Administration Reading Coach, Curriculum Council, ESE Specialist	Administration will review lesson plans bi-weekly for evidence of implementation of high-yield strategies. Administration will check student literacy folders during classroom walkthroughs.	Classroom walkthroughs, Teacher-made assessment, Mini assessments
3	LMS extended learning opportunities (ELO) programs: Pull-out, Morning tutorials, FCAT Nights, Saturday tutorials, After-school tutorials	Administration, Reading Coach, Literacy Team, Curriculum Council, Leadership Team	Leadership team will review ELO program data analysis, Student Progress Report	Broward Effective Schools K-12 Instructional Blueprint (Non-Negotiables)

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on 2009 FCAT Reading data, 78% of students tested achieved learning gains in the lowest 25 percentile population.		80% of students in grades 6-8 will achieve learning gains in the lowest 25 percentile population on the 2010 FCAT Reading Assessment Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Teachers will utilize Read 180 program	Content Area Administrator, Reading Coach, Reading Teachers, Literacy Team	Student progress will be monitored each week using Scholastic Reading Inventory (SRI) through administrator access	Mini-benchmark Assessment, Content Area Assessment, BAT I and II, Read 180 Computerized Assessment
2	Teachers will utilize FCRR program to monitor Reading program	Content Area Administrator Reading Coach Reading Teacher	Student progress will be monitored each week using PMRN through administrator access in FCRR program	Mini-benchmark Assessments, Content Area Assessments, BAT I and II
3	Students will utilize the Accelerated Reader program	Content Area Administrator Reading Coach Media Specialist Reading Teacher	Student progress will be monitored each week using Accelerated Reader through administrator access in SAM program	Mini-benchmark Assessment, Content Area Assessment, BAT I and II

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
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The ELL subgroup in grade 6 demonstrated 38% proficiency on the FCAT Reading Assessment, in Grade 7 the proficiency rate was 19%, and in Grade 8 it was 27% proficiency rate.		All grade levels for ELL students will achieve at least 42% proficiency or attain Safe Harbor in Reading.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Per the Meta Consent Decree, ESOL students will have assistance from a Creole speaking teacher to help with basic instruction in classes, such as interpreting and providing visual clues	Milka Denis, Teacher, Dina Defay, Teacher	Feedback from content area teachers, ESOL Contact testing logs, classifications of ESOL students quarterly review, LEP committee minutes	IPT test, CELLA, FCAT assessment, mini-assessments, students portfolios

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
The ESE subgroup in grade 6 demonstrated 0% proficiency on the FCAT Reading Assessment, in Grade 7 the proficiency rate was 8%, and in Grade 8 it was 4% proficiency rate.		All grade levels for ESE students will achieve at least 12% proficiency or attain Safe Harbor in Reading.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Teachers will utilize visual aids and graphic organizers during instruction	T. Walls-Mathematics Coach, L. Harris-Administrator	Teachers will monitor progress on mini assessments and quizzes	Mini assessments, quizzes
2	ESE students will be targeted within the differentiated instruction groupings	T. Walls- Reading Coach, L. Harris-Administrator	Teachers will monitor student progress with group activities and product	Student center activities

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
47% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Reading Assessment.	SMART Strategies	T. Walls-Reading Coach	Aug 2009-June 2010	Lesson Plans, CWT, Student Literacy folder	T. Walls-Reading Coach, L. Harris-Assistant Principal
47% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Reading Assessment.	Differentiated Inst. Strategies	T. Walls-Reading Coach	Aug 2009-June 2010	Lesson Plans, CWT, Student Literacy folder	T. Walls-Reading Coach, L. Harris-Assistant Principal, C. Pluim-Assistant Principal, M. Diggs-Electives Department Chair
47% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Reading Assessment.	Vocabulary Integration Strategies	T. Walls-Reading Coach	Aug 2009-June 2010	Lesson Plans, CWT, Student Literacy folder	C. Eruchalu-, Social Studies Department Chair, V. Blackwell- Math Department Chair, T. Roberts-Science Department Chair, M. Diggs-Electives Department Chair, T. Walls-Reading Department Chair
47% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Reading Assessment.	Reading in the Content Area	T. Walls-Reading Coach	Aug 2009-June 2010	Lesson Plans, CWT, Student Literacy folder	C. Pluim, A. Lindsay, L. Harris-Administrators
47% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Reading Assessment.	Higher order questioning /thinking	T. Walls-Reading / V. Blackwell-Math Coach	Aug 2009-June 2010	Lesson Plans, CWT, Student Literacy folder	RC. Pluim, A. Lindsay, L. Harris-Administrators
47% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Reading Assessment.	Instructional Technology	K. Sullivan-Technology Specialist	Aug 2009-June 2010	Lesson Plans, CWT, Student Literacy folder	C. Pluim, A. Lindsay, L. Harris-Administrators

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

Strategies, Methods, and Reading Techniques (S.M.A.R.T.):

Lauderhill Middle School's S.M.A.R.T. Program is an exciting venture in vocabulary building and reading skills enhancement. S.M.A.R.T. is an acronym, which stands for Strategies, Methods and Reading Techniques.

Prior to instructional delivery, the Reading Coach provides weekly training to Department Chairs and collective members of each department in high-yield vocabulary and comprehension strategies, specifically designed for teaching reading in the content area. The research-based professional development is supplemented by classroom observation, modeling, co-teaching and follow-up training. One of the main objectives of this program is to provide LMS instructors with repertoire of teaching strategies to aid them in their ability to effectively provide strategic instruction to enhance our students' reading, writing and thinking abilities.

S.M.A.R.T is characterized by programmed instruction, which is systematically delivered across grade levels and across content areas. Each lesson is comprised of vocabulary instruction that is accompanied by high-interest readings and interactive activities to increase our student's reading proficiency.

Reading research has indicated that reading comprehension and vocabulary knowledge are intricately linked. Simply stated, vocabulary and reading are reciprocal – one skill builds upon the other. The S.M.A.R.T. Program activities tie reading and vocabulary together so that students build both skills concurrently.

Over the course of each three-week instructional focus cycle, lessons for each word family is presented multiple times in multiple contexts so that struggling students and English language learners build toward academic success while advanced learners gain a richness and depth to their word knowledge.

LMS Literacy Lesson Plan:

LMS Literacy Lesson Plans are school-wide content specific lesson plans that incorporate reading and writing skills needed to develop concepts and content knowledge. Components of the literacy lesson plan include reading benchmarks, content area benchmarks, standards, lesson objectives, building background knowledge, vocabulary, reading in the text, fluency, comprehension, FCAT connection, extension activity, evaluation and ESE/ESOL strategies. The literacy lesson plan will provide evidence of implementation of literacy skills across the various disciplines.

The district's Instructional Focus calendars for the core reading program will be utilized and incorporated to assist with pacing and implementation. BEEP curriculum and lesson plan samples will be used for all content area teachers.

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Read XL Books (60)	School Accountability Funds	\$3,000.00
		<b>Total: \$3,000.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Headphones (10)	School Accountability Funds	\$400.00
		<b>Total: \$400.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Curriculum Development –stipend	Title One	\$3,000.00
Pull-out Stipend	School Accountability Funds	\$3,000.00
Professional Development Supplies	School Accountability Funds	\$500.00
		<b>Total: \$6,500.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Novels	Title One	\$1,000.00
SMART Notebooks (1400)	School Accountability Funds	\$500.00
Scantrons	Title One	\$200.00
		<b>Total: \$1,700.00</b>

## 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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on 2009 FCAT Mathematics Assessment, 43% of the total students tested achieved proficiency at Level 3 or above.		52% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Mathematics Assessment.		
6th grade mean points were lowest in Measurement, yielding a 25% mastery.				
7th grade mean points were lowest in Geometry and Spatial Sense, yielding 25% mastery.				
8th grade mean points were lowest in Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability, yielding 42% mastery respectively.				
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Differentiated Instruction will be utilized in the classroom to target student strengths/weaknesses and enhance the learning environment.	Mathematics Coach	Tri-weekly assessment will be administered to determine benchmark progress (70% proficiency)	Mini assessment
2	Integrating literacy and writing skills within Mathematics classes	Mathematics Coach	Daily performance task warm-ups	Content-specific performance task
3	Mathematics Department will participate in school-wide data chat days to focus on mini assessment data and reteach and enrichment strategies.	Administration, Leadership Team, Mathematics Coach	Student data chats and increased mini assessment proficiency rates	Mini assessments, 2010 FCAT Mathematics Assessment

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on 2009 FCAT Mathematics Assessment, 67% of the total students tested achieved learning gains in Mathematics		71% of students in grades 6-8 will achieve learning gains on the 2010 FCAT Mathematics Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will participate in three Mock Math Assessments (fall/winter/spring)	Administration, Reading Coach, Leadership Team, Guidance Counselors, Mathematics Coach	Administration will conduct data chats to review student performance on school-wide mock assessment	Mathematics Mock Assessment
2	The Mathematics Department will host an FCAT Crunch night to target test-taking skills, strategies, and questioning techniques	Content Area Administrator, Math Coach	Math teachers will review Math Crunch packets completed by students and reteach content-specific skills	Crunch Time Packets, 2010 FCAT Mathematics Assessment

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on 2009 FCAT Mathematics data, 73% of students tested achieved learning gains in the lowest 25 percentile population.		In grades 6-8, 76% of students will achieve learning gains in the lowest 25 percentile population on the 2010 FCAT Mathematics Assessment Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Level 1 and Level 2 students will be targeted for extended learning opportunities such as FCAT Saturday Camp.	Assistant Principal, Mathematics Coach	Maintain a record of mini assessment data progress utilized with the lowest 25 percentile population.	Mini assessment, Benchmark Assessment Tests, 2010 FCAT Mathematics Assessment
2	Level 1 and Level 2 students will be targeted for pull-out or push-in assistance	Assistant Principal, Mathematics Coach	Tri-weekly assessment will be administered to determine benchmark progress (70% proficiency)	Mini assessment, Benchmark Assessment Tests, 2010 FCAT Mathematics Assessment
3	Increase the use of manipulatives and hands-on activities to reinforce Mathematics concepts	Assistant Principal, Mathematics Coach	Mathematics Coach will assist teachers in the creation of centers and stations.	Mini assessment progress

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
The ELL subgroup in grade 6 demonstrated 31% proficiency on the FCAT Mathematics Assessment, in Grade 7 the proficiency rate was 38%, and in Grade 8 it was 46% proficiency rate.		All grade levels for ELL students will achieve at least 42% proficiency or attain Safe Harbor in Mathematics.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Teachers will utilize instructional strategies such as providing visual aids and graphic organizers	Mathematics Coach, Administrator	Teachers will monitor progress on mini assessments and quizzes	mini assessments, quizzes
2	ELL students will be targeted within the differentiated instruction groupings	Mathematics Coach, Administrator	Teachers will monitor student progress with group activities and product	Student center activities

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
The ESE subgroup in grade 6 demonstrated 0% proficiency on the FCAT Mathematics Assessment, in Grade 7 the proficiency rate was 8%, and in Grade 8 demonstrated 4% proficiency rate.		All grade levels for ESE students will achieve at least 10% proficiency or attain Safe Harbor in Mathematics.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Teachers will utilize visual aids and graphic organizers during instruction	Mathematics Coach, Administrator	Teachers will monitor progress on mini assessments and quizzes	Mini assessments, quizzes
2	ESE students will be targeted within the differentiated instruction groupings	Mathematics Coach, Administrator	Teachers will monitor student progress with group activities and product	Student center activities

**Professional Development Aligned with Objective:**

<b>Objective Addressed</b>	<b>Content/Topic</b>	<b>Facilitator</b>	<b>Target Date</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person Responsible for Monitoring</b>
52% of students in grades 6-8 will achieve mastery on the 2010 FCAT Mathematics Assessment Test.	Compass Odyssey Technology	Perri Faight, Compass Odyssey Trainer	August/September 2009	Classroom Visits; Evidence of student work, authentic assessments and projects	Valerie Blackwell, Math Coach Cindy Plum, Assistant Principal
52% of students in grades 6-8 will achieve mastery on the 2010 FCAT Mathematics Assessment Test.	Differentiated Instruction/Strategies, Methods, and Reading Techniques (S.M.A.R.T.)	Valerie Blackwell, Math Coach Cindy Plum, Assistant Principal	August/September 2009	Classroom Visits; Evidence of student work, student artifacts, strategy folders, and projects	Valerie Blackwell, Math Coach Cindy Plum, Assistant Principal
52% of students					

in grades 6-8 will achieve mastery on the 2010 FCAT Mathematics Assessment Test  70 % of students in grades 6-8 will achieve learning gains on the 2010 FCAT Mathematics Assessment Test.	Use of manipulatives and hands-on activities	Valerie Blackwell, Math Coach	September 2009	Classroom Visits; Observation, student data discussions	Valerie Blackwell, Math Coach Cindy Plum, Assistant Principal
47% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Reading Assessment.	Reading and Writing across the Curriculum	Tina Walls, Reading Coach	September 2009	Literacy Lesson plan, student literacy folder, professional development, evidence of student work	Tina Walls, Reading Coach Lezondra Harris, Assistant Principal

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Manipulatives and Math Supplies	Title One	\$2,500.00
ELMO Document Cameras	School Accountability Funds	\$2,500.00
		<b>Total: \$5,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
ELMO Document Cameras	School Accountability Funds	\$2,500.00
		<b>Total: \$2,500.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute Teachers to provide coverage during Professional Development trainings	Title II	\$2,000.00
Curriculum Development –stipend	Title One	\$1,000.00
Pull-out Stipend	School Accountability Funds	\$3,000.00
		<b>Total: \$6,000.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Scholastic Math magazines (30)	Title One	\$300.00
		<b>Total: \$300.00</b>
		<b>Final Total: \$13,800.00</b>

*End of Mathematics Goal*

## Science Goal

**Needs Assessment:** Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science Assessment, 14% of students tested achieved proficiency at Level 3 or above		24% of the students tested in grades 6-8 will achieve proficiency on the 2010 FCAT Science Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	40 students will be selected as the Science Top 45% based on 2009 FCAT Math scores and scheduled in science classes as a group	Content Area Administrator, Science Chair, Master scheduler	Teachers will monitor the Top 45% data logs	Science BAT I and II, Mini-assessments
2	Students will participate in	Content Area	Teachers will plan weekly	Science lab journals, mini-

	the Essential Science Labs weekly	administrator, Science teachers, Science chair	science labs that address the science standards and provide students with opportunities for hands on experience	assessments, BAT I & II
3	Science students will participate in the differentiated instructional model weekly	Content Area administrator Science teachers Science chair	Teachers will create lesson plans that include various learning opportunities for students based on student learning styles and ability levels within small groups	Evidence of student work
4	Students will participate in Project-Based Learning (PBL) through the GLIDES program	Content Area Administrator, Science teachers, Science Department Chair	Teachers will create PBL activities, quarterly, integrating technology and cooperative learning skills for science students	Student work, PBL product
5	Students will participate in a Science mock assessment	Content Area Administrator, Science teachers, Guidance Counselors, Science, Department Chair	Administration will conduct data chats with 8th grade Science teachers to review student performance on Science mock assessment	Science mock assessment
6	Science teachers will participate in a Science learning community	Content Area Administrator, Science Department Chair, Science Teachers	Administration will observe teachers actively participating in department learning community which allow teachers to share best practices, technology integration techniques, and research-based instructional strategies	Learning community minutes, classroom walkthroughs
7	8th grade science students will participate in a morning tutorial	Content Area Administrator, 8th grade Science teachers	Science teachers and Administrators will review attendance logs and program assessment	Pre and post program assessment
8	Students and parents will participate in a Science FCAT Crunch Night	Content Area Administrator, Science teachers	Science teachers will review Science Crunch night exit activity and complete an item analysis to identify benchmark deficiencies.	Science Crunch Night exit exam
9	8th Grade teachers will conduct a diagnostic assessment to assess student proficiency in each of the cluster	8th Grade Science Teachers, Content Area Administrator, Science Department Chair	Science teachers will review assessment data and create a curriculum outline that prioritizes and allocates appropriate time to student deficiencies in each cluster.	Diagnostic assessment, classroom walkthroughs, curriculum map
10	8th Grade teachers will create an FCAT Crunch Time curriculum that will provide a one-week cluster review for each cluster 4 weeks prior to FCAT administration	8th Grade Science Teachers, Content Area Administrator, Science Department Chair	8th Grade Science teachers will conduct a weekly assessment on each cluster during "Crunch Time"	"Crunch Time" cluster assessment

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
24% of the students tested in grades 6-8 will achieve proficiency on the 2010 FCAT Science Assessment	Science Test Specifications-New Generation Standards	District trainer	June 2009	Lesson plans, curriculum maps, and Instructional Focus	L. Harris-Content Area Administrator and T.Roberts-Science Department Chair
24% of the students tested in grades 6-8 will achieve proficiency on the 2010 FCAT Science Assessment	Differentiated Instruction-Content and Product	T. Roberts-Science Department Chair	August 2009	Lesson plans and curriculum calendar, evidence of student work	L. Harris-Content Area Administrator, T. Roberts-Science Department Chair and Inservice facilitator
24% of the students tested in grades 6-8 will achieve proficiency on the 2010 FCAT Science Assessment	Utilizing Promethean boards and integrating technology	T. Roberts-Science Department Chair, K. Sullivan-Technology Specialist	Ongoing	Lesson plans with technology evidenced activities, classroom walkthroughs, Promethean lesson presentation	L. Harris-Content Area Administrator, Science Department Chair, and T. Walls-Inservice facilitator

47% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Reading Assessment	Reading and Writing across the Curriculum	T. Walls-Reading Coach	September 2009	Literacy Lesson plan, student literacy folder, evidence of student work	L. Harris-Content Area Administrator, Department chair, T. Walls-Inservice facilitator
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**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
Stop Watch	School Accountability Funds	\$60.00
<b>Total: \$60.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Curriculum Development –stipend	Title One	\$1,000.00
Extended Learning Opportunity (ELO) Stipend	School Accountability Funds	\$2,000.00
<b>Total: \$3,000.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
Scholastic Science World magazines (30)	Title One	\$300.00
Essential Learning Lab Materials	School Accountability Funds	\$2,100.00
Science Lab Journals	School Accountability Funds	\$1,000.00
<b>Total: \$3,400.00</b>		
<b>Final Total: \$6,460.00</b>		

*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		
Based on 2009 FCAT Writing Assessment raw data results, 84% of the eighth grade students met proficiency at 3.5 or above.		On the administration 2010 administration of the FCAT Writing Test, 92% of the 8th grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will follow the district's calendar model for grade level genres.	Language Arts Dept. Chair / Administration	Bi-weekly Lesson Plan checks will ensure that the outlined curriculum is being followed.	Lesson Plan checklist
2	Students are encouraged to participate in a 6 week Intensive Writing camp in efforts of gaining a greater understanding of the Writing	Language Arts Teachers / Language Arts Dept. Chair / Administration	Writing data will target students who are deficient in either Expository or Persuasive writing. Students will be placed into an intensive Writing Camp and monitored bi-weekly for growth.	6 Traits Writing Rubric
3	Students will utilize the Odyssey Writing Program that allows students to have individualized learning paths based on their writing skills.	Language Arts Teachers / Language Arts Dept. Chair / Administration	Language Arts classes will be scheduled to attend the Writing Lab on a weekly basis to access the Compass Odyssey Writing Program.	Individualized learning path via program specs

4	Students will be assessed every three weeks with a focus on a specific aspect of the writing process as well as a holistic approach to assessing each writing sample.	Language Arts Teachers / Language Arts Dept. Chair / Administration	Based on the curriculum map, students will be taught various aspects of the 6 Traits of Writing allotting a specific timeframe for exposure / mastery. Language Arts Teachers will grade writing samples and student peers. The data will be analyzed for remediation purposes.	6 Traits Writing Rubric
5	The revision process will be taught to students and used as a visual tool to make writing samples better.	Language Arts Teachers	Teachers will monitor the revision process utilized by students to ensure proper usage.	First Drafts and Final drafts will be used to evaluate students' writing growth.
6	Students will utilize writing journals as daily practice of the writing process.	Language Arts Teachers / Language Arts Dept. Chair / Administration	Students will keep a daily writing journal in their classes and used them as samples to improve and reflect on their writing growth throughout the school year.	First Drafts and Final drafts will be used to evaluate students' writing growth.
7	A November and January School-wide Writing Mock Assessment will be given to familiarize students with the state testing procedures.	Language Arts Teachers / Language Arts Dept. Chair / Administration	Students will be scheduled to take a school-wide Writing Mock Assessment test aligned with the same specifications of the statewide FCAT Writes exam.	6 Traits Writing Rubric
8	Students will be given the opportunity to revise, revisit, and rewrite their essays based on teacher recommendations and analyzing other writing samples (State Anchor Papers) in efforts of further developing writing ideas.	Language Arts S Teachers / Language Arts Dept. Chair	Teachers will monitor the revision process utilized by students to ensure proper usage. Teachers will conference with the students regarding revisions and progress.	6 Traits Writing Rubric / First Drafts and Final drafts will be used to evaluate students' writing growth.
9	According to the K-12 ESOL Plan, ESOL students will be scheduled into content area classes with highly-qualified teachers having proper certification	L.Harris-ESOL Content Administrator, J. Gamble-Data Processor	Certification Binder will be updated with all highly-qualified staff information, as well as certification database	TERMs printout of highly-qualified status for the Master Schedule

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 92% of the 8th grade students will achieve a 3.5 or above.	Elaboration through focus, support, organization and conventions.	S. Harris-Language Arts Department Chair	September 2009 - February 2010	Monitor student assessment data, portfolios and Journal notebooks, Teacher lesson presentation	S. Harris-Language Arts Department Chair, A. Lindsay-Content Area Administrator

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
National Geographic (English at Your Command)	School Accountability Funds	\$300.00
<b>Total: \$300.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
Odyssey Writing Program	Title One	\$200.00
<b>Total: \$200.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
District training materials	Title One	\$300.00
<b>Total: \$300.00</b>		

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$800.00</b>

End of *Science* Goal

## Parent Involvement Goal

**Needs Assessment:** Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Parental participation indicated an average of 20% attendance rate. School surveys indicated that parents would like to receive frequent communication between home and school;		Increase parent participation by 25% for all school activities such as SAC meetings, student presentations, FCAT Family Nights, Parent trainings, etc.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Send out a monthly newsletter and showcasing school activities and important information, including calendar of events	Lezondra Harris, Assistant Principal, Teachers, Leadership Team, Guidance Counselors	Parent's response to advertised events and parent feedback	Parent Survey
2	Disseminate important information via school website	Cindy Pluim, Assistant Principal, Kristen Sullivan, Tech Specialist	Parent's response to advertised events and parent feedback	Parent Survey
3	Promote daily communication through use of student agendas	Teachers	Parent feedback	Parent Survey
4	LMS will utilize Parent Link to disseminate important information and notice of school activities	Antonio Lindsay, Assistant Principal, Jackie Gamble, Data processor	Parent's response to advertised events and parent feedback	Parent Survey
5	LMS will create a suggestion box to create an open forum to address parent concerns	Administration	Tracking of submissions	Frequency of use of suggestion box
6	SAC meetings will focus on providing parent trainings such as Virtual Counselor and Pinnacle	Valerie Blackwell, SAC Chair, Arnise Lewis, SAC co-chair	Collect participation data and survey families	Parent Attendance Sign-In Sheets
7	LMS will encourage participation in PTA	Administration	Collect participation data and survey families	Parent Attendance Sign In Sheets
8	LMS will create a parent blog to create open forum for communication	Administration, Kristen Sullivan, Tech Specialist	Collect participation data and survey families	Frequency of communication submission
9	LMS will host an Open House to inform parents of school's vision and mission and discuss course objectives and academic expectations	Administration	Collect participation data and survey families	Parent Attendance Sign-In Sheets, Parent Survey

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Based on 2009 FCAT Reading Assessment, 38% of the total students tested achieved proficiency at Level 3 or		47% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Reading Assessment	

above				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	LMS will host a Family Literacy Night inviting parents to participate in reading and writing activities	Administration	Collect participation data and survey families	Parent Attendance Sign-In Sheets
2	Students will utilize reading logs to be signed daily by parent	Reading Teachers	Increase in fluency and comprehension skills	Timed reading assessments

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on 2009 FCAT Mathematics Assessment, 43% of the total students tested achieved proficiency at Level 3 or above			46% of students in grades 6-8 will achieve proficiency on the 2010 FCAT Mathematics Assessment.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	LMS will host a FCAT Family Night to focus on test-taking tips and strategies	Administration, Mathematics Department	Collect participation data and survey families	Parent Attendance Sign-In Sheets
2	Staff will be trained on test specifications to expose this information to parents	Department Chairs: Tina Walls-Reading Valerie Blackwell-Math Tracey Roberts-Science Sherry Harris-Language Arts, Mary Diggs-Electives Charlie Eruchalu-Social Studies	Parental pretests and surveys	Parental posttests and end of year surveys

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent participation by 25% for all school activities such as SAC meetings, student presentations, FCAT Family Nights, Parent trainings, etc.	Title One MegaSkills Training	Title One Trainer	September/October 2009	Maintain parent folders and review parent attendance	Administration
Increase parent participation by 25% for all school activities such as SAC meetings, student presentations, FCAT Family Nights, Parent trainings, etc.	Use of student agendas	Tina Walls-Reading Coach	September 2009	Open House Sign-In sheets; Teachers will review student agendas for parent signatures during weekly designated times	Administration

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Other		
Description of Resources	Funding Source	Available Amount

Student Planners	Title One	\$5,000.00
		<b>Total: \$5,000.00</b>
		<b>Final Total: \$5,000.00</b>

*End of **Parent Involvement** Goal*

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## 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 Books (60)	School Accountability Funds	\$3,000.00
Mathematics	Manipulatives and Math Supplies	Title One	\$2,500.00
Mathematics	ELMO Document Cameras	School Accountability Funds	\$2,500.00
Writing	National Geographic (English at Your Command)	School Accountability Funds	\$300.00
			<b>Total: \$8,300.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Headphones (10)	School Accountability Funds	\$400.00
Mathematics	ELMO Document Cameras	School Accountability Funds	\$2,500.00
Writing	Odyssey Writing Program	Title One	\$200.00
Science	Stop Watch	School Accountability Funds	\$60.00
			<b>Total: \$3,160.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Curriculum Development –stipend	Title One	\$3,000.00
Reading	Pull-out Stipend	School Accountability Funds	\$3,000.00
Reading	Professional Development Supplies	School Accountability Funds	\$500.00
Mathematics	Substitute Teachers to provide coverage during Professional Development trainings	Title II	\$2,000.00
Mathematics	Curriculum Development –stipend	Title One	\$1,000.00
Mathematics	Pull-out Stipend	School Accountability Funds	\$3,000.00
Writing	District training materials	Title One	\$300.00
Science	Curriculum Development –stipend	Title One	\$1,000.00
Science	Extended Learning Opportunity (ELO) Stipend	School Accountability Funds	\$2,000.00
			<b>Total: \$15,800.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Novels	Title One	\$1,000.00
Reading	SMART Notebooks (1400)	School Accountability Funds	\$500.00
Reading	Scantrons	Title One	\$200.00
Mathematics	Scholastic Math magazines (30)	Title One	\$300.00
Science	Scholastic Science World magazines (30)	Title One	\$300.00
Science	Essential Learning Lab Materials	School Accountability Funds	\$2,100.00
Science	Science Lab Journals	School Accountability Funds	\$1,000.00
Parental Involvement	Student Planners	Title One	\$5,000.00
			<b>Total: \$10,400.00</b>
			<b>Final Total: \$37,660.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✔ **Yes. Agree with the above statement.**

<b>Projected use of SAC Funds</b>	<b>Amount</b>
Pull-Out Stipend-Reading	3000
Professional Development Supplies	500
SMART Notebooks	1500
ELMO Document Cameras	2500
Pull-Out Stipend-Math	3000
Stop Watch	60
Extended Learning Opportunity (ELO) Stipend	2000
Essential Science Lab Supplies	2100
Science Lab Journals	1000
National Geographic Books	300

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

The School Advisory Council's (SAC) primary responsibility is to facilitate the implementation of the School Improvement Plan (SIP). Listed below are school activities that will aid in the achievement of school improvement objectives:

- Assist with coordination of Family Literacy Night
- Facilitate parent workshops to increase awareness of technology such as Virtual Counselor and Pinnacle
- Collaborate with PTA to increase parental involvement
- Assist Title One liaison in the development and administration of parent survey

## SAC Members

### Members

- 1) Leo Nesmith, Principal
- 2) Valerie Blackwell, SAC Chair
- 3) Arnise Lewis, SAC Chair
- 4) Tracey Roberts, Teacher
- 5) Marcia Reliford, Business Member
- 6) Yvette London, Business Member
- 7) Saintia Joseph, Parent
- 8) Terko Bowman, Parent
- 9) Alima Chery, Parent
- 10) Edward Cummings, Parent
- 11) Teresa Dewar, Parent
- 12) Jessie Thompson, Parent
- 13) Melissa Lucas, Community Member

14) Lavleeta Sloan-Baskerville, School Support Personnel

15) Larry Bailey, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward LAUDERHILL MIDDLE SCHOOL 1391															
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 612 Math: 612		2008-2009 School Grade <sup>1</sup> : C		Did the School make Adequate Yearly Progress? NO											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	34	N	40	N	92	93	Y			NA	63	66	N	65	60	N	39	N	46	N					
WHITE		NA		NA		NA		NA			NA			NA			NA			NA									
BLACK	99	Y	99	Y	34	N	39	N	92	92	Y			NA	63	66	N	66	61	N	38	N	45	N					
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA									
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	33	N	39	N	93	92	Y			NA	64	67	N	66	61	N	38	N	45	N					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA									
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA									

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward LAUDERHILL MIDDLE SCHOOL 1391															
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 589 Math: 589		2007-2008 School Grade <sup>1</sup> : C		Did the School make Adequate Yearly Progress? NO											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	99	Y	99	Y	37	N	35	N	93	92	Y			NA	68	63	N	71	65	N	43	N	48	N					
WHITE		NA		NA		NA		NA			NA			NA			NA			NA									
BLACK	99	Y	99	Y	37	N	34	N	93	92	Y			NA	69	63	N	72	66	N	42	N	48	N					
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA									
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	36	N	34	N	94	93	Y			NA	69	64	N	71	66	N	41	N	47	N					
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA			NA			NA			NA									
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA			NA			NA			NA									

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward LAUDERHILL MIDDLE SCHOOL 1391															
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 825 Math: 825		2006-2007 School Grade <sup>1</sup> : F		Did the School make Adequate Yearly Progress? NO											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	98	Y	98	Y	32	N	29	N	93	93	Y			NA	69	68	NA	64	71	NA	36	NA	45	NA					
WHITE		NA		NA		NA		NA			NA			NA			NA			NA									
BLACK	98	Y	98	Y	31	N	28	N	93	93	Y			NA	70	69	NA	65	72	NA	36	NA	45	NA					
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA									
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA									
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	31	N	29	N	93	94	Y			NA	69	69	NA	63	71	NA	36	NA	46	NA					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA	89	81	N			NA			NA			NA									
STUDENTS WITH DISABILITIES	93	N	93	N		NA		NA	84		NA			NA			NA			NA									

## SCHOOL GRADE DATA

Broward School District LAUDERHILL MIDDLE SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	38%	43%	89%	14%	184	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	59%	67%			126	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
<b>Adequate Progress of Lowest 25% in the School?</b>	78% (YES)	73% (YES)			151	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					461	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>C</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District LAUDERHILL MIDDLE SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	43%	40%	85%	11%	179	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	63%	64%			127	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	79% (YES)	74% (YES)			153	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					459	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>C</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District LAUDERHILL MIDDLE SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	33%	31%	85%	7%	156	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	49%	56%			105	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	55% (YES)	68% (YES)			123	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					384	
Percent Tested = 98%						Percent of eligible students tested
<b>School Grade</b>					<b>F</b>	Grade based on total points, adequate progress, and % of students tested