

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: SEMINOLE MIDDLE SCHOOL

District Name: Broward

Principal: Mr. Angel B. Almanzar

SAC Chair: JoAnn Ruiz

Superintendent: Mr. James F. Notter

Date of School Board Approval: 12/1/09

Last Modified on: 08-31-2009

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

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## VISION and MISSION STATEMENTS

Vision: We will be an exemplary school that provides the highest quality education for all students.

Mission: 69% of students in grades 6-8 will achieve mastery in the 2009-10 administration of the Reading FCAT.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Seminole Middle School is located in the city of Plantation. The school opened in 1971. Seminole Middle School is a Deaf and Hard of Hearing (DHH) Cluster Site. Seminole is also the ELL cluster site for the South Central Area. The school serviced 49% of its students on free and reduced lunch in 2008-2009.

#### Unique School Strengths for Next Year

Seminole Middle School has maintained a successful program entitled, The Division of Enhanced Communication and Law (DECAL). This program is geared towards motivating and challenging our higher level achievers through rigorous coursework in areas such as Pre-Law, Psychology, Sociology, Speech and Debate. These students are given the opportunity to earn high school credit while attending middle school.

For the past two years, Seminole has been operating on a block schedule. This has proven itself successful in the classroom whereby teachers are able to use more hands-on activities and labs.

Seminole also double doses non-proficient students in both reading and math.

#### Unique School Weaknesses for Next Year

\*Budget cuts due to economic downfall  
\*Age of school and lack of technology funding will make it difficult to keep up with new technological equipment therefore hindering the use of technology in the classroom.

#### Student Demographics

The school serves over 1286 students in grades 6-8. The school has the following demographics: 34% white, 38.8% Black, 22.1% Hispanic, 2.87% Asian, .38 Native, 1.71% Multi-Racial, 8.94% ELL, and 11.8% ESE.

#### Student Attendance Rates

Our average daily attendance rate is 94.70.

#### Student Mobility

Our mobility rate is 17.90.

#### Student Suspension Rates

Our student suspension rate is 18.20.

#### Student Retention Rates

Our student retention rate is 1.52.

Class Size

Our average class size is 21.68.

Academic Performance of Feeder Pattern

71% of current 6th graders are reading at a level 3 and above.  
62% of current 6th graders have achieved a level 3 and above in mathematics.

Partnerships and Grants

Smoothie King, Barnes & Noble, Applebee's, Publix, Fire Subs, Nova Mentors, McDonald's, City of Plantation, Character Education Grant

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	Angel Almanzar	Bachelor's Degree in Liberal Arts Master's Degree in Educational Leadership Educational Leadership Doctoral Degree (1 year) Certifications/Endorsements: Educational Leadership (All Levels) School Principal (All Levels) Foreign Language – Spanish (grades K-12)		7	Nova High School:  2008-09 Grade: A; Reading Mastery 56%; Math Mastery 86%; Writing Mastery was met; Total students, Black, and Hispanic did not make AYP in Reading; All sub-groups met AYP in Math  2007-08 Grade: A, Reading Mastery: 56%, Math Mastery: 88%, Writing Mastery was met; Total students, Black, Hispanic, Economically Disadvantaged, ELL did not make AYP in Reading; All sub-groups met AYP in Math  2006-07 Grade: A, Reading Mastery: 50%, Math Mastery: 84%, Total students, Black, Hispanic, Economically Disadvantaged, and ELL did not make AYP in Reading; All sub-groups met AYP in Math.  2005-06 Grade: A, Reading Mastery: 52%, Math Mastery: 84%, Writing Mastery was met; Black, Economically Disadvantaged, and ELL did not make AYP in Reading; All sub-groups met AYP in Math
Assis Principal	William F Deklavon	Bachelor's in Religious Studies Master's Degree in Educational Leadership Certification: Educational Leadership (All Levels) Mathematics (Grades 5-9)	7	7	2008-09 Grade: A, Reading Mastery: 67%, Math Mastery: 70%, Science Mastery: 40%. Total students, Black, Hispanic, FRPL, ELL, SWD did not make AYP in Reading. Total students, Black, Hispanic, FRPL, ELL, SWD did not make AYP in Math.  2007-2008: Grade: B, Reading Mastery 68%, Math Mastery 68%, Science Mastery 37%. AYP % Black, FRPL, ELL, SWD did not make AYP in Reading and Black, Hispanic, FRPL, ELL, SWD did not make AYP in Math.  2006-2007: Grade B, Reading Mastery: 62%, Math Mastery 66%. Science Mastery 34% AYP % Black, FRPL, ELL, SWD did not make AYP in Reading and Black, FRPL, ELL, SWD did not make AYP in Math.  2005-2006: Grade A Reading Mastery 63%, Math Mastery 67%. AYP %, ELL, SWD did not make AYP in Reading and SWD did not make AYP in Math
		Bachelor's Degree in English Education 6-12 Master's Degree in Educational Leadership			Seminole Middle School  2008-09 Grade: A, Reading Mastery: 67%, Math mastery: 70%, Science Mastery: 40%. AYP: %, Only white students made AYP in Reading in Math  Indian Ridge  2007-2008: Grade: A, Reading Mastery

Assis Principal	Jill Fiorentino	Certification: Educational Leadership (All Levels) ESOL Endorsement English (6-12)	1	6	82%, Math Mastery 81, Science Mastery 37%. AYP % Black, SWD did not make AYP in Reading and Black, FRPL, SWD did not make AYP in Math  2006-2007: Grade A, Reading Mastery: 82%, Math Mastery 83%. Science Mastery 34% AYP: % SWD did not make AYP in Math  2005-2006: Grade A Reading Mastery 80%, Math Mastery 82%. Made AYP
Assis Principal	Lucia I Troche	Bachelor's Degree in Elementary Education 1-6 Master's Degree in Educational Leadership Certification: Educational Leadership (All Levels) Elementary Education 1-6 Social Science (5-9) Gifted Endorsement ESOL Endorsement	1	1	Seminole Middle School  2008-09 Grade: A, Reading Mastery: 67%, Math mastery: 70%. Science Mastery: 40%. AYP: %, Only white students made AYP in Reading in Math

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

#### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	JoAnn Ruiz	Bachelor's Degree in Business Administration/Accounting Certification: Elementary Education 1-6 ESOL Endorsement Reading Endorsed K-12 Middle Grades English 5-9	7		2008-09 Grade: A, Reading Mastery: 67%, Math Mastery: 70%, Science Mastery: 40%. Total students, Black, Hispanic, FRPL, ELL, SWD did not make AYP in Reading. Total students, Black, Hispanic, FRPL, ELL, SWD did not make AYP in Math.  2007-2008: Grade: B, Reading Mastery 68%, Math Mastery 68%, Science Mastery 37%. AYP %, Black, FRPL, ELL, SWD did not make AYP in Reading and Black, Hispanic, FRPL, ELL, SWD did not make AYP in Math.  2006-2007: Grade B, Reading Mastery: 62%, Math Mastery 66%. Science Mastery 34% AYP % Black, FRPL, ELL, SWD did not make AYP in Reading and Black, FRPL, ELL, SWD did not make AYP in Math.  2005-2006: Grade A Reading Mastery 63%, Math Mastery 67%. AYP %, ELL, SWD did not make AYP in Reading and SWD did not make AYP in Math
Mathematics	Armando Alejo	Bachelor's Degree in Business Administration/Accounting Certification: Mathematics (grades 5-9)	5		2008-09 Grade: A, Reading Mastery: 67%, Math Mastery: 70%, Science Mastery: 40%. Total students, Black, Hispanic, FRPL, ELL, SWD did not make AYP in Reading. Total students, Black, Hispanic, FRPL, ELL, SWD did not make AYP in Math.  2007-2008: Grade: B, Reading Mastery 68%, Math Mastery 68%, Science Mastery 37%. AYP %, Black, FRPL, ELL, SWD did not make AYP in Reading and Black, Hispanic, FRPL, ELL, SWD did not make AYP in Math.

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

#### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Assistant Principal	Assistant Principal	Ongoing	

2. Partnering new teachers or teachers with less than 3 years experience with veteran staff	NESS Liaison	Ongoing	
3. High Morale amongst faculty and staff	Administration	Ongoing	
4. Offer frequent support in/out of classroom and Team Collaboration	Administration	Ongoing	
Team & Department Collaboration	Administration	Ongoing	

### Non-Highly Qualified Instructors

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

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
75	0	36	35	29	20	100	11	5	27

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ms. Green	William Springer	Coach Professional Development	Monthly meetings to review lesson plans; modeling lessons as needed
Ms. McCann	Tiffany Stewart	Clinical Ed. Trained	Classroom Visits; meet regularly to provide assistance with lesson planning, modeling lessons as needed
Mr. Alford	Norma Taylor	Subject Area Availability	Classroom Visits; meet monthly to review lessons, coaching and modeling as needed

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I funds will be utilized to hire a Math Coach, Professional Development and enrichment activities.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds will be utilized towards tutoring and FCAT Camp.

Violence Prevention Programs

Plantation Police Officer T. Diemer (SRO) and Security Specialist, Ms. Dillard; Crime Watch Program

Nutrition Programs

Physical Education Curriculum will include Nutrition Education

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership team consists of our school's administrators, reading coach, math coach, guidance director, along with representatives of the Collaborative Intervention Team.

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

The RtI Leadership team will meet once per month or as needed and convey information back to SAC.

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

The team will meet to develop, review and discuss the school's improvement plan. The leadership team will meet once a month with the school advisory committee in order to monitor the implementation of the school improvement plan. Collaborative decision making will drive the action plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math), Florida Comprehensive Assessment Test (FCAT)  
Progress Monitoring: PMRN, FAIR, and Mini Assessments in reading, math, and science.  
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), BAT 2  
End of year: FAIR, FCAT  
Frequency of Data Days: twice a month for data analysis  
The data management systems used to summarize tiered data are MIDAS, Virtual Counselor, and a school based data system.

Describe the plan to train staff on RtI.

Our staff will be trained through staff development. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team 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?

Strengths: Our 8th Grade FCAT writing scores increased from 87% to 94% meeting High Standards in Writing.  
Weaknesses: We did not meet AYP in Reading and Math in the following subgroups: Economically Disadvantage, ELL, Students With Disabilities, Black and Hispanic.

2009 FCAT Results:

Reading:

Words/Phrases/ Main Idea/Purpose/ Comparisons/ Reference/Research Level 3 & Above

Grade 6=5 out of 8/14 out of 20/7 out of 11/4 out of 6 67%

Grade 7/5 out of 7/15 out of 21/7 out of 11/4 out of 6 64%

Grade 8/5 out of 8/15 out of 24/9 out of 15/2 out of 4 51%

Math:

Number Sense/Measurement/Geometry/Algebraic Thinking/Data Analysis Level 3 & Above

Grade 6/6 out of 9/5 out of 9/6 out of 9/5 out of 8/6 out of 9 65%

Grade 7/5 out of 9/5 out of 9/4 out of 8/5 out of 9/6 out of 9 59%

Grade 8/7 out of 12/6 out of 12/6 out of 12/6 out of 12 6 out of 12 66%

Science:

Physical & Chemical/Earth & Space/Life & Environ./Scientific Thinking Level 3 & Above

Grade 8/7 out of 13/6 out of 11/7 out of 13/8 out of 14 36%

Writing:

Expository Persuasive Combined

Grade 8 94% 93% 94%

### Instructional Calendar Development

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

Through professional development and the use of current year's benchmark scores each department's instructional focus calendar has been developed. Benchmarks were prioritized based on students' proficiency. Teachers will implement the calendar through their curriculum and demonstrate implementation through lesson plans. The calendars will be monitored through classroom walk-throughs and lesson plan checks.

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

Reading: Comparisons was the least proficient strand in eighth grade with a mean score 9 out of 15. Comparisons was the least proficient strand in seventh grade with a mean score of 7 out of 11. Words/Phrases was the least proficient strand in sixth grade with a mean score 5 out of 8.

Writing: Word Choice and Sentence Fluency will be given priority focus to increase the number of students scoring 5.0 or higher.

Mathematics: Measurement was the least proficient strand in sixth grade with a mean score of 5 out of 9. Geometry was the least proficient strand in seventh grade with a mean score of 4 out of 8. In eighth grade all strands are evenly deficient.

Science: Earth and Space was the least proficient strand with a mean score of 6 and will be given priority focus.

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

Based on individual student data, students are scheduled into core classes according to their individual needs. Students who are deficient in reading and/or math (levels 1 and 2) are assigned to a daily reading and/or math class based on an A/B block schedule. An analysis of learning gains was conducted once FCAT scores were released. The master schedule was adjusted to place the strongest teachers with less proficient students based on student learning gains by teacher.

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

Students are scheduled into enrichment courses that will build a bridge between core curriculum and student interests.

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?

Through Social Studies, students complete a "Career Visions" section. Students are also given an opportunity to select electives and/or enrichment courses through selection cards in preparation for the next school year's schedule.

DO

Direct the Instructional Focus

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

Teachers will share Best Practices and design cross-curricular activities based on data. Collaborative Curriculum Design and articulation between grade levels will assist students in acquiring and transferring knowledge throughout grade levels and across all content areas.

How are instructional focus lessons developed and delivered?

Teachers utilize the IFC in conjunction with various resources (BEEP, United Streaming, current and innovative technology) to develop and deliver instruction, all while considering the needs of every student.

How will instructional focus lessons be revised and monitored?

Lessons are revised and monitored through county BATs, mini-assessments, teacher created, and state assessments.

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.

Mini-assessments and teacher created assessments are used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

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

Assessments are used to drive the curriculum once student mastery has been determined. Analysis of data will determine which students require tutorials versus enrichment. Teachers will differentiate instruction accordingly. Data chats will be conducted between administrators and teachers along with the teacher/student data chats.

Maintenance

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

Teacher developed assessments and Benchmark assessments were used to create the Instructional Focus Calendars.

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.

Grade-level teams meet once a week to review progress and monitor data. Modifications are made accordingly.

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 role of the principal and leadership team will be to conduct Professional Development on a weekly basis, classroom walk-throughs on a daily basis, and department meetings on a bi-weekly basis. Principal along with the remainder of the leadership team will if differentiated instruction is being conducted through formal observations, classroom walk-throughs in

addition to regular lesson plan checks.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core courses utilize district approved curriculum materials. Compass Learning Odyssey, FCAT explorer, FCAT simulator, pull out groups, after school tutoring, and Saturday school will be available for intensive/intervention instruction.

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

Intensive Math and Reading teachers will review data from Compass Learning Odyssey and create learning paths designed to support the core curriculum and strengthen student deficiencies.

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

A Staff Development calendar is developed based on student achievement data and the needs of our teachers. First, a staff development committee has been formed to analyze the data along with the needs of our teachers. Based on both the needs of the teachers and those of the students, a professional development session is created and implemented. Teachers' and students' needs are analyzed again after each Benchmark Assessment data is received.

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

Students scoring a Level 1 and/or 2 in Reading and/or Math on the 2009 FCAT will be scheduled into an intensive course that utilizes the Compass Learning Odyssey program. Sixth grade students scoring a Level 3 or above in Reading and Math will be placed in a Study Skills class. Eight grade students not proficient in writing as determined by writing assessment will be placed in a writing pull-out program. All students will be encouraged to attend FCAT Camp and after-school tutorials.

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

District's Virtual Counselor Database will be utilized to compile and review student data (BAT, mini assessments, writing assessments, DAR, San Diego, and Florida Oral Reading Fluency- FORF). Florida Assessments for Instruction in Reading (FAIR) will be administered to all students scoring a level 1, 2, and 3 in reading.

Enrichment

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

Differentiated instruction and hands-on activities are used to accelerate and enrich activities.

Describe how students are identified for enrichment strategies.

Students are identified for enrichment strategies through mastery of assessed skills.

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)
Differentiated Instruction	Sarah Rappaport	Monthly	Friday Mornings 8:40am to 9:20am	Teachers will focus on applying Differentiated Instruction in the classroom; setting up the classroom for the new generation of learners; group will conduct lesson studies in order to address student needs.
Use of Cooperative Learning	Dawn McCann	Monthly	Friday Mornings 8:40am to 9:20am	Teachers will analyze the effectiveness of utilizing cooperative learning in the classroom in order to meet the needs of each student.
Classroom Management/ C.H.A.M.P.S.	Jason Alford/ Armando Alejo	Monthly	Friday Mornings 8:40am to 9:20am	Teachers will create the "model" classroom with respect to classroom management utilizing C.H.A.M.P.S.
Reading Strategies	JoAnn Ruiz	Monthly	Friday Mornings 8:40am to 9:20am	Teachers will incorporate reading strategies through all content areas; complete a lesson study assessing the lesson's effectiveness in meeting the needs of our students.

6th, 7th, & 8th grade reading teachers, reading coach, ESE teachers, and ESOL teacher	JoAnn Ruiz	Weekly	Tuesdays during common planning time 30-45 minutes	Teachers will analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini- assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
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## NCLB Public School Choice

Note: For Title I schools only

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

## Pre-School Transition

N/A

## Postsecondary Transition

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 62% of students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 6-8, 72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. The school will implement the new FAIR assessments to monitor student progress. 2. Include higher -order questions in lesson plans. 3. Implement the Instructional Focus Calendars for Reading and Language Arts classes.	Administrator along with Reading Coach	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule. 2. Reading Curriculum Leader will review lesson plans monthly. 3. Classroom walkthroughs with data review sessions.	1. Printout of FAIR assessments. 2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions. 3. Effectiveness will be determined through FAIR 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, 47% of Black and Economically Disadvantaged (ED) students scored at or above Level 3.		Increase the percent of Black and ED students scoring at or above a Level 3 from 47% to 57% on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All Level 1 & 2 students will have 86 minutes of reading each day.	Administrator along with Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR results along with mini-benchmark and benchmark assessment results
2	Students in jeopardy of falling one level will participate in a pull-out program.	Administrator along with Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR results along with mini-benchmark and benchmark assessment results
3	School-wide "Word of the Day" program to enhance vocabulary.	Administrator along with Reading Coach	Every 15 days a vocabulary test will be administered through Social Studies to evaluate progress.	Student Portfolios will be maintained and evaluated through classroom walkthroughs.
4	Saturday Tutoring will be offered to students in jeopardy of non proficiency as well as proficient students.	Administrator along with Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR results along with mini-benchmark and benchmark assessment results
5	Student Achievement Chats will be conducted with all students following FAIR assessments and based on those chats; contracts will be developed for those students in jeopardy of not meeting objective.	Administrator along with Reading Coach	Administrators will review log for Student Achievement Chats during walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
6	Social Studies teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	Administrator along with Reading Coach	When visiting social studies classrooms, administrators will focus their attention to the frequency of explicitly	FAIR and Benchmark assessments will be disaggregated by social studies teachers to

			teaching to the reading benchmarks in social studies.	determine the effectiveness of reading benchmark instruction in social studies.
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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, 58% of Hispanic students scored at or above Level 3.			Increase the percent of Hispanic students scoring at or above a Level 3 from 58% to 66% on the 2010 FCAT Reading.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All Level 1 & 2 students will have 86 minutes of reading each day.	Administrator along with Reading Coach	. Review students progress on FAIR along with mini-benchmark assessments and benchmark assessments	FAIR results along with mini-benchmark and benchmark assessment results
2	Students in jeopardy of falling one level will participate in a pull-out program.	Administrator along with Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR results along with mini-benchmark and benchmark assessment results
3	School-wide "Word of the Day" program to enhance vocabulary.	Administrator along with Reading Coach	Every 15 days a vocabulary test will be administered through Social Studies to evaluate progress.	Student Portfolios will be maintained and evaluated through classroom walkthroughs.
4	Saturday Tutoring will be offered to students in jeopardy of non proficiency as well as proficient students.	Administrator along with Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments.	FAIR results along with mini-benchmark and benchmark assessment results
5	Student Achievement Chats will be conducted with all students following FAIR assessments and based on those chats; contracts will be developed for those students in jeopardy of not meeting objective.	Administrator along with Reading Coach	Administrators will review log for Student Achievement Chats during walkthroughs.	Student Achievement Logs
6	Social Studies teachers will infuse the reading benchmarks in lesson plans and instructional delivery.	Administrator along with Reading Coach and Social Studies Curriculum Leader	Classroom Walkthroughs with data review sessions	Classroom walkthroughs log/report

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 English Language Learners (ELL) students scored at or above Level 3.			Increase the percent of ELL students scoring at or above a Level 3 from 34% to 46% on the 2010 FCAT Reading.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All Level 1 & 2 students will have 86 minutes of reading each day.	Administrator along with Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR results along with mini-benchmark and benchmark assessment results
2	Students in jeopardy of falling one level will participate in a pull-out program.	Administrator along with Reading Coach	. Review students progress on FAIR along with mini-benchmark and benchmark assessments	. FAIR results along with mini-benchmark and benchmark assessment results
3	School-wide "Word of the Day" program to enhance vocabulary.	. Administrator along with Reading Coach	Every 15 days a vocabulary test will be administered through Social Studies to evaluate progress.	Student Portfolios will be maintained and evaluated through classroom walkthroughs.
4	Saturday Tutoring will be offered to students in jeopardy of non proficiency as well as proficient students.	Assigned Administrator along with Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR results along with mini-benchmark and benchmark assessment results
5	Student Achievement Chats will be conducted with all students following FAIR assessments and based on those chats; contracts will be developed for those students in jeopardy of not meeting objective.	Administrator along with Reading Coach	Administrators will review log for Student Achievement Chats during walkthroughs.	Student Achievement Chat Log/Report

6	Social Studies teachers will infuse the reading benchmarks in lesson plans and instructional delivery.	Administrator along with Reading Coach and Social Studies Curriculum Leader	Classroom Walk-throughs	Classroom Walkthrough Log/Report
7	Students with less than two years in the U.S. will be placed in a Developmental Language Arts class.	Administrator and Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR Assessment, mini-benchmarks, and Benchmark Assessment
8	All teachers will infuse the ELL strategies in lesson plans and instructional delivery.	Assigned Administrator and Reading Coach	Reading Curriculum Leader will review lesson plans monthly; Classroom Walkthroughs	Lesson Plans and Classroom Walkthroughs Log/Report

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 32% of Students with Disabilities (SWD) students scored at or above Level 3.		Increase the percent of SWD students scoring at or above a Level 3 from 32% to 44% on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All Level 1 & 2 students will have 86 minutes of reading each day.	Administrator along with Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR results along with mini-benchmark and benchmark assessment results
2	Students in jeopardy of falling one level will participate in a pull-out program.	Administrator along with Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR results along with mini-benchmark and benchmark assessment results
3	School-wide "Word of the Day" program to enhance vocabulary.	Administrator along with Reading Coach	Every 15 days a vocabulary test will be administered through Social Studies to evaluate progress.	Student Portfolios will be maintained and evaluated through classroom walkthroughs.
4	Saturday Tutoring will be offered to students in jeopardy of non proficiency as well as proficient students.	Administrator along with Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR results along with mini-benchmark and benchmark assessment results
5	Student Achievement Chats will be conducted with all students following FAIR assessments and based on those chats; contracts will be developed for those students in jeopardy of not meeting objective.	Administrator along with Reading Coach	Administrators will review log for Student Achievement Chats during walkthroughs.	Student Achievement Data Chat log/report
6	Social Studies teachers will infuse the reading benchmarks in lesson plans and instructional delivery.	Administrator along with Reading Coach and Social Studies Curriculum Leader	When visiting social studies classrooms, administrators will focus their attention to the frequency of teaching to the reading benchmarks in social studies.	Lesson Plans and Classroom Walkthrough report
7	All teachers will explicitly infuse the SWD strategies in lesson plans and instructional delivery.	Administrator and Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR assessment, mini-benchmarks, and Benchmark assessment
8	Supplemental Instruction/ Intervention will be implemented according to students' IEP.	Reading Curriculum Leader will review lesson plans monthly	Lesson plans will be reviewed	Lesson Plans

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 69% of students made learning gains on the 2009 Administration of the FCAT Reading Test.		In grades 6-8, 76% of students will make learning gains on the 2010 Administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new FAIR assessment s to monitor student progress.	Jill Fiorentino, Asst. Principal and JoAnn Ruiz, Reading Coach	. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	Printout of FAIR assessments.
2	Include higher -order questions in lesson plans.	Jill Fiorentino, Asst. Principal and JoAnn	Lesson plans will be reviewed during classroom	Classroom walkthrough log and focused walkthroughs

		Ruiz, Reading Coach	walkthroughs.	to determine frequency of higher order questions.
3	Implement the Instructional Focus Calendars for Reading and Language Arts classes.	Jill Fiorentino, Asst. Principal and JoAnn Ruiz, Reading Coach	Administration will be aware of IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR assessments.
4	School-wide "Word of the Day" program to enhance vocabulary.	Jill Fiorentino, Asst. Principal and JoAnn Ruiz, Reading Coach	Every 10days a vocabulary test will be administered through Social Studies to evaluate progress.	Student Portfolios will be maintained and evaluated through classroom walkthroughs.
5	Saturday Tutoring will be offered to students in jeopardy of non proficiency as well as proficient students.	Jill Fiorentino, Asst. Principal and JoAnn Ruiz, Reading Coach	Review students progress on FAIR along with mini-benchmark and benchmark assessments	FAIR results along with mini-benchmark and benchmark assessment results
6	Student Achievement Chats will be conducted with all students following FAIR assessments and based on those chats; contracts will be developed for those students in jeopardy of not meeting objective.	Jill Fiorentino, Asst. Principal and JoAnn Ruiz, Reading Coach	Administrators will review log for Student Achievement Chats during walkthroughs	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
7	Social Studies teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	Jill Fiorentino, Asst. Principal and JoAnn Ruiz, Reading Coach	When visiting social studies classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks in social studies.	FAIR and Benchmark assessments will be disaggregated by social studies teachers to determine the effectiveness of reading benchmark instruction in social studies.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 6-8, 69% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	FAIR Testing	Reading Coach	August 2009, with monthly follow ups at department meetings	Review reports with teachers	Reading Coach and assigned Assistant Principal
In grades 6-8, 69% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Reading Interventions	Reading Coach	Weekly on Mondays	Classroom Visits	Reading Coach and Administration
Increase the percent of ELL students scoring at or above a Level 3 from 34% to 46% on the 2010 FCAT Reading.	Teachers will effectively use ELL Strategies to meet the needs of ELL students within their classrooms.	Reading Coach/ Reading Teachers	September 2009, ongoing	Classroom Visits	Administration
Increase the percent of SWD students scoring at or above a Level 3 from 32% to 44% on the 2010 FCAT Reading.	Teachers will effectively use ESE Strategies within their classroom to meet the needs of their students.	ESE Specialist	September 2009; ongoing	Classroom Visits; review lesson plan books	Administration

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

Core content area teachers will infuse the District Reading Instructional Focus Calendar within their individual content area District Instructional Focus Calendars.

Coaching and Modeling services will be provided to all teachers by the Reading Coach to assist with the implementation of the Reading Instructional Focus Calendar in core content area classes.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Read XL Teacher Resource Kits for Grades 6-8	Reading Allocation	\$2,500.00
Rewards	Reading Allocation	\$2,000.00
		Total: \$4,500.00

Technology		
Description of Resources	Funding Source	Available Amount
Document Camera	School Accountability	\$1,500.00
		Total: \$1,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
CRISS Training	School Accountability	\$1,500.00
Substitutes for Prof. Development	General Fund.	\$1,000.00
		Total: \$2,500.00
Other		
Description of Resources	Funding Source	Available Amount
Saturday Camp Teachers	General Fund	\$15,000.00
Pull-Out Teacher	Title 1	\$1,500.00
		Total: \$16,500.00
		Final Total: \$25,000.00

End of Reading Goal

## Mathematics Goal

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 47% of economically disadvantaged students achieved mastery on the 2009 administration of the FCAT Mathematics Test.		In grades 6-8, 59% of economically disadvantaged students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts	Administrator and Mathematics Coach	Math Coach & Math Curriculum Leader will assist teachers in the creation of centers and stations. Administration will ensure activities are implemented.	Progress of students on common assessments.
2	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Administrator and Mathematics Coach	Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	Mega-Strand Assessment; Benchmark Assessment 1 & 2; Increased achievement between 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, 70% of the lowest quartile showed learning gains.		75% or more of the lowest quartile will make learning gains on the 2010 Mathematics FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within lowest quartile. Plan differentiated instruction using evidence-	Armando Alejo, Mathematics Coach	Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment)	Common assessments tied to Next Generation Math Standards administered weekly.

	based instruction/interventions within the mathematics blocks.			
2	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction through the use of Compass Learning Odyssey and FCAT Practice workbooks are provided in addition to core instruction	Armando Alejo, Mathematics Coach	Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment)	Common assessments tied to Next Generation Math Standards administered weekly
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	RtI Team	Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark (75% on common assessment).	Common assessments tied to Next Generation Math Standards administered weekly.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 65% of students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 6-8, 74% of the students will achieve mastery for the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize the county made Instructional Focus Calendars in an effort to streamline instruction.	1. Mathematics administrator and/or Math Curriculum leader.	Teachers will use county made mini-BAT assessments in an effort to continually assess student progress.	Common assessment and/or mini BAT test.
2	Administration of a common assessment at the beginning of the school year in an effort to assess the current needs of our student population	Classroom teacher/ Math Curriculum leader.	Teachers will use county made mini-BAT assessments in an effort to continually assess student progress.	Common assessment and/or mini BAT test.
3	Teachers will utilize a Do-Now problem of the day to help target areas/ strands in need of improvement.	Classroom teacher/ Math Curriculum leader via classroom walkthroughs.	Teacher made or common assessment will be utilized to determine improvements made.	Problem of the day based on student area of improvement need.
4	Students will be allowed to attend an after school tutoring program and FCAT Saturday camp if these programs are offered.	Math Curriculum Leader	BAT scores as well as FCAT 2010 data will be used to determine effectiveness of program.	Student Portfolios, mini-clusters, and BAT scores
5	Students will be granted access to the use of various technology resources to include: Compass Learning Odyssey, FCAT Explorer, Jeopardy, and wireless carts.	Math Curriculum Leader	Ongoing assessments and progress reports taken from software.	Computer-based software assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 39% of Students with Disabilities (SWD) students scored at or above Level 3.		Increase the percent of SWD students scoring at or above a Level 3 from 39% to 52% on the 2010 FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be allowed to attend an after school tutoring program and FCAT	Mathematics Administrator and/or Math Curriculum	BAT scores as well as FCAT 2010 data will be used to determine effectiveness of	Common Assessments, BAT assessment

	Saturday camp if these programs are offered.	Leader	program.	
2	Classroom teachers will utilize a data disaggregation tool to pinpoint specific areas of weakness and develop differentiated instruction strategies that cater to the special needs of our SWD population.	Administrator and Mathematics Coach	Department members will review results of common assessment data bi-weekly to determine progress.	Common assessment and/or mini BAT tests.
3	Supplemental Instruction/ Intervention will be implemented according to students' IEP	Administrator and Mathematics Coach	Mathematics Curriculum Leader will review lesson plans monthly	Classroom walk-through

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 40% of English Language Learners (ELL) students scored at or above Level 3.		Increase the percent of ELL students scoring at or above a Level 3 from 40% to 52% on the 2010 FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be allowed to attend an after school tutoring program and FCAT Saturday camp if these programs are offered.	Administrator and Mathematics Coach	BAT scores as well as FCAT 2010 data will be used to determine effectiveness of program.	Mini-benchmark and benchmark assessment results
2	The classroom teacher will explicitly infuse the ELL strategies in lesson plans and instructional delivery.	Administrator and Mathematics Coach	Review students progress on mini-benchmark and benchmark assessments	Mini-benchmark, and benchmark assessment results
3	Students in danger of not meeting proficiency will participate in a "pull-out" program.	Administrator and Mathematics Coach	ELL administrator will monitor student progress.	Student Portfolios will be maintained and evaluated.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 6-8, 70% of the students will achieve mastery for reading on the 2010 FCAT Math Test.	Teachers will effectively implement the Instructional Focus Calendar	Math Coach	August 2009 and ongoing as needed	Modeling of Lessons Classroom Visits	Math Coach
In grades 6-8, 55% of economically disadvantaged students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Teacher will effectively implement Differentiated Instruction	Math Coach	August 2009 and ongoing as needed	Modeling of Lessons Classroom Visits	Math Coach
Increase the percent of ELL students scoring at or above a Level 3 from 40% to 52% on the 2010 FCAT Math.	Teachers will effectively use Manipulatives and Hands-On Activities	Math Coach	September 2009 and ongoing as needed	Observation of center use and documentation in lesson plans	Math Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Manipulatives and Various Math Supplies	Title I	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Document Cameras	School Accountability	\$1,500.00
		Total: \$1,500.00
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
Saturday Camp Teachers	General Funds	\$15,000.00
Pull-Out Teacher	Title 1	\$1,500.00
		Total: \$16,500.00
		Final Total: \$19,000.00

End of Mathematics Goal

## Science Goal

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 37% of 8th grade students scored at or above Level 3.		Increase the percent of 8th grade students scoring at or above a level 3 from 37% to 49% on the 2010 FCAT Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of manipulatives and hands-on activities and/or inquiry based essential labs to reinforce scientific concepts.	Assigned Science Administrator, Science Curriculum Leader	Mini-benchmarks and Science Benchmark exams along with classroom walkthroughs and data review sessions.	Progress of student mini-assessments will be discussed during grade-level meetings after each scheduled assessment.
2	Student Achievement Chats will be conducted with all students following teacher generated assessments.	Assigned Administrator along with Science Curriculum Leader	Administrators will review log for Student Achievement Chats during walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
3	Students will be granted access to the use of various technology resources to include: Compass Learning Odyssey and FCAT Explorer.	Assigned Administrator and Science Curriculum Leader	Review ongoing assessments and progress reports taken directly from software program.	Mini-benchmarks, Benchmark Assessment, and software created assessments
4	All students participate in the Broward County Youth Fair, Broward County Science Fair and the Week of the Ocean for project based investigations.	Niki Simoglou, Science Curriculum Leader	A Rubric is followed for judging effectiveness of projects	Student projects and completed rubrics
5	Implement the Instructional Focus Calendar for Regular Science and follow District Curriculum Maps for Advanced Science Courses	Lucia Troche, Assistant Principal and Niki Simoglou, Science Curriculum Leader	Classroom walk-throughs with Data Review Sessions	Effectiveness will be determined by mini-benchmarks and Science Benchmark Assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase the percent of 8th grade students scoring at or above a level 3 from 37% to 49% on the 2010 FCAT Science.	Teachers will effectively Implement the Instructional Focus Calendar, using essential high order level of questions	Niki Simoglou, Science Curriculum Leader	Begins in August 2009, ongoing as needed	Modeling of Lessons Classroom Visits	Lucia Troche, Asst. Principal & Niki Simoglou, Science Curriculum Leader

Budget:

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

Description of Resources	Funding Source	Available Amount
Consumable Materials for Essential Labs	Title 1	\$600.00
		Total: \$600.00
<b>Technology</b>		
Description of Resources	Funding Source	Available Amount
Document Cameras	School Accountability	\$1,000.00
		Total: \$1,000.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Pull-Out Teacher	Title 1	\$1,000.00
		Total: \$1,000.00
		<b>Final Total: \$2,600.00</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?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 8, 92% of black students achieved mastery on the 2009 administration of the FCAT Writing Test.		In grade 8, 95% of black students will achieve mastery on the 2010 administration of the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of peer editing, conferencing & cooperative learning strategies to reinforce writing / language arts concepts	Lucia Troche, Asst. Principal and Jason Alford, Language Arts Curriculum Leader	Administrator and Language Arts Curriculum Leader will assist teachers in the creation of lessons designed to engage students in cooperative learning and peer editing activities.	Progress of students on monthly writing prompt assessments
2	Identify and closely monitor the progress of the lowest 20% consistently; revise instruction and intervention groups as indicated by student progress.	Lucia Troche, Asst. Principal and Jason Alford, Language Arts Curriculum Leader	Maintain a record of strategies and interventions utilized with the lowest 20 percentile.	Increased achievement between assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Writing data, 96% of students demonstrated proficiency in writing.		98% of students will demonstrate proficiency in writing on the 2010 Writing FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Determine instructional needs by reviewing initial diagnostic expository and persuasive writing samples. Teachers will plan lessons to address the student s' weaknesses identified in these diagnostic essays	Lucia Troche, Asst. Principal and Jason Alford, Lang. Arts Curriculum Leader	Grade level teams will review monthly essay data to determine progress toward benchmark (96% proficient on monthly essay)	Progress of students on monthly writing prompt assessments
2	Plan supplemental instruction / intervention for students not responding to core instruction. Focus	Lucia Troche, Asst. Principal and Jason Alford, Language Arts Curriculum Leader	Grade level teams will review monthly essay data to determine progress toward benchmark focusing	Progress of students on monthly writing prompt assessments

	of instruction is determined by review of monthly essay data and will include explicit instruction, modeled instruction, collaborative group activities, guided practice, and independent practice.		on students that received additional support / interventions (96% proficient on monthly essay)	
3	Plan targeted intervention for students not responding to core plus supplemental instruction. Students will be selected to be provided with pull-out services for small group and individualized instruction to address areas of specific weakness in addition to receiving core instruction.	Lucia Troche, Asst. Principal and Jason Alford, Language Arts Curriculum Leader	Grade level teams will meet with pull-out coach monthly to review data and determine progress toward benchmark (96% proficient on monthly essay)	Progress of students on monthly writing prompt assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 8, 95% of black students achieve mastery on the 2009 administration of the FCAT Writing Test.	Collaborative learning and Peer Editing	Jason Alford	September 2009	Modeling of Lessons Classroom Walkthrough	Administrator and Language Arts Curriculum Leader
97% of students will demonstrate proficiency in writing on the 2010 Writing FCAT	Implementing Power Ed in the Classroom	Jason Alford	August 2009	Modeling of Lessons Classroom Walkthrough	. Language Arts Assistant Principal, Language Arts Curriculum Leader

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Power Ed Writing System	School Accountability	\$1,000.00
Pull-out Teacher	Title 1	\$1,350.00
		Total: \$2,350.00
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
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,350.00

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		
In grades 6-8, 3% of student population were represented by their parents through various events during the 2008-2009 school year.		In grades 6-8, 12% of our student population will be represented by their parents through various events during the 2009-2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Conduct a one-night workshop entitled, "Getting Involved in Your Child's Education"	Lucia Troche, Assistant Principal and JoAnn Ruiz, Reading Coach	Participant Evaluation	Survey
2	Conduct a one-night workshop entitled, "Incorporating Technology in Your Child's Education"	Lucia Troche, Asst. Principal and JoAnn Ruiz, Reading Coach	Participant Evaluation	Survey
3	Conduct "Literacy Nights"	Lucia Troche, Assistant Principal and Mary McCoy, Reading Teacher	Participant Evaluation	Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
All Reading, Mathematics, Science, and Writing objectives	Teachers Working With Parents	Guidance Director	September 2009	Team Meetings	Grade Level Guidance Counselor
All Reading, Mathematics, Science, and Writing objectives	Parent/Teacher Conferences	Guidance Director	October 2009	Team Meetings	Grade Level Guidance Counselor

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
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
Security for evening events	Title 1	\$1,000.00
		Total: \$1,000.00
		Final Total: \$1,000.00

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	Read XL Teacher Resource Kits for Grades 6-8	Reading Allocation	\$2,500.00
Reading	Rewards	Reading Allocation	\$2,000.00
Mathematics	Manipulatives and Various Math Supplies	Title I	\$1,000.00
Writing	Power Ed Writing System	School Accountability	\$1,000.00
Writing	Pull-out Teacher	Title 1	\$1,350.00
Science	Consumable Materials for Essential Labs	Title 1	\$600.00
			Total: \$8,450.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Document Camera	School Accountability	\$1,500.00
Mathematics	Document Cameras	School Accountability	\$1,500.00
Science	Document Cameras	School Accountability	\$1,000.00
			Total: \$4,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CRISS Training	School Accountability	\$1,500.00
Reading	Substitutes for Prof. Development	General Fund.	\$1,000.00
			Total: \$2,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Saturday Camp Teachers	General Fund	\$15,000.00
Reading	Pull-Out Teacher	Title 1	\$1,500.00
Mathematics	Saturday Camp Teachers	General Funds	\$15,000.00
Mathematics	Pull-Out Teacher	Title 1	\$1,500.00
Science	Pull-Out Teacher	Title 1	\$1,000.00
Parental Involvement	Security for evening events	Title 1	\$1,000.00
			Total: \$35,000.00
			Final Total: \$49,950.00

## 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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No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

No. Disagree with the above statement.

### Measures Being Taken to Comply with SAC Requirement

Parents are invited to become members of SAC through PTA, the use of Parent Link, and Marquee Announcements

Projected use of SAC Funds	Amount
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No data submitted

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

School Advisory Council will meet regularly, every first Tuesday of each month and monitor the improvement plan by breaking up into sub-groups and analyze the effectiveness of the plan as data is collected and disaggregated.

## SAC Members

### Members

- 1) Angel Almanzar, Principal
- 2) JoAnn Ruiz, SAC Chair
- 3) Sarah Rappaport, Teacher
- 4) Roger Marsh, Teacher
- 5) Mrs. DeMare, Parent
- 6) Michelle Fisher, Parent
- 7) Anita Richardson, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward SEMI NOLE MIDDLE SCHOOL 1891													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1298 Math: 1298		2008-2009 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	Y/N	2009	Y/N	2009	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	62	N	65	N	87		Y			NA	37	38	N	37	35	N	63	N	67	N			
WHITE	99	Y	99	Y	79	Y	83	Y	93		Y			NA	21	21	NA	21	17	NA	77	NA	82	NA			
BLACK	99	Y	99	Y	47	N	48	N	86		Y			NA	50	53	N	51	52	N	49	N	52	N			
HISPANIC	99	Y	98	Y	58	N	63	N	77		Y			NA	40	42	N	41	37	N	61	N	67	N			
ASIAN	100	Y	100	Y		NA		NA			NA			NA		NA			NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA								
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	47	N	50	N	86		Y			NA	50	53	N	52	50	N	50	N	53	N			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	34	N	40	N	69		Y			NA	62	66	N	58	60	N		NA		NA			
STUDENTS WITH DISABILITIES	97	Y	97	Y	32	N	39	N	57	79	Y			NA	62	68	N	63	61	N	34	N	36	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward SEMI NOLE MIDDLE SCHOOL 1891													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1259 Math: 1259		2007-2008 School Grade <sup>1</sup> : B		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	63	Y	63	Y	94	87	N			NA	43	37	NA	38	37	NA	60	NA	68	NA			
WHITE	99	Y	99	Y	79	Y	79	Y	93	93	Y			NA	28	21	NA	25	21	NA	71	NA	79	NA			
BLACK	99	Y	99	Y	50	N	49	N	92	86	N			NA	57	50	NA	52	51	NA	49	NA	56	NA			
HISPANIC	98	Y	98	Y	60	Y	59	N	90	77	N			NA	44	40	NA	40	41	NA	57	NA	70	NA			
ASIAN	99	Y	99	Y		NA		NA			NA			NA		NA			NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA								
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	50	N	48	N	92	86	N			NA	58	50	NA	53	52	NA	48	NA	57	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	38	N	42	N	80	69	N			NA	66	62	NA	51	58	NA	45	NA	60	NA			
STUDENTS WITH DISABILITIES	97	Y	97	Y	38	N	37	N	84	57	N			NA	65	62	NA	67	63	NA	39	NA	44	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward SEMI NOLE MIDDLE SCHOOL 1891													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1264 Math: 1264		2006-2007 School Grade <sup>1</sup> : B		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	57	Y	62	Y	94	94	Y			NA	42	43	NA	38	38	NA	49	NA	64	NA			
WHITE	99	Y	99	Y	72	Y	75	Y			Y			NA	24	28	NA	27	25	NA	52	NA	71	NA			
BLACK	100	Y	100	Y	43	N	48	N	92	92	Y			NA	54	57	N	51	52	N	47	N	55	N			
HISPANIC	99	Y	99	Y	56	Y	60	Y	91	90	Y			NA	50	44	NA	35	40	NA	46	NA	64	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA		NA			NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA								
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	42	N	47	N	88	92	Y			NA	54	58	N	49	53	N	44	N	55	N			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	34	N	49	N	85	80	N			NA	63	66	N	45	51	N	47	N	53	N			
STUDENTS WITH DISABILITIES	98	Y	98	Y	35	N	33	N	68	84	Y			NA	69	65	N	72	67	N	44	N	52	N			

## SCHOOL GRADE DATA

Broward School District SEMI NOLE MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	67%	70%	96%	40%	273
% of Students Making Learning Gains	64%	69%			133
	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.				
	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>				

Adequate Progress of Lowest 25% in the School?	69% (YES)	67% (YES)			136	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					542	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SEMINOLE MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	68%	81%	37%	254	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	65%	65%			130	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	64% (YES)	62% (YES)			126	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					510	
Percent Tested = 98%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District SEMINOLE MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	66%	91%	34%	253	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	68%			131	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	68% (YES)	62% (YES)			130	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					514	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested