

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: CRYSTAL LAKE COMMUNITY MIDDLE

District Name: Broward

Principal: Sabine Phillips

SAC Chair: Rosemarie Lavoie

Superintendent: James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-31-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

Mission: The mission of Crystal Lake Middle, a dual magnet school, is to provide a safe and secure learning environment while affording a relevant, rigorous, standards based education. In order for all of our students to become productive members of a 21st century, global society, we will empower our students to excel academically, socially, and emotionally despite the challenges they encounter.

Vision: By June 2014, 85% of Crystal Lake Middle School's students will achieve proficiency in reading, math and science.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Crystal Lake Middle School is located in an unincorporated area near Pompano Beach. The school was built in 1972. In 1988 the county implemented two magnet programs, Science/Pre-Engineering and International Affairs and Business. The total enrollment of Crystal Lake is 1385, and there are 74 faculty members. Our school grades over the last three years are C, B, A, and we have not made AYP during that time.

Unique School Strengths for Next Year

Crystal Lake Middle School has four new National Board Certified Teachers bringing our total to ten. We also have on staff the United States Air Force Association National Aerospace Educator of the Year. This year we are adding an International Affairs & Business Chinese World Language class and have added additional magnet seats. We have acquired additional technology for creating Smart Rooms. We have added a new Science Coach position.

Unique School Weaknesses for Next Year

Crystal Lake Middle School has experienced budget cuts which included the surplus of three teachers. We have consolidated our magnet bus routes and made cuts to the interscholastic sports program. We have also lost students due to AYP transfer requests.

Student Demographics

CLMS is in an unincorporated area of Broward County – many rental properties with parents working entry level jobs
We are an entry area for the ELL population
Our Magnet program serves the north area of the county and students come from a variety of economic and ethnic backgrounds
Females – 46%
Males - 54%
White – 20%
Black - 54%
Hispanic – 22%
Asian – 2%
Multiracial – 2%
Free/Reduced lunch – 73%
ELL – 8%
ESE – 11%

Student Attendance Rates

Average attendance rate for the past three years has been about 93% - County average for three years for middle schools 93%

Student Mobility

Mobility rate has decreased over the past three years from 28% to 20% - the economy for the area is a major factor for this change

Student Suspension Rates

Internal Suspension – 2007 5% - 2008 13% - 2009 - 25%
 External Suspension 2007 3% - 2008 4% - 2009 - 5%
 Suspension rates have shown an increase for the past three years

Student Retention Rates

Retention rates have decreased over the past three years
 2007 - 1.4% 2008 - 0.6% 2009 - TBA

Class Size

CLMS has complied with state mandated class size requirements of 22:1 2007 – 21.53, 2008 - 20.38, 2009 - 20.15

Academic Performance of Feeder Pattern

Charles Drew
 AYP No
 Grade C
 Sanders Park
 AYP No
 Grade A
 Markham
 AYP No
 Grade A
 Palmview
 AYP Yes
 Grade A
 Cresthaven
 AYP No
 Grade A

Partnerships and Grants

- YMCA – after school program affording students academic support, physical recreation, social skill building
- SES – after school tutoring for students who qualify for free or reduced lunch
- TeachFirst – our model for staff development
- Emmanuel Christian Center Ministries – violence and gang prevention support
- NatureScape – creation of a protected wildlife habitat on our campus that the students tend
- Rand Eye Institute – students observe surgery
- Publix
- McDonald's
- Costco

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	Reginald Pierre-Jerome	BS Business Administration-Marketing Univ of South Carolina MS Sports Management Barry University Certification Ed Leadership FAU		4	Area of Supervision: Reading 76% of students reatding at or above grade level 69% of students making a year's worth of progress in reading 64% of struggling students making a year's worth of progress in reading Area of Supervision: Writing 99% of students are meeting state standards in writing
					PrincipalDesignee/Second in Command Science & Math Curriculum

Assis Principal	Roseann Vincent-Voisin	BS Geology City University of New York MS Science Education Nova Southeastern Nova Southeastern	5	5	Facilities Leases All school activities After school program 21st CCLC/YMCA Textbook coordinator Substitute coordinator Staff Development Clinic Coordinator Blanche Ely I Zone Representative Open House Coordinator Coordinator student Affairs Property/Inventory Title One Coordinator Clerical/Guidance Coordinator
Principal	Sabine Phillips	BS English - University of Florida MS English Education Ed Leadership Nova Southeastern		7	Assistant Principal -Pompano Beach High School Grade A Reading 76% Math -100% Writing - 95% Science -65% 07-08 School Grade A Reading 80% Math - 98% Writing 97% Science - 62% 06-07 School Grade A Reading 74% Math 96% Writing 96% Science 57%
Assis Principal	Ross Lopatin	BS Health Science Education University of Florida MS Education Ed Leadership Florida Atlantic Universtiy	13	3	Assistant Principal at CLMS 2008-2009 Grade A Reading 64% Math 65% Science 40% Writing 99% AYP: Black, Economically Disadvantage, ELL, SWD did not make AYP in Reading or Math 2007-2008 Grade B Reading 63% Math 67% Science 39% Writing 94% AYP Black & SED did not make AYP in reading Black, ELL, SWD did not make AYP in math 2006-2007 Grade C Reading 59% Math 63% Science 32% Writing 82%

* 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	Stephanie Horne	Elementary Education ESOL Reading Educational Leadership	5	5	04-05: Staff development Student pull out Modeling CCC Lab Grade: B FCAT: 48% AYP: No 05-06: Staff development Student pull out Modeling CCC Lab Grade: C FCAT: 54% AYP: No 06-07: Staff development Student pull out Modeling CCC Lab Grade: A FCAT: 53% AYP: No 07-08: Staff development Student pull out Modeling RiverDeep Lab Grade: C FCAT: 57% AYP: No 08-09: Staff development Student pull out Modeling

					CCC Lab Grade: A FCAT: 57% AYP: No
Science	Phillip Shaver	BS Secondary Education/Biology 6-12 National Board Science Early Adolescence	4		No data as this is a newly created position

* 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)
Mentoring/Coaching	Department Chair	By June 2010	
New teacher Support	NESS Liaison	By June 2010	
Within the PLC's teachers plan together and support one another within their departments. Strategies are discussed and set in to the action plan. Evidence of success or failure is shared and modifications are made as necessary.	Department Chair	By June 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
69	1	28	39	29	16	100	13	14	93

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tracy Rice	Michele Matias	Mrs. Matias is new to Crystal Lake. Mrs. Rice is the science department head and a National Board Certified teacher with a proven track record of student achievement	Assist with lesson plans, labs, and classroom management
Patricia Begley	Rodriquiz Alexander	Mr. Alexander is a new teacher and new to Crystal Lake. Ms. Begley has been a teacher at CLMS for fourteen years with a proven track record of student achievement	Assist with lesson plans and classroom management
		Mr. Wong is a new teacher and new to Crystal Lake. Mr. Varas has worked with the TEENS magnet	Assist with lesson plans

Hector Varas	David Wong	program for over 15 years and has a proven track record of working with our foreign language students	and classroom management
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Additional teachers are funded to assist students especially low performing students during the school day. Several parent nights and a Saturday workshop for parents are planned to assist parents in helping their children improve their academic performance.

The district coordinates with Title 1, Title II, and Title III in ensuring staff development needs are addressed.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinate with the district Dropout Prevention programs.

Title II

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III

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

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional instructional support during the school day.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that includes field trips, community service and counseling.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

Adult education, GED and ELL classes are offered off campus during the school day and on school campus during the evening hours.

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.

- Grade Level Administrator
- Grade Level Guidance Counselor
- ESE Specialist
- Teacher
- School Psychologist
- School Social Worker
- Reading Coach
- Curriculum Facilitator
- Support Facilitator

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

- Team meets monthly or as needed
- Focus is the students who are the subject of the documentation provided by the guidance Counselors

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

- Members of the team provided input, data, and insight into the RtI process
- Members of the team provided information as to the support system they will implement

RtI Implementation

Describe the data management system used to summarize tiered data.

- The chairperson of the RtI Team will maintain records of the proceedings and monitor the progress of the student

Describe the plan to train staff on RtI.

- Through the PLC process, the RtI Team will train the staff

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?

According to the data, the strengths and weaknesses are as follows:

Reading grade 8 decreased 2 points from 2008. Words/Phrases was the strongest cluster/strand at 63% and Reference/Research was the weakest at 50%. Reading grade 7 increased 6 points from 2008. Words/Phrases and Main Idea/Purpose were the strongest cluster/strands at 71% and Comparisons was the weakest at 63%. Reading grade 6 decreased 6 points from 2008. Main Idea/Purpose was the strongest cluster/strand at 70% and Words/Phrases and Comparisons was the weakest at 63%.

Math grade 8 decreased 10 points from 2008. Number Sense was the strongest cluster/strand at 58% and Measurement was the weakest at 42%. Math grade 7 increased 9 points from 2008. Algebraic Thinking, Data Analysis, and Measurement were the strongest cluster/strands at 67% and Geometry was the weakest at 50%. Math grade 6 decreased 6 points from 2008. Geometry was the strongest cluster/strand at 67% and Data Analysis, Measurement and Number Sense were the weakest at 56%.

Science increased 1 point from 2008. Scientific Thinking was the strongest cluster/strand at 57% and Earth and Space Science was the weakest at 45%.

Writing increased 7 points from 2008.

Based on the data, teachers will differentiate their instruction by reteaching, providing additional practice, modified pacing, modified materials, alternative assessments, modified delivery of content, and /or enrichment as necessary.

Instructional Calendar Development

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

CLMS follows the district mandated Instructional Focus Calendars which cover the Florida Sunshine State Standards. Duration of each benchmark is based on the IFC, however pacing will be modified based on individual student progress. Administration will ensure the use of the IFC by informal observation, walkthroughs, lesson plans, and conferencing. During the PLC's teachers who are struggling with IFC implementation will be given support and coaching. Additionally, for reading an IFC was developed by the Reading Coach and Reading Department Chair for students who scored Level 3 and above, focusing on the clusters/strands that were identified as weak areas. Pacing will be based on individual student progress, and monitoring of formal and informal assessments.

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

In reading, math and science, the benchmarks that will be given priority are the benchmarks where the data shows weaknesses in student achievement. For Reading, particular focus will be given to Main Idea and Comparisons, in Math, Measurement, in Science, Earth and Space Science, and in Writing, the focus will be on persuasive essays.

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

Learning gains of teachers are analyzed, and the master schedule is based on the results of that analysis thereby ensuring that the most struggling students are instructed by the most effective teachers.

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

We offer the following courses and programs:

- Emerging Technology to develop 21st century technology skills
- Exploring Technology
- Keyboarding
- Application
- Band and Orchestra
- Peer Counseling
- Civil Air Patrol
- Business
- Physical Education
- GLIDES
- FFEA
- ROTC
- National Junior Honor Society
- SECME
- Robotics Club
- Environmental Science Club

The elective courses and programs offered are both career oriented and everyday experience oriented since we cover technology, the arts, leadership, health, business, science, ecology, and careers. Students select their electives based on interest and availability.

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 complete a Career Visions course that enables them to make effective decisions regarding future educational and career choices. They also complete ePEP for high school course selection.

DO

Direct the Instructional Focus

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

Grade level teachers work together to create and modify the IFC's if necessary. Grade level teachers meet throughout the year on a regular basis in our PLC's to share evidence and best practices.

How are instructional focus lessons developed and delivered?

Departments meet in PLC's and teachers work collaboratively to develop the lessons and the delivery of the lessons for their particular group of students. The lessons will be taught throughout the class by the content area teacher or coach.

How will instructional focus lessons be revised and monitored?

Using ongoing formal and informal assessments and reflective practices, teachers will meet in their PLC's to discuss the efficacy of the focus lesson and how to revise the lesson if necessary. Using formal and informal assessments, teachers and administrators will ensure that the focus lessons are effective.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Ongoing formative assessments include discussion, oral reflection, ticket-out-the-door, response cards, response remotes, summaries, written reflection. Assessments to determine understanding of the lesson will be ongoing throughout the year to determine if modifications are necessary. An average of one to five questions will be used for each benchmark.

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

Based on the varied assessments, mastery is determined when the student is able to substantiate their understanding of the concept being taught. This may be demonstrated by a formal assessment, a demonstration, a project or an oral or written response. The rationale is that the concept being taught dictates the type of assessment used to demonstrate mastery. Based on the results of the assessments, lesson will be retaught, modified or enriched as needed by individual students.

Maintenance

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

Mini assessments are scheduled by the department chairs based on the IFC. Ongoing formative assessments are built into the lesson plans. Teachers will enrich the curriculum for students who are performing at mastery level by utilizing small group instruction, creating technology driven projects, and reviewing important benchmarks to reinforce mastery.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers meet in PLC's every Monday and Tuesday for 45 minutes. During that time, data is reviewed after assessments are administered and modifications are made based on student needs as identified by the data. Meetings are facilitated by department chairs, coaches and/or administrators and the facilitator of the meeting records attendance and monitors discussions among the grade levels. Teachers are expected to share evidence as part of the TeachFirst learning cycle.

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 the leadership team schedule regular data chats with the teachers. Based on the findings from the chats, teachers will work together in their PLC's to plan differentiated instruction based on students' academic needs. Instructional coaches assist teachers in planning, differentiation, and implementation of the IFC's and focus lessons.

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading: novel studies and Junior Great Books are the core of the reading program. For struggling students we use a pull out model, and Wilson, Read XL, and SRA Corrective as defined by the struggling readers chart. To supplement, we use RiverDeep, Word Wisdom, and Passport to Learning.
Math: Core textbooks are used for the various levels of math. For struggling students we use supplemental materials such as the Glencoe FCAT Test Prep workbook and FCAT Explorer. We use a school pull out model, and individual teachers offer tutoring before and after school.
Science: Core textbooks are used for the various levels of science. For struggling students we use a school pull out model, and the Science Coach will push in to the classrooms for intensive intervention.

Writing: The 6 Traits Model is the core for our writing program. Struggling writers are pulled out for "Writing Seminars" and regular conferencing occurs.

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

Through pull out models, small group instruction, computer programs, and tutoring sessions, non-mastered target areas are re-taught.

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

Through data analysis, walkthroughs, and a teacher needs survey, staff development needs will be identified.

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

Based on FCAT scores, BAT scores, mini assessments and ongoing classroom assessments, students will be targeted for interventions.

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

Through data analysis and teacher observation, a determination will be made as to the efficacy of the intervention.

Enrichment

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

Students who exceed mastery level are provided with enrichment opportunities such as Tabula Digita, Algebra I, Geometry, French, Spanish, Project Based Learning, Peer Tutors, Online Tutorials

Describe how students are identified for enrichment strategies.

Three year FCAT scores, teacher recommendation, and ESE recommendation are used to determine placement. Parental and student requests are reviewed and if deemed appropriate, a meeting of all stakeholders is convened to ensure the proper placement of the student.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Language Arts	Jill Blonder	Twice weekly	Monday and Tuesday 8:30 - 9:15	TeachFirst Data Analysis Best Practices Differentiated Lesson Development
Reading	Ramona Graham Stephanie Horne	Twice weekly	Monday and Tuesday 8:30 - 9:15	TeachFirst Data Analysis Best Practices Differentiated Lesson Development
Math	Vicki Russ	Twice weekly	Monday and Tuesday 8:30 - 9:15	TeachFirst Data Analysis Best Practices Differentiated Lesson Development
Science	Tracy Rice Phil Shaver	Twice weekly	Monday and Tuesday 8:30 - 9:15	TeachFirst Data Analysis Best Practices Differentiated Lesson Development
Social Studies	Richard Nagel	Twice weekly	Monday and Tuesday 8:30 - 9:15	TeachFirst Data Analysis Best Practices Differentiated Lesson Development
Electives	Dennis Wechter	Twice weekly	Monday and Tuesday 8:30 - 9:15	TeachFirst Data Analysis Best Practices Differentiated Lesson Development
ESE	Merribeth Dorvick	Twice weekly	Monday and Tuesday 8:30 - 9:15	TeachFirst Data Analysis Best Practices Differentiated Lesson Development

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)

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

Pre-School Transition

N/A

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 45% of our black subgroup scored at or above Level 3.		By June of 2010, 57% of the black subgroup will score at or above a level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive structured lessons as defined in the IFC. Specific interventions include Wilson Reading, Compass Odyssey, Accelerated Reader, SES, and YMCA.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR BAT 1 and 2 WADE Walkthroughs District evaluation
2	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR BAT 1 and 2 Walkthroughs
3	Pull Outs (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR BAT 1 and 2 Walkthroughs
4	Push In- Teachers and coaches will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR BAT 1 and 2 Walkthroughs
5	FAIR testing	Reading Coach, Stephanie Horne	Teacher analysis of FAIR reports	FAIR reports
6	PLC During our weekly PLC's coaches and department heads meet with their departments for planning and support	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading Reginald Pierre-Jerome	Teacher feedback	Lesson Plans Student work Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 51% of the ECO		By June of 2010, 59% of the ECO subgroup will score at		

students scored at or above Level 3.		or above a level 3		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive structured lessons as defined in the IFC. Specific interventions include Wilson Reading, Compass Odyssey, Accelerated Reader, SES, and YMCA.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading, Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR BAT 1 and 2 WADE Walkthroughs District evaluation
2	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading, Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR BAT 1 and 2 WADE Walkthroughs District evaluation
3	Pull Outs (Conferring/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading, Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR BAT 1 and 2 Walkthroughs
4	Push In- Teachers and coaches will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading, Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR BAT 1 and 2 WADE Walkthroughs District evaluation
5	PLC During our weekly PLC's coaches and department heads meet with their departments for planning and support	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading Reginald Pierre-Jerome	Teacher feedback	Lesson Plans Student work Assessments
6	FAIR testing	Reading Coach, Stephanie Horne	Teacher analysis of FAIR reports	FAIR reports

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 34% of the ELL students scored at or above Level 3.		By June of 2010, 46% of the ELL subgroup will score at or above a level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students are scheduled according to the K-12 ESOL plan and will receive structured lessons as defined in the IFC. The Developmental Language Arts class is taught by a certified teacher using district provided materials. A paraprofessional is working with our ELL population.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR BAT 1 and 2 Walkthroughs District evaluation
2	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR BAT 1 and 2 Walkthroughs District evaluation
3	Pull Outs	Reading	Ongoing data analysis from	Mini assessments

	(Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading Reginald Pierre-Jerome	mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	FAIR BAT 1 and 2 Walkthroughs
4	Accommodations ELL students will receive all allowable accommodations for testing. This includes extended time, use of heritage language dictionary, and using a translator where allowed.	Reading Coach Stephanie Horne, Guidance Director Darlene Hudson, ESOL Contact Rosemarie Lavoie	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR BAT 1 and 2 Walkthroughs
5	PLC During our weekly PLC's coaches and department heads meet with their departments for planning and support	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	Teacher feedback	Lesson Plans Student work Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 31% of the SWD students scored at or above Level 3.		By June of 2010, 43% of the SWD subgroup will score at or above a level 3		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive structured lessons as defined in the IFC. Specific interventions include Wilson Reading, Compass Odyssey, Accelerated Reader, SES, and YMCA.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, ESE Department, Merribeth Dorvick, Michael Walker, or Stuart Lenoff, AP assigned to reading Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR WADE DAR San Diego BAT 1 and 2 Walkthroughs District evaluation For non-included SWD - FAAR
2	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, ESE Department, Merribeth Dorvick, Michael Walker, or Stuart Lenoff, AP assigned to reading Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR WADE DAR San Diego BAT 1 and 2 Walkthroughs District evaluation For non-included SWD - FAAR
3	Pull Outs (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, ESE Department, Merribeth Dorvick, Michael Walker, or Stuart Lenoff, AP assigned to reading Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR WADE DAR San Diego BAT 1 and 2 Walkthroughs District evaluation For non-included SWD - FAAR
4	Push In- Teachers and coaches will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs.	Reading Coach, Stephanie Horne, Reading Department Chair, Ramona Graham, AP assigned to reading Reginald Pierre-Jerome	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments FAIR WADE DAR San Diego BAT 1 and 2 Walkthroughs District evaluation For non-included SWD - FAAR
5	FAIR testing	Reading Coach Stephanie Horne	Teacher analysis of FAIR reports	FAIR Reports

6	PLC During our weekly PLC's coaches and department heads meet with their departments for planning and support	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	Teacher feedback	Lesson Plans Student work Assessments
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June of 2010, 72% of the black subgroup will score at or above a level 3.	Review DASH Review RAFT Review Cornell Notes Multiple Intelligences Differentiated Instruction Marzano's 9 High Yield Strategies	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	By June 2010	Samples of student work teacher observation conferecing walkthroughs	AP assigned to reading Reginald Pierre-Jerome
By June of 2010, 72% of the ECO subgroup will score at or above a level 3	Review DASH Review RAFT Review Cornell Notes Multiple Intelligences Differentiated Instruction Marzano's 9 High Yield Strategies	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	By June 2010	Samples of student work teacher observation conferecing walkthroughs	AP assigned to reading Reginald Pierre-Jerome
By June of 2010, 65% of the ELL subgroup will score at or above a level 3	Review DASH Review RAFT Review Cornell Notes Multiple Intelligences Differentiated Instruction Marzano's 9 High Yield Strategies	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	By June 2010	Samples of student work teacher observation conferecing walkthroughs	AP assigned to reading Reginald Pierre-Jerome
By June of 2010, 72% of the SWD subgroup will score at or above a level 3	Review DASH Review RAFT Review Cornell Notes Multiple Intelligences Differentiated Instruction Marzano's 9 High Yield Strategies	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	By June 2010	Samples of student work teacher observation conferecing walkthroughs	AP assigned to reading Reginald Pierre-Jerome

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

Through the TeachFirst cycle, the above strategies and school wide initiatives will be reinforced or introduced through the PLC's. Differentiated lesson planning will be based on these strategies. During the evidence phase of the cycle, student work samples will be shared as to the fidelity of implementation.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Wilson Reading	School Budget	\$7,800.00
Read XL Novels	Accountability	\$650.00
JGB	Accountability	\$625.00
		Total: \$9,075.00
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
CRISS Training	Title One	\$2,000.00
Reading in the Content Area	Title One	\$2,000.00
Curriculum Planning	Title One	\$5,500.00
AR Training	Accountability	\$2,000.00
		Total: \$11,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$20,575.00		

End of Reading Goal

Mathematics Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 47% of black students scored at or above a Level 3.		By June of 2010, 59% of the black subgroup will score at or above a level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive structured lessons as defined in the IFC. Specific interventions include small groups, Compass Odyssey, SES, and YMCA.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
2	Teachers, department head, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
3	Pull Outs (Conferencing/Student Data Chats) Department head and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
4	PLC During our weekly PLC's coaches and department heads meet with their departments for planning and support	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	Teacher feedback	Lesson Plans Student work Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 53% of ECO students scored at or above a Level 3.		By June of 2010, 61% of the ECO subgroup will score at or above a level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive structured lessons as defined in the IFC. Specific interventions include small groups, Compass Odyssey, SES, and YMCA.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
2	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
3	Pull Outs (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
4	Push In- Teachers and coaches will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
5	PLC During our weekly PLC's coaches and department heads meet with their departments for planning and support	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	Teacher feedback	Lesson Plans Student work Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 47% of ELL students scored at or above a Level 3.		By June of 2010, 59% of the ELL subgroup will score at or above a level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive structured lessons as defined in the IFC. Specific interventions include small groups, Compass Odyssey, SES, and YMCA.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
2	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams

3	Pull Outs (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs Chapter tests Quizzes District evaluation Quarterly, Midterm and Final exams
4	Push In- Teachers and coaches will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs Chapter tests Quizzes District evaluation Quarterly, Midterm and Final exams
5	PLC During our weekly PLC's coaches and department heads meet with their departments for planning and support	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	Teacher feedback	Lesson plans Student work Assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 32% of SWD students scored at or above a Level 3.		By June of 2010, 44% of the SWD subgroup will score at or above a level 3		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive structured lessons as defined in the IFC. Specific interventions include small groups, Compass Odyssey, SES, and YMCA.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent, ESE Department Merribeth Dorvick, Michael Walker, Stuart Lenoff	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
2	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent, ESE Department Merribeth Dorvick, Michael Walker, Stuart Lenoff	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
3	Pull Outs (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent, ESE Department Merribeth Dorvick, Michael Walker, Stuart Lenoff	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
4	Push In- Teachers and coaches will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs.	Math Department Chair, Vicki Russ, AP assigned to math Roseann Vincent, ESE Department Merribeth Dorvick, Michael Walker, Stuart Lenoff	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
5	PLC During our weekly PLC's coaches and department heads meet with their departments for planning and support	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver,	Teacher feedback	Lesson plans Student work Assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June of 2010, 75% of the Black subgroup will score at or above a level 3	Review DASH Review RAFT Review Cornell Notes Multiple Intelligences Differentiated Instruction Marzano's 9 High Yield Strategies	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	By June 2010	Samples of student work teacher observation conferencing walkthroughs	AP assigned to math Roseann Vincent
By June of 2010, 75% of the ECO subgroup will score at or above a level 3	Review DASH Review RAFT Review Cornell Notes Multiple Intelligences Differentiated Instruction Marzano's 9 High Yield Strategies	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	By June 2010	Samples of student work teacher observation conferencing walkthroughs	AP assigned to math Roseann Vincent
By June of 2010, 68% of the ELL subgroup will score at or above a level 3	Review DASH Review RAFT Review Cornell Notes Multiple Intelligences Differentiated Instruction Marzano's 9 High Yield Strategies	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	By June 2010	Samples of student work teacher observation conferencing walkthroughs	AP assigned to math Roseann Vincent
By June of 2010, 75% of the SWD subgroup will score at or above a level 3	Review DASH Review RAFT Review Cornell Notes Multiple Intelligences Differentiated Instruction Marzano's 9 High Yield Strategies	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	By June 2010	Samples of student work teacher observation conferencing walkthroughs	AP assigned to math Roseann Vincent

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
FCAT calculators	School Budget	\$750.00
Total: \$750.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
CRISS	Title One	\$2,000.00
Reading in the content area	Title One	\$2,000.00
Curriculum Planning	Title One	\$5,000.00
Total: \$9,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$9,750.00		

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 34% of our 8th grade students scored at or above a level 3.		By June 2010, 8th grade students will increase the average percent correct in the Life and Environmental Science cluster/strand from 54% to 77%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive structured lessons as defined in the IFC. Specific interventions include small groups, Compass Odyssey, SES, and YMCA.	Science Department Chair, Tracy Rice, Science Coach, Phillip Shaver, AP assigned to science, Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs Chapter tests Quizzes
2	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Science Department Chair, Tracy Rice, Science Coach, Phillip Shaver, AP assigned to science, Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs Chapter tests Quizzes
3	Pull Outs (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Science Department Chair, Tracy Rice, Science Coach, Phillip Shaver, AP assigned to science, Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs Chapter tests Quizzes
4	Push In- Teachers and coaches will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs.	Science Department Chair, Tracy Rice, Science Coach, Phillip Shaver, AP assigned to science, Roseann Vincent	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door	Mini assessments BAT 1 and 2 Walkthroughs Chapter tests Quizzes
5	PLC During our weekly PLC's coaches and department heads meet with their departments for planning and support	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	Teacher feedback	Lesson plans Student Work Assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 8th grade students will increase the average percent correct in the Life and Environmental Science cluster/strand from 54% to 77%	Review DASH Review RAFT Review Cornell Notes Multiple Intelligences Differentiated Instruction Marzano's 9 High Yield Strategies 5 E's/Inquiry based Learning	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	By June 2010	Samples of student work teacher observation conferencing walkthroughs	AP assigned to science Roseann Vincent

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT review	School Budget	\$2,400.00
Hands on essential science labs	School Budget	\$1,600.00
		Total: \$4,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Curriculum Planning	Title One	\$5,500.00
		Total: \$5,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$9,500.00

End of Science Goal

Writing Goal

Needs Assessment:	Based on School Grade Data: Did the total percent proficient increase or was the percent proficient maintained? What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Although 8th grade showed an increase in writing, students score lower on persuasive essays than on expository		By June of 2010, 96% of the 8th grade students will score at or above a level 4 on persuasive essays		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive structured lessons as defined in the IFC. Demand writing practices are regularly scheduled (one per month) to chart student progress. Sixth and seventh grade students have three scheduled practice sessions in addition to their regular classroom instruction.	LA Department Chair, Jill Blonder, AP assigned to Language Arts, Ross Lopatin	Ongoing data analysis using the 6 Traits Analytical scoring rubric enables the teacher to differentiate instruction based on student needs. Data results drive instruction prior to the next testing session.	Practice Essays
2	Conferencing Teachers and department chair will meet regularly with students do discuss their writing using the 6 Traits analytical scoring rubric.	LA Department Chair, Jill Blonder, AP assigned to Language Arts, Ross Lopatin	Ongoing data analysis from essay practices administered regularly	Practice Essays
3	Push In- Teachers and department chair will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs. Anchor papers and examples of student writing	LA Department Chair, Jill Blonder, AP assigned to Language Arts, Ross Lopatin	Ongoing data analysis from essay practices administered regularly	Practice Essays

	will be analyzed whole class using a document camera and LCD projector.			
4	Pull Outs (Conferencing/Student Data Chats) Department Chair and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	LA Department Chair, Jill Blonder, AP assigned to Language Arts, Ross Lopatin	Ongoing data analysis from essay practices administered regularly	Practice Essays
5	PLC During our weekly PLC's coaches and department heads meet with their departments for planning and support	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	Teacher Feedback	Lesson plans student work assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June of 2010, 96% of the 8th grade students will score at or above a level 4 on persuasive essays	Persuasive Essays	Jill Blonder	June 2010	Samples of student work teacher observation conferencing walkthroughs	AP assigned to Language Arts Ross Lopatin

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Writing Portfolios	Accountability Funds	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Document Cameras	School Budget	\$2,500.00
Projector	School Budget	\$4,000.00
		Total: \$6,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Curriculum Planning	Title One	\$5,500.00
		Total: \$5,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$13,500.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment:	Based on information from School Grade and Adequate Yearly Progress Data:
	Were parent involvement activities and strategies targeted to areas of academic need?
	Based on information from surveys, evaluations, agendas, or sign-ins:
	Was the percent of parent participation in school activities maintained or increased from the prior year?
	Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Although we had several well attended family nights, an increase in parent involvement has been proven to increase student achievement.		By June 2010, 75% of the parents will attend one or more parent nights, conferences, or meetings.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Schedule parent nights for reading, science, math, and writing	Curriculum Facilitator	Ongoing data analysis	Sign in sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 50% of the parents will attend one or more parent activities, conferences or meetings.	Parent conferences	Jill Blonder, Tracy Rice, Vicki Russ, Richard Nagel, Cecile Kerkerian, Dennis Wechter, Merribeth Dorvick, Ramona Graham, Phillip Shaver, Stephanie Horne, Rosemarie Lavoie	January 2010	Conference reports	Rosemarie Lavoie

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Family activities	Title One Parent Involvement	\$7,500.00
		Total: \$7,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Parent Workshop	Title One Parent Involvement	\$500.00
		Total: \$500.00
		Final Total: \$8,000.00

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	Wilson Reading	School Budget	\$7,800.00
Reading	Read XL Novels	Accountability	\$650.00
Reading	JGB	Accountability	\$625.00
Writing	Writing Portfolios	Accountability Funds	\$1,500.00
Science	FCAT review	School Budget	\$2,400.00
Science	Hands on essential science labs	School Budget	\$1,600.00
Parental Involvement	Family activities	Title One Parent Involvement	\$7,500.00
			Total: \$22,075.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	FCAT calculators	School Budget	\$750.00
Writing	Document Cameras	School Budget	\$2,500.00
Writing	Projector	School Budget	\$4,000.00
			Total: \$7,250.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CRISS Training	Title One	\$2,000.00
Reading	Reading in the Content Area	Title One	\$2,000.00
Reading	Curriculum Planning	Title One	\$5,500.00
Reading	AR Training	Accountability	\$2,000.00
Mathematics	CRISS	Title One	\$2,000.00
Mathematics	Reading in the content area	Title One	\$2,000.00
Mathematics	Curriculum Planning	Title One	\$5,000.00
Writing	Curriculum Planning	Title One	\$5,500.00
Science	Curriculum Planning	Title One	\$5,500.00
			Total: \$31,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Parent Workshop	Title One Parent Involvement	\$500.00
			Total: \$500.00
			Final Total: \$61,325.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Writing Portfolios	1500

Read XL	625
JGB	650
AR Training	2000

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

Monthly SAC meetings
FCAT University - Family Day
Monitoring SIP
Discussion/Disbursements of A+ Monies

SAC Members

Members

- 1) Sabine Phillips, Principal
 - 2) Rosemarie Lavoie, SAC Chair
 - 3) Phillip Shaver, Teacher
 - 4) Thomas Smith, Parent
 - 5) Ernestine Price, Parent
 - 6) Laurie Sanders, Parent
 - 7) Candice Russo, Parent
 - 8) Michelle Rodrigues, Parent
 - 9) Maritza Flam, Parent
 - 10) Marguerite Luster, Community Member
 - 11) Hector Varas, Union Steward
-

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CRYSTAL LAKE COMMUNITY MIDDLE 1871													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1340 Math: 1340		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	2009	Y/N	2008	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	59	N	61	N			Y			NA	41	41	N	37	39	N	59	N	62	N			
WHITE	100	Y	100	Y	86	Y	86	Y			Y			NA	20	14	NA	12	14	NA	82	NA	86	NA			
BLACK	100	Y	100	Y	45	N	47	N			Y			NA	56	55	N	53	53	N	46	N	48	N			
HISPANIC	100	Y	100	Y	67	Y	71	Y			Y			NA	33	33	NA	26	29	NA	68	NA	72	NA			
ASIAN		NA		NA		NA		NA						NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	51	N	53	N			Y			NA	50	49	N	45	47	N	52	N	54	N			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	34	N	47	N	87	90	Y			NA	56	66	N	52	53	N	43	N	50	N			
STUDENTS WITH DISABILITIES	99	Y	99	Y	31	N	32	N	89	92	Y			NA	70	69	N	65	68	N	33	N	32	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CRYSTAL LAKE COMMUNITY MIDDLE 1871													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1336 Math: 1336		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	99	Y	99	Y	59	Y	63	Y	90		Y			NA	46	41	NA	42	37	NA	57	NA	68	NA			
WHITE	99	Y	99	Y	80	Y	88	Y			Y			NA	20	20	NA	16	12	NA	78	NA	89	NA			
BLACK	99	Y	99	Y	44	N	47	N	88		Y			NA	61	56	N	58	53	N	44	N	55	N			
HISPANIC	99	Y	98	Y	67	Y	74	Y	89		Y			NA	37	33	NA	31	26	NA	62	NA	76	NA			
ASIAN		NA		NA		NA		NA						NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	50	N	55	N	89		Y			NA	56	50	Y	51	45	Y	49	NA	61	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	44	N	48	N	79	87	Y			NA	64	56	Y	53	52	N	54	NA	61	N			
STUDENTS WITH DISABILITIES	97	Y	97	Y	30	N	35	N	61	89	Y			NA	76	70	N	71	65	N	30	N	37	N			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CRYSTAL LAKE COMMUNITY MIDDLE 1871													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1461 Math: 1461		2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	54	Y	58	Y	91	90	Y			NA	45	46	NA	44	42	NA	45	NA	62	NA			
WHITE	99	Y	99	Y	80	Y	84	Y			Y			NA	19	20	NA	18	16	NA	57	NA	77	NA			
BLACK	99	Y	99	Y	39	N	42	N	86	88	Y			NA	60	61	N	59	58	N	38	N	54	N			
HISPANIC	99	Y	99	Y	63	Y	69	Y	89	N				NA	37	37	NA	36	31	NA	51	NA	68	NA			
ASIAN		NA		NA		NA		NA						NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	44	N	49	N	89	89	N			NA	55	56	N	54	51	N	41	N	55	N			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	36	N	47	N	80	79	N			NA	66	64	N	62	53	N	37	N	56	N			
STUDENTS WITH DISABILITIES	98	Y	98	Y	24	N	29	N	67	61	N			NA	80	76	N	76	71	N	32	N	45	N			

SCHOOL GRADE DATA

Broward School District CRYSTAL LAKE COMMUNITY MIDDLE 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	64%	65%	99%	40%	268
% of Students Making Learning Gains	64%	66%			130
	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.				
	3 ways to make gains: ● 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?	69% (YES)	63% (YES)			132	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					530	
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 CRYSTAL LAKE COMMUNITY MIDDLE 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	67%	94%	39%	263	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%	70%			136	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?	64% (YES)	61% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					524	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District CRYSTAL LAKE COMMUNITY MIDDLE 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	63%	82%	32%	236	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	67%			128	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	58% (YES)			117	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					481	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested