

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PIONEER MIDDLE SCHOOL

District Name: Broward

Principal: Michael G. Consaul

SAC Chair: Michael Brunt

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 09-18-2009

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

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VISION and MISSION STATEMENTS

Pioneer Middle School's mission is to provide an equal educational opportunity in a safe, positive environment with respect for, and cooperation among all. Students, staff, parents and community will work together to nurture the total child in preparation for becoming a responsible, healthy, productive member of society.

Each student is a valued individual with unique intellectual, physical, social and emotional needs.

The focus at Pioneer is towards the highest student achievement.

All stakeholders (school, parents & community, teachers & students) share in the 4R's of responsibility which are successful strategies for an effective educational partnership.

A standards driven curriculum guides the development of instructional strategies and learning activities to ensure student success.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Pioneer Middle School is located in a suburban community in southwest Broward County, offering a well rounded program in academics, the arts and technology. The school opened in 1976.

Unique School Strengths for Next Year

Pioneer's unique strengths will be in the experience and knowledge the new principal and assistant principals will bring to our staff. The number of National Board Certified teachers and the number trained in CRISS add to the strength of the school.

Unique School Weaknesses for Next Year

The budget reduction has been felt throughout the school. It has made it difficult to purchase necessary items to maintain the technology that we have invested in. Do to economic restraints; the school will have to make the best use of available resources.

Student Demographics

White - 980
Black - 87
Hispanic - 332
Asian - 29
Indian - 4
Multi - 50

Free and Reduced Lunch 18.5%

Student Attendance Rates

94.8%

Student Mobility

7.90%

Student Suspension Rates

8%

Student Retention Rates

2%

Class Size

20.64

Academic Performance of Feeder Pattern

Cooper City Elementary, Embassy Creek Elementary and Griffin Elementary have been "A" schools for the past 3 years and have also make AYP for 3 years as well.

Partnerships and Grants

Partnerships
 Pioneer Middle School PTSA
 Cooper City Optimist Club
 Hinson Office Supply
 City of Cooper City
 The Florida Marlins
 Giuseppe's of Brooklyn
 Vita's Italian Restaurant
 Pepsi Americas
 Sterling Dry Cleaners
 Beef O'Brady's
 Vita's Italian Restaurant
 Wendy's
 Winn Dixie Supermarket

Grants
 Impact II

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	Michael G. Consaul	Bachelor's in Health/Physical Education Master's in Health/Physical Education Certification in Educational Leadership School Principal		7	Silver Trail Middle is an "A" school. 2006-2007: The school did not make AYP. Reading Mastery: 76% Math Mastery: 80% Writing Performance Improved 2007-2008: The school did not make AYP (Students with Disabilities in Reading and Math) Reading Mastery: 78% Math Mastery: 82% Writing Performance Improved 2008-2009: The school did not make AYP (Students with Disabilities in Reading in Math) Reading Mastery: 78% Math Mastery: 81% Writing Performance Improved's
		Bachelor's in Landscape Design			Glades Middle School is an "A" school. 2006-2007: The school did make AYP. Reading Mastery: 75% Math Mastery: 74% Writing Performance Improved: 96%

Assis Principal	Richard Campuzano	Management Master's in Social Studies Social Science 5-9 Administration K-12		3	<p>2007-2008: The school did not make AYP. Reading Mastery: 76% Math Mastery: 77% Writing Performance Improved 96%</p> <p>2008-2009: The school did not make AYP. Reading Mastery: 77% Math Mastery: 78% Writing Performance Improved 98%</p>
Assis Principal	Suzanne Keneth	Bachelor's in Elementary Education Master's in Educational Leadership Certification in Elementary Education ESOL Educational Leadership		5	<p>Pines Middle School is an "A" school.</p> <p>2006-2007: The school did not make AYP. Reading Mastery: 67% Math Mastery: 68% Writing Performance: 99% students met state standards</p> <p>2007-2008: The school did not make AYP. Reading Mastery: 69% Math Mastery: 68% Writing Performance: 97% met state standards</p>
Assis Principal	Robert Hazelcorn	Bachelor's in Liberal Arts Masters Special Education Certification in Educational Leadership Emotionally Handicapped K-12 English 6-12 ESOL Specific Learning Disabilities K-12	7	7	<p>Pioneer Middle School is an "A" school.</p> <p>2006-2007: The school did make AYP Reading Mastery: 83% Math Mastery: 86% Writing Performance Improved: 94%</p> <p>2007-2008: The school did make AYP Reading Mastery: 85% Math Mastery: 87% Writing Performance Improved 97%</p> <p>2008-2009: The school did not make AYP Reading Mastery: 88% Math Mastery: 89% Writing Performance stayed the same: 97%</p>

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

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Idel Leibowitz	Masters in Education, specialization in reading/ ESOL certification	5	5	N/A – Not a coach in prior schools.
Curriculum	Dale Kurzejewski	Bachelors in Business Education Middle Grades ESOL	26	10	<p>Pioneer Middle School is an "A" school.</p> <p>2006-2007: The school did make AYP Reading Mastery: 83% Math Mastery: 86% Writing Performance Improved: 94%</p> <p>2007-2008: The school did make AYP Reading Mastery: 85% Math Mastery: 87% Writing Performance Improved 97%</p> <p>2008-2009: The school did not make AYP Reading Mastery: 88% Math Mastery: 89% Writing Performance stayed the same: 97%</p>

* 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)
New Educators (NESS)	Mary Jane Washa	On-going	
Mentors	Mary Jane Washa	On-going	
CRISS	Idel Leibowitz	On-going	
Professional Development	Valerie Santana	On-going	
District Induction	District	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Nicholas Myhre	Middle Grades Integrated Curriculum	Science	Hold Temporary Certificate and are expected to complete required coursework this school year.
Leana White	General Science 5-9 Health K-12	Science	Hold Temporary Certificate and are expected to complete required coursework this school year.
Regina Ferreira	English 6-12 English 5-9 Journalism	Language Arts Journalism	Hold Temporary Certificate and are expected to complete required coursework this school year.

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
71	0	21	34	45	38	90	14	11	73

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Richard Campuzano	Gary Gollier	Transfer teacher	The "Teacher Mentoring Program" at Pioneer provides support and staff development for all our teachers at Pioneer. Broward County has recently expanded the scope of the "NESS" Program to include assistance to all teachers, whether they are new teachers, transfers, or teachers who are experiencing a new situation, such as a new grade level. In addition to the NESS Liaison, Pioneer utilizes the assistance of our Administrators, Guidance Department, Instructional Specialist, Media Specialist, Reading Coach, Department Heads and Team Leaders to provide additional assistance to teachers and Interim Substitutes whenever necessary. During the 09-10 school year we presently have: 1 transfer 5 teachers working on new grade levels 2 teachers who have completed one year of teaching

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

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)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

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.

Michael G. Consaul, Principal
 Linda Silver, Guidance Director
 Cherri Hahn, ESE Specialist
 Shermaine Senn, ESE Behavior Support
 Idel Leibowitz, Reading Coach
 Loretta Dulberg, School Psychologist
 Maryann Rafferty, School Social Worker
 Cynthia Ortiz-Correa, Speech/Language Pathologist
 Dale Kurzejewski, Curriculum Specialist
 Cheryl Chartrand, Guidance Counselor
 Angela Gazitua, Guidance Counselor
 Richard Campuzano, Assistant Principal
 Robert Hazelcorn, Assistant Principal
 Suzanne Keneth, Assistant Principal

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

Teachers refer student to Guidance. Guidance will present information and data to at monthly RTL meeting. RTL will discuss interventions

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

Used as a diagnostic process to assist the staff in meeting the individual needs of the student. To ultimately improve student achievement.

RtI Implementation

Describe the data management system used to summarize tiered data.

DMS, Teams, Schoolwide Discipline Database, Pinnacle, Virtual Counselor

Describe the plan to train staff on RtI.

Training with Guidance Counselors. Guidance Counselors will train Leadership Team, who in turn will train by grade level

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?

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?
Weakness - Comparisons
Strength - Reference and Research

Instructional Calendar Development

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

A school wide instructional focus calendar was created and integrated with each district subject area calendar. There are 3 teachings per year of each reading cluster. The mini BATs will be given in reading, math, science and social studies as an assessment to progress monitor. The reading teachers will be progress monitoring using FORF - fluency, DAR -wordlist and SRI - reading comprehension.

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

Comparisons-Reading

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

There will be data meetings with each team to target students' needs. Teachers will also be holding individual student-led data chats. Based on the for-mentioned, teachers will be able to plan a differentiated curriculum for their students.

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

Career Education and Junior Achievement will be offered in Social Studies classes. Teachers infuse reading strategies throughout all disciplines on a daily basis, math is also infused within the Science and Social Studies Departments.

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?

Social Studies classes will incorporate career education into the curriculum.

DO

Direct the Instructional Focus

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

Teachers will meet by department for Professional Development/Learning Communities. We have identified our PLC leaders

as our Department Chairs. IFC's ensure that instructional delivery is aligned across all grade levels and subject areas.

How are instructional focus lessons developed and delivered?

Reading teachers will use the text Ladders to Success to introduce the benchmark, BEEP and infuse the benchmark into the text or novel. All other content area teachers will infuse the benchmarks into the lesson and use the strategies (i.e. Thinking Maps, CRISS, Marzano etc.) from the school wide IFC

How will instructional focus lessons be revised and monitored?

We changed the order of the IFC to begin with our areas of weakness.

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.

All content area teachers will use their adopted textbook assessments and mini BATs to monitor progress. The Intensive Reading Teachers will use the mini BATs, Read XL textbooks, Rewards program for decoding, Word Wisdom for vocabulary, novels and other supplemental textbooks.

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

The mini BATs will be used to determine mastery.

Maintenance

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

The district provides IFC for all content areas and Read XL teachers. The reading coach created a school wide IFC along with a reading IFC for developmental and advanced reading classes.

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.

Teams will meet with administration and Reading Coach to discuss student data.

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 Leadership Team will meet monthly to discuss school concerns.

ACT

Supplemental and Intensive Instruction/Interventions

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

Read XL, 6 Traits of Writing, Compass Odyssey, McDougal Littell Literature Series, Junior Great Books

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

Teams will meet to discuss which students need to be targeted based on FCAT, BATs and mini BATs data.

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

The Professional Development Team which is comprised of all Department heads, Media Specialist and Reading Coach to discuss the needs of each department.

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

Our level 1 and 2 students who are disfluent in reading and who have a comprehension level below 4.0 on the DAR word list assessment will be placed in a double block reading class.

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

These students will be monitored with the FORF, DAR word list and SRI assessments along with the Read XL program assessments

Enrichment

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

We have used the GLIDES enrichment program with many of our teams and we will continue to have research based projects. Many of our students are entered into contests through the content areas/electives and have participated in numerous academic fairs.

Describe how students are identified for enrichment strategies.

We look at the students' interests, learning styles and/or also academic ability to enrich them.

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)
All departments and grade levels.	Department Head Administrators Curriculum Specialist Reading Coach	Bimonthly	Fridays – before school planning 8:05 A.M. – 8:45 A.M.	Best Practices Implementation of Instructional Focus calendar Teacher Feedback Curriculum Discussion Student strength and weaknesses across grade levels Data Analysis

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
1. In June 2009 53 % of ESE students scored below grade level in Reading		1. By June 2010, 63% of ESE 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.Level 1 & 2 Disfluent students will be placed in a double block reading class 2.Level 1 & 2 students will receive DI in all content area 3.	1a. Teacher 1b. Reading Coach 2a. Teacher 2b. Reading Coach	1a. Progress monitoring 1b. End of year data 2. Classroom walk thru	1. DAR, Assessments Pre, Mid & Post Word List, FORF, Pre & Post SRI 2. DAR, Assessments Pre, Mid & Post Word List, FORF, Pre & Post SRI

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
in 6th grade 85% scored level 3 and above on the FCAT Reading		2. By June 2010, 87% of 6th grade will score level 3 and above on the FCAT Reading		
in 7th grade 86% scored level 3 and above on the FCAT Reading		in 7th grade, 88% will score level 3 and above on the FCAT Reading		
in 8th grade 76% scored level 3 and above on the FCAT Reading		in 8th grade, 80% will score level 3 and above on the FCAT 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 be required to read two books per marking period from a list of books supplied by their team of teachers. This may be incorporated into their daily minimum of 10 minutes of silent reading. 2. Students will implement CRISS, Thinking Maps and other cognitive learning strategies 3. All students will read periodicals or text pertaining to their subject areas (ex. Junior Scholastic, Science World, Math Magazine, Literary Cavalcade, etc.) to increase content area reading. 4. Science & Social Studies teachers will incorporate Reading-in-the-Content area strategies and FCAT preparation thru their curriculum. 5. Students will be engaged	1. Media Specialist 2a. Assistant Principal 2b. Reading Coach 3. Dept. Heads 4a. Dept Heads 4b. Reading Coach 5a. Reading Coach 5b.Classroom Teacher 6. Team Leaders 7. Reading Coach	1. Novel Monitoring Board located in Media Center 2. Dept. Heads in Language Arts, Social Studies, & Science walk-through;s 3. Classroom walk-thru Dept. Meetings Classroom Walk-through's Rubrics 1. FCAT Results 2. Progress monitoring Using Pioneer's Assessment form	1. Team generated assessment 2. Mini BAT's FCAT's, SRI 3. Teacher generated assessment or publication assessment Teacher generated assessment Mini BAT's Teacher observation & reading logs Completion of research papers/projects Exhibitions, Social Studies, Literary, Science Fairs, etc. BAT 2 3rd week of November Assessments: SRI (Pre & Post) FORF (Pre - Mid- -Post)

<p>in sustained silent reading program for a minimum of 10 minutes each day. All core classes and electives will participate with all their classes on their selected day of the week. Students will react to their reading by completing a graphic organizer or other class activity.</p> <p>6. All Students will complete a minimum of one hands-on project, one research project (i.e. research paper) and one multimedia project incorporating sources from books, encyclopedias and the Internet.</p> <p>7. All 6th grade students will be placed in a reading class based on 5th grade FCAT Reading scores along with posttest fluency scores. No waivers will be granted.</p>			DAR Word list test (Pre & Post)
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>3. In June, 2009: 15% of 6th graders scored a level 1 or 2 on the FCAT SSS Reading</p> <p>14% of 7th graders scored a level 1 or 2 on the FCAT SSS Reading</p> <p>24% of 8th graders scored a level 1 or 2 on the FCAT SSS Reading</p>		<p>By June 2010: 13% of 6th graders will score a level 1 or 2 on the FCAT SSS Reading</p> <p>12% of 7th graders will score a level 1 or 2 on the FCAT SSS Reading</p> <p>20% of 8th graders will score a level 1 or 2 on the FCAT SSS Reading</p>		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Reading Coach	1. Classroom Walk-thru 2. Progress monitoring by Reading Teachers using Pioneer's Assessment form	<p>BAT 2 3rd week of November</p> <p>Assessments: SRI (Pre & Post)</p> <p>FORF (Pre – Mid- -Post)</p> <p>DAR Word list test (Pre & Post)</p>	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
<p>In June, 2009 : in 6th grade 85% scored level 3 and above on the FCAT Reading</p> <p>in 7th grade 86% scored level 3 and above on the FCAT Reading</p> <p>in 8th grade 76% scored level 3 and above on the FCAT reading</p>	<p>1. Create Bell Ringers 2. Reader's Theater 3. 6 Traits Workshop 4. Reading Benchmarks skills/lessons, 5. Socratic Seminars 6. Novel Study 7. Continuation of Thinking Maps 8. CRIS Strategies 9. Differentiated Instruction 10. Professional Learning Communities 11. ESOL Strategies 12. QAR 13. Scholastic Kits 14. Best Practices within Reading Dept. 15. Junior Great books</p>	<p>Reading Coach District Trainers</p>	<p>September – December</p>	<p>Classroom walk-thru Mini-Assessment Ongoing FCIM/DART</p>	<p>Grade Level Administrator Curriculum Specialist Reading Coach Guidance Department</p>

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

CRIS, Thinking Maps and Cognitive Domain Strategies are infused in all classrooms. The Reading Coach had a

workshop for all content area teachers during the first week of school to explain how to implement the school-wide IFC. Since the content area teachers have their own subject specific IFC, the Reading Coach explained how to infuse both. At this workshop, the Reading Coach also gave an overview of the FCIM along with strategies to implement with our weakest cluster, Comparisons. On our PD Fridays, each department may request the Reading Coach to provide a workshop based on their department's needs. In addition, the Reading Coach will be addressing the whole faculty on designated Teacher Workdays with strategies to use with the remaining clusters on the IFC. Reading Coach will also be doing classroom walk throughs on a daily basis to help facilitate the learning process.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
BEEP, United Streaming, Inspiration,	BEEP, United Streaming, Inspiration, School District Licenses	\$0.00
Interactive SRI Upgrade & Tech Support	General Fund	\$2,625.00
Magazines	General Fund	\$1,638.00
Read XL Vocabulary Extension Booklets	General Fund	\$100.00
Novels	General Fund	\$250.00
Word Wisdom	General Fund	\$442.00
		Total: \$5,055.00
Technology		
Description of Resources	Funding Source	Available Amount
Wireless carts – 1 cart per reading dept.		\$0.00
Licenses for Riverdeep		\$8,000.00
Licenses for Read 180 – Double Block Reading Students		\$17,000.00
60 batteries at \$50.00 each	SAC	\$3,000.00
		Total: \$28,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Teachers will need substitutes for administering Reading assessments and practicing the use of Technology programs that they were trained in.		\$650.00
		Total: \$650.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$33,705.00

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, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
1. Based on the 2009 FCAT, 34% of our 6th grade students were deficient in measurement, 45% of our 7th grade students were deficient in geometry	By June, 2010, a minimum of 10% improvement in proficiency will occur for targeted level strands.

30% of our 8th grade students were deficient in measurement.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students who need remediation will use the Compass Learning Program to earn their Middle School Points in Mathematics. 2. Students may attend an additional period of Math (i.e. Study Hall devoted to assistance in mathematics and manned by qualified teachers. 3. Students will utilize the available technology, remedial instruction, small group instruction and tutoring programs offered by teachers, peer counselors, & honor society members. 4. Students will use manipulatives (i.e. two-color chips, tam grams, geoboards, integer cubes, etc. in order to help develop an improved understanding of problem solving and computation	1. Classroom Teacher 2. Dept. Chair/Math Coach 3. Classroom teacher 4. Department Head	1. Progress Reports from technology program (i.e. Compass Learning, Riverdeep) 2. Dept. meetings 3. Dept. meetings 4a. Department meetings 4b. Classroom walk-through's	1a. Computer generated assessments 1b. Teacher generated assessments 2a. End of chapter exams 2b. Mini Bats 3a. End of chapter exams 3b. Mini Bats 4a. End of chapter exams

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
2. Based on the 2009 FCAT, 59% of our students with disabilities scored at least a level 3 in mathematics			By June 2010, 65% of our students with disabilities will have scored at least a level 3 in mathematics	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students who do not meet AYP targets will be remediated in the deficient benchmarks 2. Students will utilize the available technology, remedial instruction, small group instruction and tutoring programs offered by teachers, peer counselors, & honor society members.	1a. Classroom teacher 1b. ESE support team 2a. Classroom teacher 2b. ESE support team 3.	1. Team meetings with ESE support team 2. Team meetings with ESE support team	1a. Teacher generated assessments 1b. County assessments (Mini BATS, quarterly & semester exams) 1c. Computer assessments 2. 1a. Teacher generated assessments 2b. County assessments (Mini BATS, quarterly & semester exams) 2c. Computer assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In June 2009: in 6th grade 85% scored level 3 and above on the FCAT Math In 7th grade 84% scored level 3 and above on the FCAT Math In 8th grade 86% scored level 3 and above on the FCAT Math	1. Professional Learning Communities 2. Best Practices 3. Infusing Technology 4. Geogebra 5. Compass Odyssey 6. Interwrite Pads	Department Head	06/10/10	Common assessments	Department Head

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

Scholastic Magazines (1set to be shared)	SAC	\$300.00
		Total: \$300.00
Technology		
Description of Resources	Funding Source	Available Amount
Calculators	PTSA	\$200.00
Tabula Digita	SAC	\$5,000.00
Interwrite Pens	PTSA	\$200.00
Interwrite Batteries	PTSA	\$300.00
Bluetooth Devices	PTSA	\$300.00
60 Batteries @ \$50.00 Each	SAC	\$3,000.00
		Total: \$9,000.00
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
Pencil Sharpeners	PTSA	\$780.00
		Total: \$780.00
		Final Total: \$10,080.00

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		
Based on the 2009 FCAT, 59% of students in grades 8 scored Level 3 and above on the FCAT SSS Assessment Test. 57% 2007-08		By June, 2010, 61% of our students will score a 3 or above on the FCAT Assessment Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will be grouped by their ability using appropriate textbooks & lesson plans. Lesson planning will be guided by a District Instructional Focus Calendar. 2. Students will participate in community based competitions and activities, such as environmentiles, Science Fair, Week of the Ocean, etc. to learn real-life application of science knowledge and skills 3. Student will participate in Essential Labs to support their learning of science concepts. 4. Students will participate in class warm-ups, beginning chapter reviews (necessitated by a spiraling curriculum), FCAT skill focus activities, & 8th grade FCAT review activities. 5. Students in the 6th grade will receive the new curriculum based on the new Next Generation SSSS.	1. Department Head Assistant Principal Teachers 2. Department Head Assistant Principal Teachers 3. Department Head Assistant Principal Teachers 4. Department Head Assistant Principal Teachers 5. Department Head Assistant Principal Teachers	1a. Department meetings 1b. 2. Ranking in Competitions school, county & statewide 3. Teaches will document the use of varied instructional strategies. 4. Department meetings 5. Department meetings	1c. Computer generated assessments 1b. Teacher generated assessments 1c. End of chapter tests 1d. Mini Bats 2. School developed Rubric used to assess products. 3. Teacher generated assessments 4. Mini Bat 5. End of chapter exams

6. Students will implement CRISS, Thinking Map and other cognitive learning strategies			
7. Access and integrate BEEP lessons into classroom instruction			

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ESE Subgroup: 28% of ESE students scored a level 3 or above 36% 2008/09		By June of 2010, 30% will score a Level 3 or above		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. ESE Students who did not make significant learning gains will have the opportunity to receive differentiated instruction and extended learning opportunities in a mainstream classroom with the support of an ESE teacher.	1. ESE Students who did not make significant learning gains will have the opportunity to receive differentiated instruction and extended learning opportunities in a mainstream classroom with the support of an ESE teacher. 1a. ESE Dept 1b. Department Head	. Data comparison to previous year	Mini-Bats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 61% of our students will score a 3 or above on the FCAT Assessment Test	Strand H, the Nature of Science is the foundation for all of the other strands. We will focus professional development on improving instruction, in Strand H delivery.	Department Head	Sept. to May June Sept. - May	Classroom products, lesson plans, student products Mini BAT Assessments	Department Head
	Best Practices	Reading Coach			Department Head
	Analysis of mini-BAT's	Department Head, Best Practices shared by department members,			Department Head
	Implementation of county and state mandates & guidelines.				

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
Essential Labs – to support the new program for consumables needed to implement the program	?	\$1,000.00
Essential Labs – to support the new program for consumables needed to implement the program	SAC	\$3,000.00
Total: \$4,000.00		
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: \$4,000.00

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		
<p>In order to maintain AYP / Safe Harbor, our school should pay particular attention to ESE, Free and Reduced Lunch, and Minority Subgroups.</p> <p>ESE Subgroup: 77% of ESE students scored a level 4.0 or above on the 2009 FCAT Writing Assessment. (2007 = 46%) (2008 = 63%)</p> <p>Free and Reduced Lunch Subgroup: 84% of these students scored a level 4.0 or above on the 2009 FCAT Writing Assessment. (2007 = 69%) (2008 = 83%)</p> <p>Black, White & Hispanic Subgroup: 79% of Black students scored a level 4.0 or above on the 2009 FCAT Writing Assessment. (2007 = 79%) (2008 = 86%)</p> <p>90% of Hispanic students scored a level 4.0 or above on the 2009 FCAT Writing Assessment. (2007 = 85%) (2008 = 91%)</p> <p>90% of White students scored a level 4.0 or above on the 2009 FCAT Writing Assessment. (2007 = 83%) (2008 = 90%)</p>		<p>By June 2010, 92% of our 8th grade students will score a 4 or above on the FCAT Writing Assessment. (2008 = 90%) (2009 = 91%)</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Language Arts teachers will focus on Writing Applications such as Creative, Informative, and Persuasive Writing. In addition, teachers will work with Media Literacy, the Research Process, Technology Skills, Grammar in context and the 6 Traits for Writing + Assessment.</p> <p>2. Teachers will continue to implement components of the Mary Lewis Writing Program to improve writing scores. Workshop in Six Traits of Effective writing and scoring expository and persuasive writing prompts with FCAT rubrics for teachers in other disciplines and the Language Arts. Teachers will have a diagnostic checklist as well as 6 Traits and FCAT</p>	<p>1. Dept Chair 2. Dept Chair & Classroom Teacher</p>	<ul style="list-style-type: none"> Review Writing Portfolio Team Meetings <p>Review Writing Portfolios</p> <p>Content area teachers will use the FCAT rubrics to incorporate short and extended response assessments into present curriculum.</p>	<p>1. Writing Portfolio Diagnostic Writing Sample in August/September & Monthly Writing Sample Assessments</p> <p>Teachers will have students write a sample diagnostic essay by October and follow up with a midterm check essay to monitor their progress by December/January. This can be done electronically.</p> <p>Our school is implementing technology into our writing program by using various hardware and software (ex: Document Cameras, LCD Projectors / Presentations, Wireless Carts for web use and software based programs.</p>

Rubrics available for students. Students will implement CRISS, Thinking Map and other cognitive learning strategies			FCAT – Week of 2/9/2010
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Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
<p>In order to maintain AYP / Safe Harbor, our school should pay particular attention to ESE, Free and Reduced Lunch, and Minority Subgroups.</p> <p>ESE Subgroup: 95% of ESE students scored a level 3.0 or above on the 2009 FCAT Writing Assessment. (2008 = 98.5%)</p> <p>Free and Reduced Lunch Subgroup: 97% of these students scored a level 3.0 or above on the 2009 FCAT Writing Assessment. (2008 = 98%)</p> <p>Black, White & Hispanic Subgroup: 96% of Black students scored a level 3.0 or above on the 2009 FCAT Writing Assessment. (2008 = 99%)</p> <p>98% of Hispanic students scored a level 3.0 or above on the 2009 FCAT Writing Assessment. (2008 = 99%)</p> <p>99% of White students scored a level 3.0 or above on the 2009 FCAT Writing Assessment. (2008 = 99%)</p>	<p>By June 2010, 99% of our 8th grade students will maintain a score of 3 or above on the FCAT Writing Assessment. (2008 = 97%) (2009 = 99%)</p>

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. ESE students who did not make significant learning gains will have the opportunity to receive differentiated instruction and extended learning opportunities in a mainstream classroom with the support of an ESE teacher in the classroom.</p> <p>2. To help students reach AYP and Safe Harbor teachers will use 6 Traits Strategies including the use of Picture Books, CRISS Strategies, and Inspiration software for pre-planning and organization.</p> <p>3. Students will use FCAT like persuasive and expository writing prompts and L.A. teachers will use rubrics to diagnose and remediate.</p> <p>Explore the possibilities of creating a pullout program for writing remediation.</p> <p>To help these students reach AYP and Safe Harbor teachers can use free online newspaper publications from the Miami Herald and the Sun Sentinel to enhance student's exposure to informational text.</p> <p>Students have the opportunity to take Journalism as an elective class in 7th & 8th grade. Students are encouraged to participate in numerous writing competitions</p>	<p>Master Scheduler</p> <p>Writing competition coordinator</p> <p>Principal</p> <p>Classroom teachers</p>	<p>End products – yearbook & school newspaper</p> <p>Competitions</p> <p>Competitions</p> <p>Classroom Walkthrough</p>	<p>Journalism teacher observation</p> <p>Rankings in Competitions</p> <p>Rankings in Competitions</p> <p>Reading Log</p>

<p>throughout the year. We are exploring the possibilities of creating extended learning opportunities for students by reinstating the Debate Club and starting a Creative Writing Club.</p> <p>3. Reading inherently increases vocabulary development, writing skills and creativity. All students are encouraged to read at least 8 books per year. Students are reading silently in all classes at least once per week and reflecting in writing.</p>			
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 92% of our 8th grade students will score a 4 or above on the FCAT Writing Assessment. (2008 = 90%) (2009 = 91%)	Language Arts teachers will work together in small learning communities to master technology such as eRater, Blog's, Wiki's, Photostory, Garage Band, and Quia and share best practices in addition to developing new lessons infused with technology	Language Arts Department Head	September - May	Workshop Sign in Sheet Use of technology data Lessons infused with technology	Language Arts Administrator
By June 2010, 99% of our 8th grade students will score a 3 or above on the FCAT Writing Assessment. (2008 = 97%) (2009 = 99%)	Teachers will also meet to refresh on 6 Traits & FCAT scoring rubrics and peer editing / scoring strategies.	Language Arts Department Head	September - October	Workshop Sign in Sheet Database of scores	Language Arts Administrator
By June 2010, 64% of our 8th grade students will score a 4.5 or above on the FCAT Writing Assessment. (2008 = 63%) (2009 = 59%)	Continuation of Thinking Maps and CRISS Strategies workshops.	Reading Coach	September - December	Classroom walk-throughs	Grade Level Administrator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
READ magazines - \$563.33	SAC Accountability	\$565.00
Total: \$565.00		
Technology		
Description of Resources	Funding Source	Available Amount
60 batteries at \$50.00 each	SAC	\$3,000.00
75 sticks of RAM at \$16.99	SAC	\$1,274.25
Document Cameras	School Budget	\$0.00
LCD Projector / Presentations	School Budget	\$0.00
Wireless Carts - for web use and software based programs	School Budget	\$0.00
Erater (Pearson)	School Budget	\$0.00
Quia	District	\$0.00
Blogger & Twitter		\$0.00
BEEP/United Streaming	District	\$0.00
Inspiration	School Budget	\$0.00
Comic Life	School Budget	\$0.00
Powerpoint	District	\$0.00
County Supplied Research Databases	District	\$0.00
Moviemaker	School Budget	\$0.00
Audacity	School Budget	\$0.00

Photostory	School Budget	\$0.00
Atomic Learning	District	\$0.00
Teacher Web Pages	District	\$0.00
Write to Learn	School Budget	\$16,540.00
		Total: \$20,814.25
Professional Development		
Description of Resources	Funding Source	Available Amount
Language Arts teachers will work together in small learning communities to master technology such as eRater, Blog's, Wiki's, Photostory, Garage Band, and Quia and share best practices in addition to developing new lessons infused with technology.	In House Training	\$0.00
Continuation of Thinking Maps and CRISS Strategies workshops.	In House Training	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
1 Box of paper per teacher in LA Dept (for use with wireless carts to print student writing) - \$448.00	School Budget	\$448.00
1 Box of manila file folders per teacher in LA Dept (for student writing portfolios) - \$247.10	School Budget	\$247.10
Construction Paper – Students will use construction paper to work on projects through LA. - \$200.00	School Budget	\$200.00
		Total: \$895.10
		Final Total: \$22,274.35

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		
An analysis of U.S Department of Education data on 25,000 middle & high School students found that students who were highly involved in dance, drama, music & visual arts performed better on a variety of academic measures than other students.		All		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Actively engage parent participation in the art's extracurricular activities	Department Head Reading Coach and Committee	1. Sign in sheets Sign in sheets used for 5 Star School Award 2. Actively engage parent participation in Learning Strategy Night Sign in sheets	Survey 2. Parent Surveys

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Bodily Kinesthetic is one of eight multiple Intelligences and research shows that approximately 85% of school age students are kinesthetic learners. Physical education is important because motor skills are fundamental to learning. Studies have shown that physically active kids perform better academically		All		

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Actively engage parent participation in the yearly Jamboree activities 2. Actively engage parent participation in PTSA sponsored activities (i.e. Softball Night, and any other physical sport)	1. PTSA President, P.E. Department Head 2. PTSA President	1. Sign in sheets used for 5 Star School Award 2. Sign in sheets Sign in sheets used for 5 Star School Award	1. Survey 2. Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Strengthen home/schools relations	Learning Strategies	Idel Leibowitz	September 30, 2009	Reading, writing, study habits, organizational sskills	Idel Leibowitz, Reading Coach

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	BEEP, United Streaming, Inspiration,	BEEP, United Streaming, Inspiration, School District Licenses	\$0.00
Reading	Interactive SRI Upgrade & Tech Support	General Fund	\$2,625.00
Reading	Magazines	General Fund	\$1,638.00
Reading	Read XL Vocabulary Extension Booklets	General Fund	\$100.00
Reading	Novels	General Fund	\$250.00
Reading	Word Wisdom	General Fund	\$442.00
Mathematics	Scholastic Magazines (1set to be shared)	SAC	\$300.00
Writing	READ magazines - \$563.33	SAC Accountability	\$565.00
			Total: \$5,920.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Wireless carts – 1 cart per reading dept.		\$0.00
Reading	Licenses for Riverdeep		\$8,000.00
Reading	Licenses for Read 180 – Double Block Reading Students		\$17,000.00
Reading	60 batteries at \$50.00 each	SAC	\$3,000.00
Mathematics	Calculators	PTSA	\$200.00
Mathematics	Tabula Digita	SAC	\$5,000.00
Mathematics	Interwrite Pens	PTSA	\$200.00
Mathematics	Interwrite Batteries	PTSA	\$300.00
Mathematics	Bluetooth Devices	PTSA	\$300.00
Mathematics	60 Batteries @ \$50.00 Each	SAC	\$3,000.00
Writing	60 batteries at \$50.00 each	SAC	\$3,000.00
Writing	75 sticks of RAM at \$16.99	SAC	\$1,274.25
Writing	Document Cameras	School Budget	\$0.00
Writing	LCD Projector / Presentations	School Budget	\$0.00
Writing	Wireless Carts – for web use and software based programs	School Budget	\$0.00
Writing	Erater (Pearson)	School Budget	\$0.00
Writing	Quia	District	\$0.00
Writing	Blogger & Twitter		\$0.00
Writing	BEEP/United Streaming	District	\$0.00
Writing	Inspiration	School Budget	\$0.00
Writing	Comic Life	School Budget	\$0.00
Writing	Powerpoint	District	\$0.00
Writing	County Supplied Research Databases	District	\$0.00
Writing	Moviemaker	School Budget	\$0.00
Writing	Audacity	School Budget	\$0.00
Writing	Photostory	School Budget	\$0.00
Writing	Atomic Learning	District	\$0.00
Writing	Teacher Web Pages	District	\$0.00
Writing	Write to Learn	School Budget	\$16,540.00
Science	Essential Labs – to support the new program for consumables needed to implement the program	?	\$1,000.00
Science	Essential Labs – to support the new program for consumables needed to implement the program	SAC	\$3,000.00
			Total: \$61,814.25
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Teachers will need substitutes for administering Reading assessments and practicing the use of Technology programs that they were trained in.		\$650.00

Writing	Language Arts teachers will work together in small learning communities to master technology such as eRater, Blog's, Wiki's, Photostory, Garage Band, and Quia and share best practices in addition to developing new lessons infused with technology.	In House Training	\$0.00
Writing	Continuation of Thinking Maps and CRISS Strategies workshops.	In House Training	\$0.00
			Total: \$650.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Pencil Sharpeners	PTSA	\$780.00
Writing	1 Box of paper per teacher in LA Dept (for use with wireless carts to print student writing) - \$448.00	School Budget	\$448.00
Writing	1 Box of manila file folders per teacher in LA Dept (for student writing portfolios) - \$247.10	School Budget	\$247.10
Writing	Construction Paper – Students will use construction paper to work on projects through LA. - \$200.00	School Budget	\$200.00
			Total: \$1,675.10
			Final Total: \$70,059.35

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

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

Projected use of SAC Funds	Amount
Materials and supplies	8000

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

The School Advisory Council (SAC) is a group of parents, students, community members and school staff, who meets to create, monitor and ensure the success of the School Improvement Plan (SIP). Meetings are held monthly. Subcommittees may be formed and recommendations to the SIP will be reflected in the SAC minutes.

SAC Members

Members

- 1) Consaul, Michael G., Principal
- 2) Brunt, Michael, SAC Chair
- 3) Ferrera, Linda, SAC Chair
- 4) Oliphant, Ryan, Student
- 5) Park, Sarah, Student

- 6) Hall, Anya, Student
- 7) Wein, Marti, Student
- 8) Duhart, Thomas, Teacher
- 9) Martin, Heath, Teacher
- 10) Zimmermann, Paul, Teacher
- 11) Silver, Linda, Teacher
- 12) Troncoso, Lucia, Teacher
- 13) Santana, Valerie, Teacher
- 14) Good, Lynda, Business Member
- 15) Sano, Charles, Business Member
- 16) Schultz, Steve, Parent
- 17) Sloane, Natalie, Parent
- 18) Stone, Kathleen, Parent
- 19) Tripodo, Evy, Parent
- 20) Daragan, Tammie, Parent
- 21) Devitt, Maria, Parent
- 22) Austin, Tammy, Parent
- 23) Hafer, Alissa, Community Member
- 24) Joswick, Lutishia, School Support Personnel
- 25) Leibowitz, Idel, School Support Personnel
- 26) Wood, Wendy, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward PIONEER MIDDLE SCHOOL 2571													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1560 Math: 1560		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	83	Y	85	Y			Y			NA	19	17	NA	16	15	NA	81	NA	86	NA			
WHITE	100	Y	100	Y	84	Y	88	Y			Y			NA	18	16	NA	14	12	NA	82	NA	88	NA			
BLACK	100	Y	100	Y		NA		NA						NA						NA							
HISPANIC	100	Y	100	Y	78	Y	79	Y			Y			NA	24	22	NA	22	21	NA	77	NA	79	NA			
ASIAN	98	Y	99	Y		NA		NA			Y			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	68	Y	71	Y			Y			NA	35	32	NA	35	29	NA	66	NA	73	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA			NA			NA						NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	53	N	59	N	90		Y			NA	43	47	N	45	41	N	50	N	60	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward PIONEER MIDDLE SCHOOL 2571													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1619 Math: 1619		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		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	81	Y	84	Y			Y			NA	21	19	NA	18	16	NA	74	NA	85	NA			
WHITE	100	Y	100	Y	82	Y	86	Y			Y			NA	20	18	NA	17	14	NA	73	NA	87	NA			
BLACK	99	Y	99	Y		NA		NA			Y			NA						NA							
HISPANIC	100	Y	100	Y	76	Y	78	Y			Y			NA	27	24	NA	22	22	NA	74	NA	79	NA			
ASIAN	99	Y	99	Y		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	65	Y	65	Y	88		Y			NA	38	35	NA	34	35	NA	58	NA	70	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA						NA							
STUDENTS WITH DISABILITIES	99	Y	99	Y	57	N	55	N	85	90	Y			NA	53	43	Y	50	45	Y	54	NA	61	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward PIONEER MIDDLE SCHOOL 2571													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1671 Math: 1671		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	79	Y	82	Y			Y			NA	21	21	NA	18	18	NA	58	NA	74	NA			
WHITE	99	Y	100	Y	80	Y	83	Y			Y			NA	20	20	NA	17	17	NA	58	NA	76	NA			
BLACK	96	Y	97	Y		NA		NA			NA			NA						NA							
HISPANIC	99	Y	99	Y	73	Y	78	Y			Y			NA	25	27	NA	24	22	NA	56	NA	72	NA			
ASIAN	98	Y	99	Y		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	62	Y	66	Y	88	N				NA	39	38	NA	35	34	NA	46	NA	65	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA			NA						NA							
STUDENTS WITH DISABILITIES	98	Y	98	Y	47	Y	50	Y	89	85	N			NA	56	53	N	56	50	N	50	N	55	N			

SCHOOL GRADE DATA

Broward School District PIONEER MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	88%	89%	97%	64%	338
% of Students Making Learning Gains	74%	79%			153
	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?	70% (YES)	74% (YES)			144	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					635	
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 PIONEER MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	97%	57%	326	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	71%	80%			151	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	72% (YES)			142	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					619	
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 PIONEER MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	86%	94%	59%	322	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	76%			142	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?	65% (YES)	64% (YES)			129	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					593	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested