

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: CORAL SPRINGS MIDDLE SCHOOL

District Name: Broward

Principal: Ian Murray

SAC Chair: Nicole Marsala

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-31-2009

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VISION and MISSION STATEMENTS

Vision

Coral Springs Middle School strives to achieve the development of knowledge, character, and self-esteem of its life-long learners by fostering a deep understanding of quality education, unity of diversity, and innovative means to propel them toward success in their future in order to leave a lasting legacy.

Mission

The mission of Coral Springs Middle School is to provide innovative, challenging, educational experiences, which will enable all students to acquire the skills needed to become successful, lifelong learners.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

- Coral Springs Middle was founded in 1974.
- A new 16 classroom addition to the school in 2005
- A new 24 classroom addition to the school in 2006
- A wheelchair lift was added to the stage in 2006.
- Safety and Security modifications were made in 2008.
- Only 6 principals in 35 years
- National School of Excellence in 1990-1991
- Golden School Award 1994-2009
- North Area Advisory Crystal Apple Award 2008/2009
- CSMS has been an A school 2005-2009

Unique School Strengths for Next Year

- Writing across the curriculum
- 8 National Board Teachers
- 38 Teachers with Advanced Degrees
- 100% teaming takes place on all grade levels
- Reading Benchmarks embedded in all content areas
- Pilot school for Character Ed
- Increase in student population

Unique School Weaknesses for Next Year

- Only two ESE facilitators for all grade levels
- Loss of a Spanish teacher

Student Demographics

Race

- Asian- 6%
- Black- 25%
- Hispanic- 19%

- Multi- 4%
 - Native- 0%
 - White- 45%
- Gender
- Female- 48%
 - Male- 52%
- ESE
- 13% ESE students
- ELL
- 3% students
- Free and Reduced
- 36% students

Student Attendance Rates

- Average Daily Attendance is 95% present

Student Mobility

- From 8/5/08-5/1/09 a total of 268 students were withdrawn
- From 8/5/08-5/1/09 a total of 1824 students were entered
- Mobility Rate 94

Student Suspension Rates

- 6th grade
- External suspension- 14
 - Alternate to suspension- 88
 - Refused alternate suspension- 14
 - Internal suspension- 338
 - Bus suspension- 15
- 7th grade
- External suspension- 16
 - Alternate to suspension- 75
 - Refused alternate suspension- 18
 - Internal suspension- 268
 - Bus suspension- 13
- 8th grade
- External suspension- 20
 - Alternate to suspension- 70
 - Refused alternate suspension- 12
 - Internal suspension- 239
 - Bus suspension- 15

Student Retention Rates

- 18 students were retained from the 07-08 school year.
 - o6 were retained in the 6th grade
 - o7 were retained in the 7th grade
 - o5 were retained in the 8th grade
- 26 students are expected to be retained in the 08-09 school year
 - o9 students expected in the 6th grade
 - o12 students expected in the 7th grade
 - o5 students expected in the 8th grade

Class Size

- Coral Springs Middle Class Size Average is 21.04 for 2008-2009
 - o6th grade average is 21.51
 - o7th grade average is 19.66
 - o8th grade average is 22.21

Academic Performance of Feeder Pattern

- Coral Springs Elementary
- GRADE: A-
 - AYP: No- 95% met criteria
 - NUMBER OF STUDENTS ENROLLED: 99 are enrolled for 2009
 - DA STATUS: Prevent I- 2008
- Coral Park
- GRADE: A
 - AYP: No- 97% met criteria
 - NUMBER OF STUDENTS ENROLLED: 4 kids are enrolled for 2009
 - DA STATUS: Prevent I-2008
- Eagle Ridge
- GRADE: A
 - AYP: Yes

- NUMBER OF STUDENTS ENROLLED: 136 are enrolled for 2009
- DA STATUS: Prevent I- 2008
- Country Hills
- GRADE: A
- AYP: Yes
- NUMBER OF STUDENTS ENROLLED: 136 are enrolled for 2009
- DA STATUS: Prevent I- 2008
- Park Side
- GRADE: A
- AYP: Yes
- NUMBER OF STUDENTS ENROLLED: 54 are enrolled for 2009
- DA STATUS: Prevent I- 2008

Partnerships and Grants

- Partnerships
- ASP Aftercare
 - oDonated \$200 in Gift Cards for FCAT Night
 - oDonated \$100 toward Teacher Appreciation at end of Year Party
 - Barnes and Noble
 - oRaised funds totaling \$404.78 during a CSMS night on 4/16/09
 - Buffalo's
 - oRaised funds totaling \$525 during a CSMS night on 11/27/08
 - oRaised funds totaling \$75 during a CSMS night on 4/27/09
 - oDonated \$15,000 worth of coupons to honor roll assemblies
 - Carvel
 - oRaised funds totaling \$120 during a CSMS night on 11/16/08
 - oDonated \$3,600 in coupons for honor roll students
 - oDonated \$100 in coupons for multicultural night
 - oDonated \$100 in coupons for FCAT Family Night
 - Med Express
 - oDonated \$100 for Teacher Breakfast
 - oDonated \$50 Gift Certificate for International Day
 - oDonated two family four-packs of shots for FCAT Family Night
 - Publix
 - oRaised \$215.50 from sales of Mother's Day Cakes
 - oDonated 5 \$10 gift cards for International Day
 - oDonated 10 \$20 gift cards for Math Night on 10/7
 - oDonated 1600 free half gallon ice cream coupons
 - oDonated food for International Day
 - oDonated sheet cake for Teacher Appreciation Week
 - Tisket a Tasket
 - oDonated 2 - \$25 Gift Cards for banner contest
 - X-Treme Indoor Go-Carting
 - oDonated \$7,200 in coupons for honor roll assemblies
- Grants
- oTeacher TDIF- Attend the Foreign Language Convention in Orlando
 - oAdapter Grant- \$500 from Broward Education Foundation for FCAT Wheel of Fortune
 - oTeacher TDIF- International Reading Convention in Phoenix

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	Ian Murray	Bachelors in Education from FAMU Masters in Education Leadership from Nova University	7	7	06-07- AYP- YES Reading: 67% made learning gains, 62% of lowest quartile made gains Math: 74% made learning gains. 59% of lowest quartile made learning gains 07-08- AYP- NO Reading: 67% made learning gains, 65% of lowest quartile made gains Math: 71% made learning gains in math, 58% of the lowest quartile made learning gains in math 08-09- AYP- NO Reading: 72% made learning gains, 73% of the lowest quartile made gains Math: 73% made learning gains in math,

					64% of the lowest quartile made learning gains in math
Assis Principal	Orinthia Dias	-Bachelors in Education -Masters in Education -Specialists in Educational Leadership -Middle Grades Science -Educational Leadership K-12	4	4	06-07- 74% made learning gains in math, 59% of the lowest quartile made learning gains in math 07-08- 71% made learning gains in math, 58% of the lowest quartile made learning gains in math 08-09- 73% made learning gains in math, 64% of the lowest quartile made learning gains in math
Assis Principal	David Argent	-Bachelors in Management -Bachelors in Finance -Master in Educational Leadership -Math 5-9 -Broward County Drop Out	1	8	06-07 (Sawgrass Springs Middle) 75% Level 3 or higher, Mathematics , 76% Level 3 or higher, Reading AYP, No School Grade: A 07-08 (Sawgrass Springs Middle) 77% Level 3 or higher, Mathematics , 78% Level 3 or higher, Reading AYP, No School Grade: A 07-08 (Coral Springs Middle School) 78% Level 3 or higher, Mathematics , 75% Level 3 or higher, Reading AYP, No School Grade: A 08-09 (Coral Springs Middle) 78% Level 3 or higher, Mathematics , 78% Level 3 or higher, Reading AYP, No School Grade: A
Assis Principal	Darline Karbowski	-Masters Ed Leadership -Ed Leadership K-12 -Social Studies 5-9	1	1	Results from prior school-Falcon Cove 06-07- 86% level 3 and higher in rdg, 81% level 3 or higher in math, AYP- Yes 07-08- 88% level 3 and higher in rdg, 82% level 3 or higher in math, AYP-Yes Results from Coral Springs Middle 08-09- 78% level 3 and higher in rdg, 78% level 3 or higher in math, AYP-No

* 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	Cynthia Wilkins	-Bachelors in English -English 6-12 -ESOL Endorsed -Reading Endorsed -Middle Grade Endorsement	18	10	School Grades: 06-07 A; 07-08 A; 08-09 A AYP: 06-07- All grps passed reading 07-08- No- Black, Econ Disadv, ESE 08-09- No- Black Accountability Areas Reading: 06-07- % mtg high standards 77% % making learn gains 65% % gains from lowest 25%,68% 07-08- % mtg high standards 75% % making learn gains 67% % gains from lowest 25%,62% 08-09 % mtg high standards 78% % making learn gains 72% % gains from lowest 25%,73%

* 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. PGP Development- based on data.	Administrators	June 2, 2010	
2. Reading Staff Development Use of Question Stems Short/Extended Response Using the IFC	Reading Coach	June 2010	
3. Technology Staff Development Teachers training other teachers in the newest technology, and helping them in the classroom	Administrators	June 2010	
4. Department Meetings: Best Practices Offer guidance to teachers Share strategies	Department Chairs	June 2010	
5. Professional Learning Communities	Administration	June 2010	

6. Staff training on differentiated instruction. Allow for mastery at every level and in every course	Administration through Best Practices	December 2009	
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Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Matt Bishop	Social Science 6-12	8th grade Social Studies	Administrative support to prepare for and take the subject area examination
Andrew Bronstein	Elementary Education	6th grade Science	Administrative support to prepare for and take the subject area examination
Suzanne Fronrath	Elementary Education 1-6, Social Science 6-9, Gifted Endorsed, Middle School Endorsed	7th grade Social Science	Administrative support to prepare for and take the subject area examination
Edouard Jean	ESE K-12	ESE Math 6-8, ESE Science 6-8	Administrative support to prepare for and take the middle school integrated examination
Hal Krantz	EH K-12, Ed Leadership K-12, ESOL Endorsed	ESE Language Arts 6-8, Science 6-8, Social Studies 6-8	Administrative support to prepare for and take the middle school integrated examination
Caroline Lehoczky	Elementary Education K-6, ESE K-12	6th Grade Language Arts	Administrative support to prepare for and take the subject area examination
Tracey Lloyd	Elementary Education 1-6	Reading	Administrative support to prepare for and take the subject area examination, and obtain reading endorsement
Rose Marrett	Geography 6-12	6th Grade Social Studies	Administrative support to prepare for and take the subject area examination
Roxanne Rubiano	ESE K-12	ESE Language Arts 6-8, Math 6-8, Reading 6-8, Science 6-8, Social Studies 6-8	Administrative support to prepare for and take the elementary ed examination
Elizabeth Winkleman	Elementary Ed 1-6, Gifted Endorsed, ESOL Endorsed	6th grade Language Arts	Administrative support to prepare for and take the subject area examination

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
81	5	17	38	40	53	87	17	10	77

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tonnie Hibbert	Billie Dollins	Pairing based on curriculum, experience, and class management	<ol style="list-style-type: none"> 1. Meet once a week 2. Observations 3. Visit Lead Teachers Classrooms 4. Monthly meetings to share the culture of the school 5. Guidance with professional development trainings in school and district 6. Sharing best practices
		Pairing based on	<ol style="list-style-type: none"> 1. Meet once a week 2. Observations 3. Visit Lead Teachers Classrooms 4. Monthly meetings to

Gia Daniels	Charles Dadas	curriculum, experience, and class management	share the culture of the school 5. Guidance with professional development trainings in school and district 6. Sharing best practices
Takisha Alexander	Cindi M. Wilkins	Pairing based on curriculum, experience, and class management	1. Meet once a week 2. Observations 3. Visit Lead Teachers Classrooms 4. Monthly meetings to share the culture of the school 5. Guidance with professional development trainings in school and district 6. Sharing best practices
Shannon Barker	Kim Norton	Pairing based on curriculum, experience, and class management	1. Meet once a week 2. Observations 3. Visit Lead Teachers Classrooms 4. Monthly meetings to share the culture of the school 5. Guidance with professional development trainings in school and district 6. Sharing best practices
Katie Robb	Jerusha Barnett	Pairing based on curriculum, experience, and class management	1. Meet once a week 2. Observations 3. Visit Lead Teachers Classrooms 4. Monthly meetings to share the culture of the school 5. Guidance with professional development trainings in school and district 6. Sharing best practices

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

A county directed and supported program is used in 7th grade to adhere to the Career Ed Curriculum.

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

- Ian Murray, Principal
- Darline Karbowski, 6th grade Assistant Principal
- David Argent, 7th grade Assistant Principal
- Orinthia Dias, 8th grade Assistant Principal
- Cindi Wilkins, Reading Coach
- Rose Walsh, ESE Specialist
- David Greenfield, Guidance Director
- Bonnie Kinghorn, 8th grade Guidance
- Marielle Diverge Hilmers, 7th grade Guidance
- Team Leaders/Department Heads as applicable
- Marcy Flam, ESE Support Facilitator
- Jessica Rothschild, ESE Support Facilitator

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

Meeting Process

- Monthly meetings to discuss and document individual student achievement and need based on assessment data, anecdotal data, and/or behavioral needs.
- Team will utilize the MIDAS program and virtual counselor to collect and analyze data

Roles/Functions

- Team will analyze the data to make sure the needs of the AYP subgroups are being met
 - o Team will determine what other course of action is needed to help students
 - o Team will share their information with the teachers and parents, so that all of the stakeholders can work together to help the students achieve.
- Team will analyze data to make sure that enrichment is being done to further the needs of the level 4/5 students

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

- Team utilized data from last year's assessments including but not limited to FCAT data, BAT testing, CCC reports, and mini-bats to analyze needs and set goals as well as to determine action steps
- Team analyzed data based on AYP subgroup and whole school data

RtI Implementation

Describe the data management system used to summarize tiered data.

- Virtual Counselor
- MIDAS

Describe the plan to train staff on RtI.

- During Pre-Planning for the 2009-2010 school year, teachers will begin their training to understand the roles, functions, and purpose of the RtI team
- Ongoing training will provide faculty the opportunity to share data, techniques, and results with the RtI team.

- Training the staff to utilize information gathered by the RTI team to drive their curriculum and instructional delivery.

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?

WRITING

- Strengths
 - o 98% of students achieved 3.5 or higher
 - o 61 students achieved a 6.0, a 30% increase from 07-08
 - o Average School Score 4.8 for 2009
- Weaknesses
 - o Students need to work on elaboration, word choice and sentence fluency
 - o Students also need to work on persuasive techniques to develop their ideas

READING

- Strengths
 - o 6th grade: 75% of possible points earned in cluster 2- Main Idea, Authors Purpose, Point of View, Lit Elements
 - o 7th grade: 76% of possible points earned in cluster 2- Main Idea, Authors Purpose, Point of View, Lit Elements
 - o 8th grade: 75% of possible points earned in cluster 1- Words and Phrases & 75% of possible points earned in cluster 4- Reference and Research
- Weaknesses
 - o 6th grade: 63% of possible points earned in cluster 1- Words and Phrases
 - o 7th grade: 67% of possible points earned in cluster 4- Reference and Research
 - o 8th grade: 60% of possible points earned in cluster 3- Compare/Contrast and Cause/Effect

MATH

- Strengths
 - o 6th grade: 78% of possible points earned in cluster 3- Geometry
 - o 7th grade: 78% of possible points earned in cluster 5- Data Analysis
 - o 8th grade: 66% of possible points earned in cluster 5- Data Analysis
- Weaknesses
 - o 6th grade: 56% of possible points earned in cluster 2- Measurement
 - o 7th grade: 50% of possible points earned in cluster 3- Geometry
 - o 8th grade: 50% of possible points earned in cluster 2- Measurement

SCIENCE

- Strengths
 - o 8th Grade: 64% of possible points earned in cluster 4- Scientific Thinking
- Weaknesses
 - o 8th Grade: 55% of possible points earned in cluster 2- Earth and Space Science

Instructional Calendar Development

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

READING

- Developing
 - o Initial grade level IFCs were developed in July 2009 based on the latest FCAT Data.
 - o Calendar is revised quarterly based on BAT 1, BAT 2, and Mini-assessments
 - o Each grade level calendar is aligned with the Mini-assessment and Re-Teaching schedules
 - o Benchmarks were selected based on priority of need (strengths and weaknesses)
 - o Duration was determined based on the strengths and weaknesses
- Longer duration was given to weaker strands
- Implementing
 - o All teachers will receive a copy of the Reading IFC
 - o All teachers will embed the focus into their daily/weekly curriculum
 - o Teachers will receive support for implementation at monthly departmental meetings, through professional learning communities, and assistance and monitoring from the Reading Coach
- Monitoring
 - o Implementation will be monitored through classroom walkthroughs, student goal sheets, benchmark tests, weekly team minutes and MiniBats

WRITING

- Developing
 - o Initial grade level IFCs were developed in July 2009 based on the latest FCAT Data.
 - o Calendar is revised quarterly based Writing Simulations
 - o Benchmarks were selected based on priority of need (strengths and weaknesses)
 - o Duration was determined based on the strengths and weaknesses
- Longer duration was given to weaker areas

- Implementing
 - o All teachers will receive a copy of the Writing IFC
 - o Teachers will receive support for implementation at monthly department meetings, through professional learning communities, and assistance and monitoring from the department chair
 - Monitoring
 - o Implementation will be monitored through classroom walkthroughs, student goal sheets, and simulations
- MATH
- Developing
 - o Math will utilize the county created IFC, tailored by grade level and course
 - o School specific needs will be identified through BATs and addressed through spiral reviews in the time frame allotted by the county IFC calendar
 - Implementing
 - o All teachers will receive a copy of the Math IFC
 - o Teachers will receive support for implementation at monthly department meetings
 - o Grade level small learning communities will identify strands to be included in the spiral reviews
 - Monitoring
 - o Implementation will be monitored through classroom walkthroughs, student goal sheets, benchmark tests, and minibats
- SCIENCE
- Developing
 - o Science will utilize the county created IFC, tailored by grade level and course
 - o School specific needs will be identified through the Pre/Post test, and MiniBats, and addressed through daily warm-ups
 - Implementing
 - o All teachers will receive a copy of the Science IFC
 - o Teachers will receive support for implementation at monthly department meetings
 - o Grade level small learning communities will identify the strands to be included in the daily warm-ups
 - Monitoring
 - o Implementation will be monitored through classroom walkthroughs, student goal sheets, Pre/Post tests, and minibats

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

- Reading
- Based on 2009 FCAT data, 6th grade will focus on Words and Phrases
 - Based on 2009 FCAT data, 7th grade will focus on Ref/Research
 - Based on 2009 FCAT data, 8th grade will focus on Comparisons
- Writing
- Based on 2009 FCAT data, 8th grade will focus on Expository- Elaboration & for Persuasive- Elaboration/Persuasive techniques
- Math
- Based on 2009 FCAT data, 6th grade will focus on Measurement
 - Based on 2009 FCAT data, 7th grade will focus on Geometry
 - Based on 2009 FCAT data, 8th grade will focus on Measurement
- Science
- Based on 2009 FCAT data, 8th grade will focus on Earth/Space Science

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

- Individual teacher data from the 2009 FCAT is analyzed for placement of teachers on teams.
- Individual student scores from the 2009 FCAT are analyzed and students are placed in classes with teachers based on indicated needs.
- Teacher recommendation from previous year are taken into account for placement of students
- Students are given assessments for placement in the appropriate reading classes.

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

NA

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?

- Elective course offered include: PE, ART, Spanish I, Spanish II, Yearbook, Band, Orchestra, Peer Counseling, Business Keyboarding, Technology, and Chorus
- Students select 2 elective courses of their choice, if they do not achieve a 3 or higher on the FCAT they will automatically receive a reading elective
- Students are counseled by their parents and current teachers as to electives best suited for their interests and needs

DO

Direct the Instructional Focus

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

- Grade level teachers disaggregate data and utilize both Curriculum Maps and Instructional Focus Calendar(s)
- Grade level teachers will share Best Practices at monthly meetings in order to share IFC implementation strategies

How are instructional focus lessons developed and delivered?

- Teachers utilize the content IFC as well as the reading IFC when creating their individual lessons to meet student needs in AYP Subgroup
- Teachers have access to BEEP, school IFCs, and district IFCs
- The instructional focus is embedded within each lesson

How will instructional focus lessons be revised and monitored?

- Data will be analyzed and lesson revision will take place based on student success and 80% mastery
- Effectiveness will be determined based on the number of students in each AYP subgroup meeting 80% or higher.

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.

Assessments

- Benchmark tests, mini assessments, and teacher developed tests
- County provided mini assessments will be used to assess benchmark success
- Assessments will be administered according to subject area IFCs, when applicable
- Students in intensive reading courses will be given a DAR word list assessment for placement and progress monitoring at least 3 times during the year
- Students in intensive reading courses will be given an FORF fluency assessment for placement and progress monitoring at least 3 times during the year

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

- Mastery is set at 80% for the district mini assessments
- Results of the mini assessments will be analyzed and benchmarks where students did not meet 80% mastery will be rescheduled on the IFC, for re-teaching purposes
- Teachers will analyze assessment results by AYP subgroup and differentiation of instruction will take place through individualized instructional focus lessons, through the use of small differentiated group instruction

Maintenance

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

- Assessments of benchmarks will take place as they align with the content area curriculum
- Results of the BAT 1 and BAT 2 are analyzed and the IFCs are created for each grade level based on the data

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.

- Team teachers will meet on a weekly basis to discuss the formative and summative data
- o Team minutes will be submitted to administration on a weekly basis
- Administrators will participate in the data conversations on a quarterly basis

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.

- Administrators will be involved in the teaching and learning process through classroom walkthroughs, checking lesson plans, team meeting minutes, and data chats
- Based on team minutes and classroom walkthroughs administration will verify that curriculum delivery is being differentiated for all subgroups
- Administrators will oversee and attend department meetings, team leader meetings, and team meetings

- Reading Coach will monitor the instructional focus implementation through classroom visits, teacher conferences, modeling in classrooms, team meeting minutes, and coaching

ACT

Supplemental and Intensive Instruction/Interventions

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

Core

- Grade level curriculum as identified by the county curriculum maps and sunshine state standards

Supplemental

- CCC lab for level 1 & 2 students, Intensive Reading, Wilson Reading, Study Island

Intensive

- Saturday School, Extended time for Wilson instruction, Top Writers

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

- Marzano’s High Yield Strategies, CRISS strategies, and DIP strategies in 6th grade, will be used to re-teach non-mastered target areas for all levels of learners and AYP subgroups through small differentiated group instruction.

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

- Professional development needs are determined through:
 - o Data analysis, classroom walkthroughs, teacher requests, PGP conferences and needs assessments

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

- All level 1 and 2 reading students, students predicted not to be proficient on BAT, bubble/slide students, students not meeting mastery on mini assessments will be targeted for supplemental and intensive instruction/intervention

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

- Monitoring the progress will be done through mini bats, BAT 1 and BAT2, progress monitoring assessments in reading, and CCC/Study Island Reports

Enrichment

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

- 6th grade offers Pre-AP instructional programs for students scoring a 4 or 5 on FCAT Reading
- GEM Math curriculum is available in 6-8th grade for students meeting the standards set forth by the state of Florida
- Saturday School is offered to all students and they are placed based on their achievement levels for reading and math enrichment activities
- Top Writers Club is offered to all 8th graders and they are placed based on their writing levels using the 6.0 rubric
- Broward County History Fair- All students have the opportunity to participate
- Math Team- Enrichment for all students in the area of math
- Literary Fair- Enrichment for students to share their writing
- Cybermission
- Science Club, Poetry Club, and Book Club- voluntary after school enrichment is available in the form of academic clubs and games

Describe how students are identified for enrichment strategies.

- All students who show mastery will be afforded an opportunity for enrichment in the given content area
- Students are placed based on FCAT, classroom performance as evidenced in their grades, anecdotal evidence provided by teachers, and results from the core team
- All students and parents are afforded the opportunity to provide input on their course cards, and parents have the ability to preference their students into a class.
- Guidance counselors provide time to meet with parents and students to collaborate on proper placement.

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)
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Curriculum Conferences (meet by subject area)	Reading/Lang Arts: C. Wilkins Math: A. Bayuk Science: K. Norton Social Studies: N. Marsala ESE: R. Walsh Electives: D. Piroozshad	Monthly As a whole dept	2nd Wednesday	Reading strategies, County information, Disseminate School Information, analyze data by dept.
Curriculum Conferences (Departments will split by grade level)	Reading/Lang Arts: C. Wilkins Math: A. Bayuk Science: K. Norton Social Studies: N. Marsala ESE: R. Walsh Electives: D. Piroozshad	Once a month by grade level	4th Wednesday	Share strategy, best practices, share content
Curriculum Council (Dept Heads)	Ian Murray	Monthly	1st Friday	Department heads will meet with Administration to focus on curriculum development and delivery, and analyze school wide data, as well as present data from each dept.
Management Council (Team Leaders)	Ian Murray	Monthly	2nd Friday	Team Leaders will meet with Administration to discuss data analysis of their team, and how they are meeting each students needs
NESS (New Teachers & mentors)	Cindi Wilkins	Monthly	3rd Friday	NESS coaches will meet with their new teachers and share strategies, and help with data analysis.
Grade Level Meetings Held by grade level	6- D. Karbowski 7- D. Argent 8- O. Dias	Monthly	4th Friday	Teachers will meet by grade level for dissemination of information focusing on data analysis and curriculum instruction. AP's will share grade level data with the teachers.
Technology Training (ALL SUBJECTS, ALL GRADES)	Charles Dadas	Monthly	2nd Tuesday	Teachers will be trained on a variety of new or advanced technology to use with students in order to enhance instruction. Teachers will also be trained in how to better use technology in their classroom.
Tuning Protocols/Lesson Study	Cindi Wilkins	Monthly	3rd Tuesday 3rd Wednesday	Teachers will meet in their small groups to share & evaluate each other's lessons for input from teachers in a variety of curricula.
Research Based Learning	Cindi Wilkins	Monthly	1st Tuesday 1st Wednesday	Teachers will meet in small groups to discuss and analyze articles and books related to the current research focusing on effective instruction.
Team Meetings ALL GRADES	Team Leader	Monthly	4th Tuesday	Teams will meet to discuss data and AYP Progress of students as evidenced in their data binders

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

NA

Postsecondary Transition

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Black Students: 56% of students at or above grade level in 2009		By June 2010, 72% of black students will score at or above grade level in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All level 1 & 2 students will receive instruction in the five areas of reading, while enrolled in an intensive reading class.	1. Karbowski	1. Classroom walkthrough and Implementation of reading instructional focus into daily lesson.	1. Mini assessments, BAT 1, BAT2, Teacher generated assessment using FCAT question stems
2	2. All level 1 & 2 students will attend the CCC lab a minimum of one hour per week, through science and social studies.	2. Karbowski	2. Teachers will sign in to the lab on the CCC attendance log and time sheet.	2. CCC reports will be printed after every visit.
3	3. All students will receive and apply effective reading strategies in their content area classrooms.	3. Grade Level Administrators	3. Classroom walkthrough, implementation of the Reading Instructional Focus, Team Meeting, minutes	3. Mini assessments, BAT 1, BAT2, Teacher generated assessment using FCAT question stems.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Economical Disadvantaged: 59% of students at or above grade level in 2009.		By June 2010, 72% of economically disadvantaged students will score at or above grade level in reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All level 1 & 2 students will receive instruction in the five areas of reading, while enrolled in an intensive reading class.	1. Karbowski	1. Classroom walkthrough and Implementation of reading instructional focus into daily lesson.	1. Mini assessments, BAT 1, BAT2, Teacher generated assessment using FCAT question stems
2	By June 2010, 72% of economically disadvantaged students will score at or above grade level in reading. 1. All level 1 & 2 students will receive instruction in the five areas of reading, while enrolled in an intensive reading class. 2. All level 1 & 2 students will attend the CCC lab a minimum of one hour per week, through science and social studies.	2. Karbowski	2. Teachers will sign in to the lab on the CCC attendance log and time sheet.	2. CCC reports will be printed after every visit
3	3. All students will receive and apply effective reading strategies in their content area classrooms.	3. Grade Level Administrators	3. Classroom walkthrough, implementation of the Reading Instructional Focus, Team Meeting, minutes	3. Mini assessments, BAT 1, BAT2, Teacher generated assessment using FCAT question stems.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students with Disabilities: 47% of students at or above grade level in 2009.		By June 2010, 59% of students with disabilities students will score at or above grade level in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All level 1 & 2 students will receive instruction in the five areas of reading, while enrolled in an intensive reading class.	1. Karbowski	1. Classroom walkthrough and Implementation of reading instructional focus into daily lesson.	1. Mini assessments, BAT 1, BAT2, Teacher generated assessment using FCAT question stems
2	2. All level 1 & 2 students will attend the CCC lab a minimum of one hour per week, through science and social studies.	2. Karbowski	2. Teachers will sign in to the lab on the CCC attendance log and time sheet.	2. CCC reports will be printed after every visit
3	3. All students will receive and apply effective reading strategies in their content area classrooms.	3. Grade Level Administrators	3. Classroom walkthrough, implementation of the Reading Instructional Focus, Team Meeting, minutes	3. Mini assessments, BAT 1, BAT2, Teacher generated assessment using FCAT question stems.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
78% of all students scored at or above grade level in 2009.		By June 2010, 82% of ALL students will score at or above grade level in reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All students will receive and apply effective reading strategies in their content area classrooms.	1. Grade Level Administrators	1. Classroom walkthrough, implementation of the Reading Instructional Focus, Team Meeting, minutes	1. Mini assessments, BAT 1, BAT2, Teacher generated assessment using FCAT question stems.
2	2. All students will be given the opportunity to attend Saturday School, enrichment.	2. Karbowski	2. Attendance	2. FCAT
3	3. All students will participate in Study Island for a minimum of 60 mins per week.	3. Karbowski	3. Study Island Report, Classroom walkthrough	3. Mini assessment, BAT 1, BAT 2, FCAT
4	4. All students will participate in year long data chats with their teacher through completion of the goal sheets	4. Teachers/D. Karbowski	4. Team Meeting Minutes, Student Goal Sheets, Teacher Student Conferences	4. BAT, FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 82% of ALL students will score at or above grade level in reading	1. Research-based reading strategies 2. Marzano's 9 high yield strategies 3. Content area reading 4. Use of FCAT question stems 5. Item specs 6. Data disaggregation and analysis	Reading Coach	1. Monthly 2. 10-1-09 3. Monthly 4. 9-30-09 5. 9-1-09 6. 9-30-09	Data chats, walkthroughs, and teacher lesson plans	Karbowski- ALL

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

All teachers will participate in content area reading strategy staff development (Reading in the Content Area). Teachers will implement the RIFC on a daily basis. Team minutes will be submitted weekly specifically describing the implementation in each classroom. After each mini assessment the data will be analyzed by the

team during team meetings and disseminated to ALL teachers on the team as well as the grade level administrator and reading coach. Administration will look for strategies during classroom walkthroughs. The Reading Coach will be available to model strategies and implementation of the RIFC in all classrooms.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Saturday School: Pay teachers and materials	Accountability Funds	\$1,044.00
		Total: \$1,044.00
Technology		
Description of Resources	Funding Source	Available Amount
Study Island	Instructional Materials	\$2,400.00
		Total: \$2,400.00
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
Performance Incentives for students. (Reading and Social Studies)	Internal Accounts	\$2,000.00
Student Agendas	Accountability	\$1,209.00
		Total: \$3,209.00
		Final Total: \$6,653.00

End of Reading Goal

Mathematics Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Black Students: 55% of students at or above grade level in 2009		By June 2010, 74% of black students will score at or above grade level in mathematics.		
	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 attend the CCC lab a minimum of one hour per week, through science and social studies classes.	1. Dias	1. Teachers will monitor student progress while in the lab, and ensure that they are working.	1. CCC reports will be printed and shared with team teachers. Teachers will analyze the number of answers with 80% mastery.
2	2. All level 1& 2 students will be placed in regular math courses that follow the county daily instructional focus calendar including county assessments and spiral reviews to target weaknesses.	2. Dias/ Grade-level administrator	2. Classroom walkthrough and observation. Collection of data into database to ensure calendar is being adhered to.	2. Assessments from new county question database by standard will be administered and recorded. Results will then be analyzed for mastery by the students, and reteaching where necessary.
3	3. All level 1& 2 students will practice technology-	3. Dias	3. Report from FCAT explorer, Study Island, or a	3. Report from FCAT explorer, Study Island, or a

	based, FCAT-style questions during math class, with support provided by classroom teacher.		similar program, that records the number of problems attempted during each session.	similar program, that records the percentage of problems solved correctly for each standard.
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Economically Disadvantaged: 58 % of students at or above grade level in 2009.		Economically Disadvantaged: 58 % of students at or above grade level in 2009.		
	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 attend the CCC lab a minimum of one hour per week, through science and social studies classes.	1.Dias	1.Teachers will sign in to the lab on the CCC attendance log and time sheet.	1.CCC reports will be printed.
2	2. All level 1& 2 students will be placed in regular math courses that follow the county daily instructional focus calendar including county assessments and spiral reviews to target weaknesses.	2. Dias/ Grade-level administrator	2.Classroom walkthrough and observation. Collection of data into database to ensure calendar is being adhered to.	2.Assessments from new county question database by standard will be administered and recorded.
3	3. All level 1& 2 students will practice technology-based, FCAT-style questions during math class, with support provided by classroom teacher.	3.Dias	3.Report from FCAT explorer, Study Island, or a similar program, that records the number of problems attempted during each session.	3.Report from FCAT explorer, Study Island, or a similar program, that records the percentage of problems solved correctly for each standard.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students with Disabilities: 45% of students at or above grade level in 2009		By June 2010, 57% of students with disabilities will score at or above grade level in mathematics.		
	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 attend the CCC lab a minimum of one hour per week, through science and social studies classes.	1. Dias	1.Teachers will sign in to the lab on the CCC attendance log and monitor student progress.	1.CCC reports will be printed & analyzed by teachers. Teachers will share data with other teachers on the team
2	2. All level 1& 2 students will be placed in math courses that follow the county daily instructional focus calendar including county assessments and spiral reviews to target weaknesses.	2.Dias/ Grade-level administrator	2. Classroom walkthrough and observation. Collection of data into database to ensure calendar is being adhered to.	2.Assessments from new county question database by standard will be administered and recorded. Results from each will be analyzed by the teacher.
3	3.All level 1& 2 students will practice technology-based, FCAT-style questions during math class, with support provided by classroom teacher.	3.Dias	3.Report from FCAT explorer, Study Island, or a similar program, that records the number of problems attempted during each session.	3.Report from FCAT explorer, Study Island, or a similar program, that records the percentage of problems solved correctly for each standard.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Hispanic Students: 66% of Hispanic students scored at or above grade level in 2008.		By June 2010, 74% of Hispanic students will score at or above grade level in mathematics.		
	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 attend the CCC lab a minimum of one hour per week, through science and social studies classes.	1.Dias	1.Teachers will sign in to the lab on the CCC attendance log and time sheet.	1.CCC reports will be printed. Results from the reports will be analyzed based on the number of questions attempted and the number correct.

2	2.All level 1& 2 students will be placed in regular math courses that follow the county daily instructional focus calendar including county assessments and spiral reviews to target weaknesses.	2. Dias/ Grade-level administrator	2.Classroom walkthrough and observation. Collection of data into database to ensure calendar is being adhered to	2. Assessments from new county question database by standard will be administered and recorded. Results will be used to check mastery of the standard and determine reteaching when necessary.
3	3.All level 1& 2 students will practice technology-based, FCAT-style questions during math class, with support provided by classroom teacher.	3.Dias	3.Report from FCAT explorer, Study Island, or a similar program, that records the number of problems attempted during each session.	3.Report from FCAT explorer, Study Island, or a similar program, that records the percentage of problems solved correctly for each standard.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
73% of all students made learning gains in 2009.		By June 2010, 76% of all students will make learning gains in mathematics.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	1. All students will be placed in math courses that follow the county daily instructional focus calendar including county assessments and spiral reviews to target weaknesses.	1. Dias/ Grade-level administrator	1.Classroom walkthrough and observation. Collection of data into database to ensure calendar is being adhered to.	1. Assessments from new county question database by standard will be administered and recorded. Results will be analyzed by each math teacher to determine mastery of the standard. Teachers will use differentiate groups where necessary for reteaching.
2	2.All students will practice technology-based, FCAT-style questions during math class, with support provided by classroom teacher.	2. Dias	2.Report from FCAT explorer, Study Island, or a similar program, that records the number of problems attempted during each session.	2.Report from FCAT explorer, Study Island, or a similar program, that records the percentage of problems solved correctly for each standard.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 76% of all students will make learning gains in mathematics	(ALL GRADES) 1.Higher order questioning 2.Analyzing data 3.Technology in the classroom 4.Best Practices 5.Using the new Daily IFC and question banks and online resources	Math Dept. Chair	1. 10-1-09 2. 9-1-09 3. Monthly 4. Monthly 5. 9-1-09	Printed Lesson Plans, Grade-level-grouping, Observations/ walkthroughs Printed reports	Grade-level administrator
By June 2010, 74% of students will score at or above grade level in mathematics	(GRADES 6,7,8) 1.Higher order questioning 2.Using the new Daily IFC and question banks and online resources	Math Dept. Chair	1. 10-1-09 2. 9-1-09	Printed Lesson Plans, Observations/walkthroughs	Grade-level administrator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Saturday School: Pay teachers and materials	Accountability	\$1,045.00
		Total: \$1,045.00
Technology		
Description of Resources	Funding Source	Available Amount
Study Island	Instructional Materials	\$2,400.00
		Total: \$2,400.00

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
Performance incentives for students	Internal Accounts	\$1,000.00
Student Agendas	Accountability	\$1,209.00
		Total: \$2,209.00
		Final Total: \$5,654.00

End of **Mathematics** Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
54% of students scored a three or higher on the 2009 FCAT Science.		By June 2010, 57% of AYP students will score at or above a level 3 on the FCAT Science Test.		
	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 be placed in regular science courses that follow the county instructional focus calendar including the mini benchmark assessments to target weaknesses.	1. Argent/ Grade Level Administrator	1. Classroom walkthrough and observation. Collection of data of on virtual counselor.	1. Mini benchmark tests will be administered and recorded every six weeks of instruction.
2	2. All level 1 & 2 students will attend the CCC lab during their science class to assist with comprehension, vocabulary, and fluency.	2. Argent	2. Teachers will sign in to the lab on the CCC to monitor weekly progress.	2. CCC reports will be printed.
3	3. All level 1 & 2 students will practice FCAT style questions through the use of question stems. Support will be provided by the classroom teacher.	3. Argent	3. Classroom walkthrough, implementation of the Science and Reading Instructional Focus, Team Meeting minutes.	3. Mini Benchmark tests, teacher generated assessment using FCAT question stems

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 57% of AYP students will score at or above a level 3 on the FCAT Science Test.	1.Higher order questioning 2.Analyzing data 3.Technology in the classroom 4.Best Practices 5.Using the new Daily IFC and question banks and online resources	Dept Head	1. 10-1-09 2. 9-1-09 3. Monthly 4. Monthly 5. 9-1-09	Printed Lesson Plans, Grade-level-grouping, Observations/ walkthroughs Printed reports	Grade-level administrator

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
Performance Incentive for students	Internal Accounts	\$1,000.00
Student Agendas	Accountability	\$1,209.00
Total: \$2,209.00		
Final Total: \$2,209.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Expository Writing: 96% of students showed proficiency		Students will utilize elaboration techniques (TRIC, FRIES) to compose effective expository essays.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will write a minimum of once a week in language arts classes.	1. Mr. Argent	1. Classroom Walk-Throughs *Analysis of simulation data *Goal Sheets	1.Expository Simulation *Student writing portfolios. *FCAT Writes Rubric
2	2. Teachers will follow the grade level writing calendars.	2. Mr. Argent	2. Classroom Walk-Throughs *Analysis of simulation data *Goal Sheets	2.Student writing portfolios *FCAT Writes
3	3. Writing will be incorporated across the curriculum	3. Mr. Argent	3. Classroom Walk-Throughs	3. Content area writing
4	Students will participate in 6 traits of effective writing instruction through writers workshop	4. Mr. Argent	4. Student/Teacher Conference, Portfolio, writing samples, peer conferences	FCAT Writes Rubric

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Persuasive Writing: 96% of students showed proficiency		Students will utilize persuasive writing techniques (SCOPE) to compose effective persuasive essays.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Students will write a minimum of once a week in language arts classes.	1. Mr. Argent	1. Classroom Walk-Throughs *Analysis of simulation data *Goal Sheets	1.Persuasive Simulation *Student writing portfolios.
2	2. Teachers will follow the grade level writing calendars.	2. Mr. Argent	2. Classroom Walk-Throughs *Analysis of simulation data *Goal Sheets	2.Student writing portfolios
3	3. Writing will be incorporated across the curriculum	3.Mr. Argent	3. Classroom Walk-Throughs	3. Content area writing

4	4. Students will participate in 6 traits of effective writing instruction through writers workshop	4. Mr. Argent	4. Student Teacher Conference, portfolios, writing samples, peer conferences	4. FCAT Writes Rubric
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Effective Essays		Students will effectively utilize the Six Traits of Effective Writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will follow the grade level writing calendars.	1. Mr. Argent	1. Classroom Walk-Throughs *Analysis of simulation data *Goal Sheets	1. Student writing portfolios.
2	2. Students will write a minimum of once a week in language arts classes.	2. Mr. Argent	2. Classroom Walk-Throughs *Analysis of simulation data *Goal Sheets	2. Writing simulations
3	3. Writing will be incorporated across the curriculum	3. Mr. Argent	3. Classroom Walk-Throughs	3. Content area writing

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Advanced Writing Style		Students will incorporate advanced grammar and sentence structure in their writing. Students will effectively utilize figurative language in their writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will follow the grade level writing calendars.	1. Mr. Argent	1. Classroom Walk-Throughs *Analysis of simulation data *Goal Sheets	1. Student writing portfolios
2	2. Students will write a minimum of once a week in language arts classes.	2. Mr. Argent	2. Classroom Walk-Throughs *Analysis of simulation data *Goal Sheets	2. Writing simulations

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Students will utilize elaboration techniques (TRIC, FRIES) to compose effective expository essays	GRADES 6,7,8 Writing/Expository Development of ideas, & 6 traits Strategies include: TRIC, FRIES	Cindi Wilkins	10/15/09	Implementation of writing techniques through: Grade level Writing Calendar Goal Sheets Writing Portfolio Lesson Plans CWT	Mr. Argent
Students will utilize persuasive writing techniques (SCOPE) to compose effective persuasive essays	GRADES 6,7,8 Writing/Persuasive Development of ideas using persuasive techniques, including SCOPE and 6 traits	Cindi Wilkins	10/15/09 11/15/09	Implementation of writing techniques through: Grade level Writing Calendar Goal Sheets Writing Portfolio Lesson Plans CWT	Mr. Argent

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Substitutes: Teachers will have the opportunity to discuss and share techniques of student writing.	Accountability	\$1,045.00
		Total: \$1,045.00
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
Performance Incentives for students	Internal Accounts	\$1,000.00
Student Planners	Accountability	\$1,209.00
		Total: \$2,209.00
		Final Total: \$3,254.00

*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?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent participation in school related activities		By 2010, there will be a 5% increase in parent participation.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. School will notify parents through phone calls of school events.	1. Karbowski	1. Sign in lists, increased number of volunteers, increase in conferences, increase in parents at day and evening activities	1. CSMS Parent Survey, Annual customer survey
2	2. School will notify parents through website of school events.	2. Karbowski	2. Website will be updated daily, and the morning announcements will be streamed.	2. CSMS Parent Survey, Annual customer survey
3	3. School will send home fliers for school events.	3. Karbowski	3. Sign in lists, increased number of volunteers, increase in conferences, increase in parents at day and evening activities	3. CSMS Parent Survey, Annual customer survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent participation in school related activities	Effective Parent Communication	Karbowski	8-28-09	Team Minutes	Karbowski

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
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

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	Saturday School: Pay teachers and materials	Accountability Funds	\$1,044.00
Mathematics	Saturday School: Pay teachers and materials	Accountability	\$1,045.00
Writing	Substitutes: Teachers will have the opportunity to discuss and share techniques of student writing.	Accountability	\$1,045.00
			Total: \$3,134.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Study Island	Instructional Materials	\$2,400.00
Mathematics	Study Island	Instructional Materials	\$2,400.00
			Total: \$4,800.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Performance Incentives for students. (Reading and Social Studies)	Internal Accounts	\$2,000.00
Reading	Student Agendas	Accountability	\$1,209.00
Mathematics	Performance incentives for students	Internal Accounts	\$1,000.00
Mathematics	Student Agendas	Accountability	\$1,209.00
Writing	Performance Incentives for students	Internal Accounts	\$1,000.00
Writing	Student Planners	Accountability	\$1,209.00
Science	Performance Incentive for students	Internal Accounts	\$1,000.00
Science	Student Agendas	Accountability	\$1,209.00
			Total: \$9,836.00
			Final Total: \$17,770.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Saturday School	17000
Performance Incentives for Students	5000

Student Agendas	4500
Parent Involvement Speaker	1000

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

Continue to work and improve the school improvement, refine the SIP as the year progresses, support the school in all endeavors that will enhance student achievement (FCAT Night, Math Night, History Fair, increased parent involvement)

SAC Members

Members

- 1) Ian Murray, Principal
- 2) Nicole Marsala, SAC Chair
- 3) Brittany Sinitch, Student
- 4) Malka Klein, Student
- 5) Cindi M Wilkins, Teacher
- 6) Kim Norton, Teacher
- 7) Alex Bayuk, Teacher
- 8) Rose Walsh, Teacher
- 9) Andy Bronstein, Teacher
- 10) Heather Anderson, Teacher
- 11) Nancy Sodikoff, Business Member
- 12) Stephanie Cutler, Parent
- 13) Donna Hartley, Parent
- 14) Jodi Klein, Parent
- 15) Carol Lustig, Parent
- 16) Brenda Greenberg, Parent
- 17) Andra Sager, Parent
- 18) Jeanne Toueg, Parent
- 19) Stacie Faulds, Parent
- 20) Cam Nguyen, Parent
- 21) Cheri Berardi, Parent
- 22) Jill Definis, Parent
- 23) Randi Ifcher, Parent
- 24) Amy Kushma, Parent
- 25) Joanne Spanoudis, Parent
- 26) Lisa Klitz, Parent
- 27) Marci Gropman, Parent
- 28) Michelle Knobel, Parent
- 29) Cynthia Drayton, School Support Personnel

30) John Lord, Union Steward

31) Kathy Lord, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL SPRINGS MIDDLE SCHOOL 2561													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1554 Math: 1554		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	73	Y	73	Y			Y			NA	30	27	NA	27	27	NA	73	NA	75	NA			
WHITE	100	Y	100	Y	83	Y	82	Y			Y			NA	23	17	NA	21	18	NA	81	NA	82	NA			
BLACK	100	Y	100	Y	56	N	55	N			Y			NA	46	44	N	47	45	N	57	N	59	N			
HISPANIC	100	Y	100	Y	67	Y	66	N			Y			NA	36	33	NA	31	34	N	72	NA	69	Y			
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	59	N	58	N			Y			NA	46	41	Y	43	42	N	61	NA	62	N			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	47	N	45	N			94	Y		NA	60	53	Y	64	55	Y	50	NA	46	NA			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL SPRINGS MIDDLE SCHOOL 2561													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1414 Math: 1414		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	70	Y	73	Y			Y			NA	28	30	NA	28	27	NA	66	NA	76	NA			
WHITE	100	Y	100	Y	77	Y	79	Y			Y			NA	19	23	NA	21	21	NA	71	NA	81	NA			
BLACK	100	Y	100	Y	54	N	53	N			Y			NA	48	46	N	50	47	N	52	N	61	N			
HISPANIC	100	Y	100	Y	64	Y	69	Y			Y			NA	35	36	NA	32	31	NA	62	NA	72	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	54	N	57	N			Y			NA	47	46	N	49	43	Y	52	N	65	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	40	N	36	N			Y			NA	66	60	N	67	64	N	42	N	46	N			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL SPRINGS MIDDLE SCHOOL 2561													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1319 Math: 1319		2006-2007 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?		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	100	Y	100	Y	72	Y	72	Y			Y	50		NA	30	28	NA	31	28	NA	55	NA	68	NA			
WHITE	100	Y	100	Y	81	Y	79	Y			Y			NA	24	19	NA	23	21	NA	56	NA	70	NA			
BLACK	100	Y	100	Y	52	Y	50	N			Y			NA	48	48	NA	52	50	N	49	NA	56	Y			
HISPANIC	100	Y	100	Y	65	Y	68	Y	92		Y			NA	33	35	NA	36	32	NA	57	NA	69	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	53	Y	51	N	92		Y			NA	49	47	NA	49	49	N	50	NA	58	Y			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA	78		Y			NA			NA			NA							
STUDENTS WITH DISABILITIES	99	Y	98	Y	34	N	33	N	80		Y			NA	64	66	N	69	67	N	53	Y	52	N			

SCHOOL GRADE DATA

Broward School District CORAL SPRINGS MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	78%	78%	98%	54%	308
% of Students Making Learning Gains	72%	73%			145
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 					

Adequate Progress of Lowest 25% in the School?	73% (YES)	64% (YES)			137	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					590	
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 CORAL SPRINGS MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	78%	98%	48%	299	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	67%	74%			141	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?	62% (YES)	59% (YES)			121	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					561	
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 CORAL SPRINGS MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	77%	100%	49%	303	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%	71%			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?	68% (YES)	58% (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					565	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested