

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: BAIR MIDDLE SCHOOL

District Name: Broward

Principal: Clarissa H. Coddington

SAC Chair: Jodi Washington

Superintendent: James F. Notter

Date of School Board Approval: 12/01/2009

Last Modified on: 08-31-2009

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VISION and MISSION STATEMENTS

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

The vision of the central area is "To give excellence, to expect excellence".

Mission Statement:

The mission of Bair Middle School is to create a responsible atmosphere of challenging opportunities for all students, affectively and academically, through the use of technology and cooperative commitment.

Vision:

Bair Middle School will be an exemplary school that provides the highest quality education for all students, and all students will achieve at their highest potential.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Bair Middle School is located in the western Broward County in the City of Sunrise. The school was first established in 1974 as a middle school serving grades 6-8. The school has been renovated one time since the opening and an additional science building which includes four laboratory classrooms was built. BMS currently has five portable classrooms located at the rear of the school adding additional instructional space to the school. BMS was retrofitted for technology in 1998. In addition, the school received nine wireless laptop carts with 25-28 computers per cart available for teacher use in the classroom. During the summer of 2009 the building underwent major renovations to address ADA requirements as well as other safety concerns. The restroom facilities for adults and students along with the boys and girls locker rooms were renovated to become compliant with ADA regulations. To address fire safety concerns new curtains were installed on the stage of the cafeteria as well as the installation of a fire sprinkler system. The exterior of the school was painted as well.

Unique School Strengths for Next Year

After earning a school record high of 541 points on the 2009 FCAT and demonstrating increases in six of the eight accountability areas, which raised the school grade to an "A" from a "B", Bair Middle School enters the next school year with renewed confidence to maintain the "A" as well as meet AYP standards. The 90 minute reading and 90 minute math classes were designed to provide extended learning opportunities during the school day for struggling math and reading students. The students get their 2 most important classes at the beginning of the day and have support personnel assist within those classes. These students are on a block schedule while the rest of the school remains in a 6 period traditional schedule, thus creating a school within a school. The teachers are trained in Tabula Digita and Reading Plus so that technology is used to individualize student learning. Rewards and incentives are offered to these students to encourage them. This school year we will continue implementing the program and add more incentives such as field trips and motivational speakers. Teachers were selected to teach particular subjects and/or grade levels based on previous test scores and successes with particular AYP subgroups.

Unique School Weaknesses for Next Year

Despite Bair Middle School's "A" grade in 2009, the school continues to fail to meet AYP standards creating several negative effects. The school continues to lose students to neighboring charter schools as well as other public schools through the School Choice option. As a result, the school student population has decreased roughly 300 students in the past four years.

As we continue to lose students, budgetary constraints are felt even more. For the 2009/2010 school year, the school will be operating with only two guidance counselors as opposed to the three it has had in the past. In addition to losing a guidance counselor, budgetary constraints are limiting the school's ability to purchase resources and teachers are being surplused. Budget constraints may also jeopardize the school's ability to provide extended learning opportunities in the form of before/after school tutoring and Saturday FCAT tutorials.

Student Demographics

Bair Middle School serves a multi-ethnic school population that consists of 988 students from a predominantly economically disadvantaged community. 52% of students are Black, 20% White, 18% Hispanic, 5% Asian, and 6% multi-racial. Economically disadvantaged students account for 61% of the population. Additionally, 10% of students are Students with Disabilities (SWD), 12% are classified as English Language Learners (ELL), and 4% are classified as gifted.

Student Attendance Rates

Bair Middle School's attendance rate was slightly over the district average for the past three years. The attendance rates for Bair Middle School for 2007, 2008, and 2009 have been 93.9%, 94.6%, and 93.5% respectively. The district averages for 2007, 2008, and 2009 were 93.5%, 93.4%, and 93.4% respectively.

Student Mobility

The mobility rate of the school is 23.5%.

Student Suspension Rates

In-school Suspension Rates:

2007: 6.5%
2008: 21%
2009: 32.1%

Out-of-School Suspension Rates:

2007: 3.9%
2008: 9.1%
2009: 9.8%

The suspension rate for in-school and out-of-school suspension has increased in the last three years.

Student Retention Rates

The retention rate increased nearly one percentage point from 2007 to 2008.

Class Size

Bair Middle School has 988 students. 52 percent black, 20 percent white, 6 percent multi, hispanic 18 percent. 5 percent Asian.

Class Size for core classes is 21.30
SVE classes 7.8
VE Class 11.8
Intensive classes 15 per class
ESOL Students A1, A2, B1, B2 1\2 per class

Academic Performance of Feeder Pattern

The elementary schools that feed into Bair Middle School maintained their FCAT school grades. Horizon Elementary maintained a grade of "A" increasing in six of the eight accountability categories (scores dropped in % meeting high standards in writing and % of lowest 25% making learning gains in math). Horizon Elementary made AYP in 2009. Nob Hill Elementary maintained an "A" grade increasing in six of the eight accountability categories (scores dropped in % meeting high standards in writing and science). Nob Hill Elementary made AYP in 2009 after failing to make AYP in 2008. Sawgrass Elementary maintained an "A" grade increasing in seven of the eight accountability categories (scores dropped in science). While they did not make AYP, they increased the percentage of AYP categories met from 87% in 2008 to 97% in 2009. They are a Prevent I school for 2009. Village Elementary maintained a "C" grade. They increased in four of the eight accountability categories (scores dropped in % of students meeting high standards in math, writing, and science as well as the % of the lowest 25% making learning gains in math). They did not make AYP in 2009 lowering their percentage of AYP criteria met to 90% from 97% in 2008. They are a Prevent I school for 2009.

Partnerships and Grants

BMS currently has 9 partners in education. They provide mentoring, incentives, community outreach, tutoring, and monetary donations for students and staff.

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	Clarissa Coddington	Bachelor's Degree in Secondary Education and Master's Degree in Educational Leadership/Certification Areas are Biology 6-12, Middle Grades Endorsement, ESOL Endorsement, Ed. Leadership K-12, and School Supervision K-12	1	8	Clarissa Coddington served as Assistant Principal at Nova Middle School, an "A" school since 2002. Ms. Coddington took over the responsibility for coordinating a summer tutorial program for the Innovation Zone, providing differentiated instruction to Level 1 and 2 students. Under her leadership, Bair Middle increased its total score for its School Grade from 502 to 510 total points; more specifically, from 2007 to 2008, the following gains were achieved in mathematics: the percent scoring Level 3 and above increased 4 points (from 58 to 62 percent); the percent making learning gains in math increased 4 points (from 66 to 70 percent); and, the percent making learning gains in math in the bottom quartile increased one points (from 63 to 64 percent). During the 2008-2009 school year, she served at Larkdale Elementary, an Intervene School. She was instrumental in departmentalizing grades 3-5, strategically scheduling students to receive proper instruction, curriculum, and interventions to meet the needs of all students. The school grade increased to a "C" and was only 14 points from a "B" grade. The school increased in 7 of the 8 accountability areas.
Assis Principal	Robert Rivera	BA in International Business and M.Ed in Educational Leadership/Certification Areas; Social Sciences 5-9 and Educational Leadership K-12	4	4	Robert Rivera has served as an assistant principal at Bair Middle School since the 2005-2006 school year. BMS has achieved a grade of B in three of those four years and an A in 2006. Mr. Rivera supervised a Saturday FCAT prep program. In 2008, 63% of students attending increased an achievement level or showed learning gains in reading with 54% of those students increasing an achievement level. In addition, 51% of students attending STOMP in 2008 increased an achievement level or showed learning gains in math with 55% of those students increasing an achievement level. Mr. Rivera has created and implemented programs for ELL students resulting in FCAT scores increasing in reading from 30% proficient in 2006 to 41% proficient in 2008 and scores increasing in math from 33% in 2005 to 43% proficient in 2008.
Assis Principal	Karen Birke	BS in Advertising, BA in English, M.Ed in English Education, Ed. Spec. in Educational Leadership	5	7	Karen Birke has been an assistant principal of Bair Middle School for the past 5 years. During her tenure, the school has maintained a grade of B for 4 of those years and achieving an A in 2006. Mrs. Birke has supervised the Language Arts department over the past 5 years and has seen writing scores progress from 88% scoring 3.5 or higher in 2005 to 98% scoring 3.5 or higher in 2009. Mrs. Birke was instrumental in securing funding and curriculum materials for the Saturday FCAT program, STOMP in 2008 where 63% of students attending increased an achievement level or showed learning gains in reading with 54% of those students increasing an achievement level. In addition, 51% of students attending STOMP in 2008 increased an achievement level or showed learning gains in math with 55% of those students increasing an achievement level.
Assis Principal	Andre Jones	BS in Economics and M.Ed.in Educational Leadership/Certification Areas; Educational Leadership K-12 and Social Sciences 5-9	1	1	Andre Jones is in his first year as assistant principal at Bair Middle School. During his time at Bair Middle, Mr. Jones has been responsible for supervising the reading department which showed increases in achievement on the 2009 FCAT with scores in 6th and 8th grade improving 4 and 8 percentage points respectively. Prior to coming to Bair Middle School, Mr. Jones was the coordinator of the internal suspension program at Crystal Lake Middle School where he successfully reduced the suspension rate by 20% each year resulting more classroom instructional time for students. This contributed to the school moving from a grade of C to a B in 2008. Mr. Jones spearheaded a Students Taking Active Responsibility (STAR) for academic success program for students who were in danger of being retained. This initiative forced students to work afterschool to take responsibility for their academics by

					gathering additional assignments from teachers and receiving afterschool tutoring provided by Mr. Jones. As a result, the retention rate decreased and there was a marked improvement these students classroom grades as well as behavior.
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* 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	Jodi Washington	B.Ed. Elementary Education, M.Ed. Reading Education/Certification Area: Reading K-12 ESOL Endorsement in Progress	4	4	Jodi Washington has served as the reading coach at Bair Middle School since the 2005-2006 school year. BMS has achieved a grade of B in three of those four years and an A in 2006. During that time, reading scores on FCAT have been above 60% in all three categories that count in Florida's A+ Plan. Mrs. Washington organized, managed, and provided reading curriculum for a Saturday FCAT prep program. In 2008, 63% of students attending increased an achievement level or showed learning gains in reading with 54% of those students increasing an achievement level. Mrs. Washington also spearheaded the movement of all ESE students being placed in general education reading with push-in ESE support resulting in FCAT scores for ESE students increasing from 23% proficient in 2006 to 36% proficient in 2008.
Math	Veronica Giles	BS in Accounting; Master's in Business Administration, Educational Specialist in Math Education Certification Areas: Math 5-9, Math 6-12		3	Veronica Giles is starting her 4th year as a math coach with 2 years of experience at the middle school level and 1 year at the high school level. During the 2005-2006 school year, the school she was at received a grade of C with 4 subgroups not making AYP in mathematics. During the 2007-2008 school year the school received a grade of D: no subgroups made AYP in math. In the 2008-2009 school year the school increased their letter grade to a C and all subgroups made AYP in mathematics.

* 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 Educator Support System Monthly Meetings	NESS Liaison, NESS Coaches, Administrator over NESS	On-going	
Partnering New Teachers with Veteran Staff	Principal	On-going	
Experience Broward Job Fairs	Principal, Assistant Principals	December 2009 and May 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
NA	NA	NA	NA

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
62	0	13	34	53	32	100	23	15	73

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Christine Clock	Marcella Smith	Department Chair; new curriculum for Ms. Smith	Ms. Smith will observe other classrooms for classroom management and quality instructional strategies. Ms. Clock will assist her in her observations to ensure she is picking up on effective practices. Ms. Clock will conduct classroom visits to monitor implementation of new strategies. Ms. Smith will attend CHAMPS training. Ms. Smith will attend Social Studies curriculum workshops as well CRISS training to improve content area reading strategies. Ms. Smith will observe other classrooms for classroom management and quality instructional strategies. Ms. Clock will assist her in her observations to ensure she is picking up on effective practices. Ms. Clock will conduct classroom visits to monitor implementation of new strategies. Ms. Smith will attend CHAMPS training. Ms. Smith will attend Social Studies curriculum workshops as well CRISS training to improve content area reading strategies.
Marsha Schuler	Barbara Lewis	Needs assistance in proper classroom management in an attempt to decrease referrals. Ms. Schuler is strong in classroom management.	CHAMPS training with follow up classroom visits by mentee to ensure strategies are being implemented. Classroom visits by Ms. Lewis to other classrooms with strong classroom management techniques. Meeting with administration on referral writing do's and don'ts.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Parental involvement through parent conferences and parent trainings three times during the 2009/2010 school year, honor roll assemblies, morning teacher workshops, training, and salaries.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

A district homeless coordinator and school social worker provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education.

Supplemental Academic Instruction (SAI)

Salaries for two teachers who teach lower level 8th grade students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field-trips, community service, and counseling. We also participate in the district initiative of Silence Hurts. Mental health training is offered through the county. Crime watch is also instituted at the school.

Nutrition Programs

All students are offered a healthy balanced meal program while at school that includes breakfast and lunch. Qualifying students receive at a reduced price or free.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Career education is embedded into 7th and 8th grade social studies curriculum with an EPEP (high school plan) completed as a culminating activity. This includes selecting a major and after high school educational plans.

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: facilitate and monitor the implementation of interventions and support.

Select General Education Teachers: Provides information about core instruction, participates

in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

Instructional Coach(es) Reading/Math:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?
The team meets once a week to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), Florida Comprehensive Assessment Test (FCAT), DAR
Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation, mini BATs, progress monitoring data evaluation tool created by the principal
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), BAT II
End of year: FAIR, AIMS web, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-September and in October.
The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths: The number of students performing below grade level in math and reading has decreased. 98% of students are meeting high standards in writing. Students in all grade levels are performing at state and district averages in comparisons and reference and research. 6th and 8th grade students are performing at state and district averages in words and phrases in context and 8th grade students are performing above state averages in main idea after below average in 2008. All grade levels met or exceeded the state average in all five strands in mathematics.
Weaknesses: 6th and 7th grade students performed below state and district averages in main idea in 2009 after performing at averages in 2008. In grade 7, geometry is an area of concern with a mean of 4 points. 6th grade area of concern is measurement with a mean of 4 points.

Instructional Calendar Development

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

- When were the Instructional Focus Calendars (IFCs) created?
The IFCs were created in June 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September BAT results, and again in December 2009 as determined by the disaggregated data results from the November BAT.
- Was data used to develop the IFCs?
The 2009 FCAT results were utilized to develop the IFCs. Data results from the September Pre-Test, and December Mid-Term Test will also be utilized.

- Were teachers included in the development of the IFCs?
The IFC's were developed by teachers from each of the respective departments with guidance from administration and the instructional coaches. Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.
- How were Benchmarks selected?
Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results.
- How was the duration of instruction selected for each Benchmark?
The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.
- How will the administration ensure the IFCs are used by all teachers?
Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation. Administration will use the Teachscape CWT database to identify current trends.
- How will assistance be provided to teachers who struggle implementing the IFCs?
Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

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

Reading: Reference and Research was the least proficient strand and will be given priority focus.
 Writing: Organization was the least proficient strand and will be given priority focus.
 Mathematics: Measurement was the least proficient strand and will be given priority focus.
 Science: Scientific Thinking was the least proficient strand and will be given priority focus.

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

Student data is analyzed by teacher. Furthermore, regular students, advanced students and gifted student performance is analyzed along with the lowest 30th percentile. In reviewing the data, department chairs, along with administration, determine what subject and placement should be made. We also examine student behavior and which teachers are making the best student interventions to assist their kids.

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

Spanish, Art, Yearbook, Band, and Woodshop are some of the school offerings.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students are offered career planning through their social studies classes in the 8th grade. Students are given scheduling cards with a description of all the electives. Elective teachers make demonstrations on the morning program or in individual classes as well as in school activities. Parents review their child's choice. Students with high academic performance can chose high school credit courses.

DO

Direct the Instructional Focus

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

- Did grade level teachers work together to create the IFCs?
Grade level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.
- Will grade level teachers meet throughout the school year to share best practices and resources when implementing the IFCs?
Teachers will meet weekly for grade level meetings and will meet monthly during Professional Learning Communities to share best practices and resources.

How are instructional focus lessons developed and delivered?

- How were instructional focus lessons developed?

Focus lessons were provided by the instructional coaches for each subject area based on a review of previous assessments where students were struggling.

- How was it determined which lessons will be used?

The focus lessons selected by the instructional coaches are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

- When will the lessons be taught during the instructional period (beginning of the class, end of the class)?

The 10 to 15-minute focus lessons will be taught at the beginning of each class period.

- Who will teach the focus lesson (content area teachers only)?

Reading, math, and science teachers will teach the focus lesson that correlates with their subject area. In the future, depending on need, elective and social studies teachers may also teach focus lessons.

How will instructional focus lessons be revised and monitored?

- What will determine if the focus lessons need to be revised?

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.

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- How will teachers and administrators ensure that the focus lessons are effective?

Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

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.

- What is the assessment used to determine student comprehension, based on the IFCs?

Mini-assessments based on the focus lessons will be administered.

- How many questions will be used for each Benchmark?

The number of questions per Benchmark will vary.

- How often will the assessments be administered?

The assessments will be administered on a monthly basis.

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

- What will mastery be set at for the assessments? Explain the rationale for this decision.

Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.

- How will the assessment results be used to redirect the IFCs and focus lessons?

The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

- How will teachers differentiate their instruction based on assessment results?

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

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

- How will teachers differentiate their instruction for students who are performing at mastery levels?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

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.

- When and how often will teachers meet to review assessment data (formative and summative) by content area and grade level?

Teachers will meet weekly. The meetings will alternate each week as follows: one week the teachers will meet by grade level and the following week they will meet by content area. This rotation will continue throughout the

year.

- How will these meetings be facilitated and documented?

The meeting will be facilitated by the subject area coach, the team leader, and/or the department chairperson. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the administrative staff will attend meetings on a rotating 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.

- How will the Principal and Leadership Team ensure that data analysis of assessment results is being used to differentiate instruction based on students' academic needs?

The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.

- What role will instructional coaches play with the IFCs and focus lessons?

The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

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

Math interventions: daily FCAT practice problem.

Math core: Glencoe Mathematics Courses 1-3

Supplemental Math: Glencoe Interventions

Math: Resources listed on the struggling math chart.

Reading Interventions: Daily FCAT Do-Now based on the school-wide instructional focus using materials from the district.

Reading Core: Read XL, REWARDS, and Wilson Reading System are used following the district's instructional focus calendars.

Supplemental Reading Materials: Collegeboard's Springboard ELA program, STARS/CARS, and other materials listed on the Struggling Reader's Chart in the District's Comprehensive K-12 Reading Plan

90/90 Reading and Math Intensive Instruction Block: Students scoring a Level 1 and/or low level 2 in reading and math will receive extended time in reading and math.

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

- What materials or instructional strategies will be used to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized.

Computerized programs or instructional software (e.g. Reading Plus and Tabula Digita), in addition to Internet instructional Web

sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

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

- Data analysis? Administrative walkthroughs? Teacher requests?

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions. Administration uses the Teachscape CWT database to identify trends within the classrooms.

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

- How will it be determined which students receive supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

- Will students not making mastery be offered after-school assistance (e.g. Supplemental Educational

Services (SES)) or be assisted during the regular schedule?
 Students not making mastery will be offered after-school assistance via SES, as well as assistance during the regular school day from instructional coaches, and personnel hired to provide tutorial services.

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

- How will it be determined if the interventions applied to students not making mastery are successful?
 All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

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

- What courses or instructional programs are offered to students who exceed mastery levels?
 Students who typically exceed mastery levels participate in the school's gifted/high achieving and advanced programs. Students also enroll in elective classes that include foreign language, band, and art.

Describe how students are identified for enrichment strategies.

- What assessments are used to determine which students are placed in higher level courses and academic programs?
 FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.
- Do students and parents have input in this process?
 Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

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)
6th, 7th and 8th grade reading teachers, reading coach, ESE teachers and ESOL contact.	Reading Coach	Monthly 8:20-9:10	Morning Staff Development Time	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
6th, 7th and 8th grade math teachers and math coach.	Math Coach	Monthly 8:20-9:10	Morning Staff Development Time	Analyze the effectiveness of the Math FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
6th, 7th, and 8th grade science teachers and science department chair.	Department Chair	Monthly 8:20-9:10	Morning Staff Development Time	Analyze the effectiveness of the Science FCIM calendars, focus lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
6th, 7th, and 8th grade language arts teachers and language arts department chair	Department Chair	Monthly 8:20-9:10	Morning Staff Development Time	Analyze the effectiveness of the Writing FCIM calendars, focus lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
6th, 7th, and 8th grade social studies teachers and reading coach and language arts department chair	Reading Coach and Language Arts Department Chair	Monthly 8:20-9:10	Morning Staff Development Time	Analyze the effectiveness of implementing reading and writing strategies in the content area.
All Content Area Teams	Department Chairs	Monthly 8:20-9:10	Common Planning Times	Lesson Study centered on planning with and utilizing the research-based lesson delivery model.
	Principal, Clarissa			

Each Grade Level Team	Coddington Assistant Principals, Robert Rivera, Andre Jones, Karen Birke	Monthly 8:20-9:10	First week of each month during morning staff development time	Data analysis of common assessments and FCIM mini-assessment results.
School-wide PLC	Karen Birke, Assistant Principal over Professional Development	One six hour session, one three hour session, and periodic follow-up	6 hour training in September by Department, 3 hour training is in October by department, monthly follow-up during Monday morning staff development time	Framework for Understanding Poverty
Small group PLC's	Karen Birke, Assistant Principal over Professional Development	Twice per month	8:20-9:10	Differentiated staff development based on needs assessment, sharing best practices, and data conversations

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 59% of students achieved mastery on the 2009 administration of the FCAT reading test.		In grades 6-8, 65% of students will achieve mastery on the 2010 administration of the FCAT reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new FAIR assessments to monitor student progress	Assistant Principal over Reading and Reading Coach	Review FAIR data reports to ensure teachers are assessing students according to created schedule	Print out of FAIR assessments
2	Include higher-order questions in lesson plans	Assistant Principal over reading and Reading Coach	Lesson plan review during CWTs and lesson plans will be submitted to the assistant principal biweekly	CWT logs
3	Follow the county created IFC	Assistant Principal over reading and Reading Coach	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs	FAIR Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 47% of Black students achieved mastery on the 2009 administration of the FCAT reading test.		In grades 6-8, 52% of Black students will achieve mastery on the 2010 administration of the FCAT reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student achievement chats will be conducted with all students following FAIR assessments.	Assistant Principal over Reading, Reading Coach, Reading Teachers	Administrators will review log for Student Achievement Chats during CWTs	Administrators will randomly ask students how they performed on their last assessment to determine if achievement chats are successful.
2	All students in intensive and regular reading classes will use Reading Plus two times per week	Reading Coach and Reading teachers	Administrators and Reading Coach will review reports from Reading Plus.	Mini BATs
3	Teacher read aloud of high quality literature to encourage reading outside of school.	Reading Teachers and Reading Coach	Reading Logs	Ongoing Assessments in Fluency

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 50% of Economically Disadvantaged students achieved mastery on the 2009 administration of the FCAT Reading Test		In grades 6-8, 55% of Economically Disadvantaged students will achieve mastery on the 2010 administration of the FCAT reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	Student achievement data chats will be conducted with all students following the FAIR assessments	Assistant Principal over Reading, Reading Coach, and Reading Teachers	Administrations will review the log for Student Achievement Chats during CWTs	Administrations will randomly ask students how they performed on the latest assessment.
2	Students will receive supplemental tutoring through SES providers both on and off campus	Title One Liaison and Administrator over Title One	Progress reports from SES providers	Mini BATs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 37% of English Language Learners achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 6-8, 41% of English Language Learners will achieve master on the 2010 administration of the FCAT reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	A1, A2, and B1 students will be monitored by the ESOL contact weekly one-on-one.	ESOL Contact and Administrator over ESOL	Logs from monitoring meetings with ESOL contact	Mini BATs and authentic assessments
2	Level 1 and 2 ESOL students will receive weekly pull-out instruction	ESOL contact and administrator over ESOL	Teacher anecdotes	Mini BATs and BAT II and authentic assessments
3	A1 and A2 students will be pulled for ESOL instruction using the Visions curriculum twice weekly	ESOL contact and Administrator over ESOL	Periodic assessments within Visions curriculum	BAT I and IPT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 25% of SWD's achieved mastery on the 2009 administration of the FCAT reading test.		In grades 6-8, 30% of SWD's will achieve mastery on the 2010 administration of the FCAT reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All ESE students will be taught reading by a reading endorsed or certified teacher.	Reading Coach and AP over the master schedule	Authentic assessments, quick quizzes, mini BATs	Mini BATs, BAT I and BAT II
2	Push in support will be offered to ESE students in general education reading classes	ESE Specialist and ESE support facilitators	Teacher anecdotes	Mini BATs, BAT I, BAT II, periodic authentic assessments
3	Differentiating instruction by modifying assignments using CRISS strategies, McREL, and Thinking Maps	Reading Coach, AP over Reading, ESE Specialist	Authentic assessments, student portfolios	Mini BATS, BAT I, BAT II and teacher made assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 6-8, 55% of Economically Disadvantaged students will achieve mastery on the 2010 administration of the FCAT reading test.	Framework for Understanding Poverty	HRD	October 2009	CWT data on classroom culture and reports from the discipline management system.	Administration
In grades 6-8, 65% of students will achieve mastery on the 2010 administration of the FCAT reading test.	Marzano's Nine High Yield Strategies	HRD	September 2009	Lesson Plan Evaluation and student work samples	Administration and Reading Coach
In grades 6-8, 41% of English Language Learners will achieve master on the 2010 administration of the FCAT reading test.	Rigby ESOL Strategies	Reading Coach	September 2009	Lesson Plan Review	Reading Coach
In grades 6-8, 65% of students will achieve mastery on the 2010 administration of the FCAT reading test.	PLC for lesson plan study	Reading Coach	On-going	Lesson Plan Review	Reading Coach
In grades 6-8, 30% of SWD's will achieve mastery on the 2010 administration of the FCAT reading test.	CRISS, McREL, and Thinking Maps	Secondary Reading and ESE Departments	Completed by December 2009	Student work samples reflecting strategies	Reading Coach

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

On a bi-weekly basis, the Reading Coach will review an activity from the "Lessons Learned" book as well as provide professional development on the Reading Item Specifications to build the knowledge base of all teachers. A content area instructional focus calendar will also be used in the content area classrooms aligned with the reading instructional focus.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Class Sets of Relevant Novels	Reading	\$2,000.00
REWARDS student books	Reading	\$500.00
		Total: \$2,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Reading Plus Site Renewal	School Budget	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers for professional development	Title One	\$1,200.00
		Total: \$1,200.00
Other		
Description of Resources	Funding Source	Available Amount
Rewards and Recognition Incentives for Teachers and Students	Accountability	\$700.00
		Total: \$700.00
		Final Total: \$6,400.00

End of Reading Goal

Mathematics Goal

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

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 64% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test.		In grades 6-8, 68% of the students will achieve mastery for mathematics on the 2010 FCAT Mathematics test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Glencoe Diagnostic testing (August 2009)	Assistant Principal over the math department	Section Quizzes	County Quarterly Assessments aligned to IFC
2	Differentiated Instruction Hands on activities, games, I do, we do, you do teaching methodology	Math Coach	Authentic Assessments, 5 problem quick quiz, Frayer Model	Mini BATs
3	All math teachers will follow the County IFCs	Classroom Teacher	Chapter Tests	BAT I (September 2009) and BAT II (November 2009)

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 47% of black students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 6-8, 52% of black students will achieve mastery in mathematics on the 2010 FCAT Mathematics test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	FCAT style problem of the day	Assistant Principal over the math department and Math Coach	FCAT style quiz	County Quarterly Assessments aligned to Focus Calendar
2	Differentiated Instructional Focus Calendar, hands on activities, concrete to abstract, geogebra, CRISS strategies	Math Coach	Authentic Assessments, 5 problem quick quiz	Mini BATs
3	Glencoe Skills Intervention for Middle School Math	Classroom Teacher	Skills Inventory-Glencoe	BAT I and BAT II

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 6-8 grades, 52% of Economically Disadvantaged Students achieved mastery on the 2009 FCAT Mathematics Test.		In 6-8 grades, 58% of Economically Disadvantaged students will achieve master on the 2010 FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Differentiated Instruction: Tabula Digita Hands on activities, I have. Who has?	AP over the Math Department and Math Coach	Five problem quick quiz	County Quarterly Assessments aligned to the IFCs
2	Intensive Math for those scoring a level 1 in 2009 FCAT	Department Chairperson	Diagnostic Testing, Glencoe Intervention Diagnostic Tests	BAT I and BAT II
3	College Board's Springboard MIUs	Classroom Teacher/Skills Recovery Teacher	Authentic Assessments	Mini BATs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 6-8 grades, 45% of English Language Learners achieved mastery on the 2009 Mathematics FCAT.		In 6-8 grades, 50% of English Language Learners will achieve mastery in mathematics on the 2010 Mathematics FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Differentiated Instruction based on results of Diagnostic Testing and Student Evaluation	AP over the math department	Authentic Assessment, five problem quick quiz	County Quarterly assessments aligned to focus calendar.
2	Reading Strategies for solving word problems; selective underlining and VIS for vocabulary, CRISS strategies	Math Coach and Reading Coach	Exit ticket, one sentence summary	BAT I and BAT II
3	Glencoe foldables	Classroom Teacher	Teacher generated pretest/post test	Mini BATs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 42% of SWD's achieved mastery on the Mathematics FCAT test.		In grades 6-8, 50% of SWD's will achieve mastery in math on the 2010 administration of the mathematics FCAT test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student created word walls as visual aids	Math Coach and Assistant Principal over Math	Data chats	Student product

2	Differentiated Instruction by varying assignment requirements and include nonlinguistic representation	Math Coach and Assistant Principal over Math	Data chats	Exit tickets and reflective activities
3	Review student IEP's	Classroom teacher and ESE Specialist	Student interviews	CWT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In 6-8 grades, 58% of Economically Disadvantaged students will achieve master on the 2010 FCAT Mathematics Test.	Framework for Understanding Poverty	County Resource/HRD	October 2009	CWT data looking at lessons plans and the culture of the classrooms	Classroom Teachers and Math Coach
In grades 6-8, 68% of the students will achieve mastery for mathematics on the 2010 FCAT Mathematics test.	Math/Science Instructional Focus Calendar Coordination for Measurement	Math Coach	September 2009	Monthly joint department meetings	Department Chairpersons for Math and Science Classroom Teachers Math Coach
In grades 6-8, 68% of the students will achieve mastery for mathematics on the 2010 FCAT Mathematics test.	Big Ideas Workshops	District Inservice; James Chen	As scheduled by the county mathematics department	Prepare a lesson plan for a specific benchmark that includes the complexity level and the method of delivery showing concrete to abstract.	Classroom Teacher Math Coach Assistant Principal over Math
In grades 6-8, 68% of the students will achieve mastery for mathematics on the 2010 FCAT Mathematics test.	Cognitive Complexity Classification for Math	Math Coach	September 2009	Teacher-made tests	Math Coach
In grades 6-8, 52% of black students will achieve mastery in mathematics on the 2010 FCAT Mathematics test.	Differentiated Instruction by tiering assignments	Math Coach	October 2009	Lesson plans	Math Coach and Assistant Principal over Math
In grades 6-8, 68% of the students will achieve mastery for mathematics on the 2010 FCAT Mathematics test.	CRISS training for Math Teachers	County Personnel	September 2009-December 2009	Student work samples	Math Coach and Assistant Principal over math
In grades 6-8, 64% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test.	FCAT Performance Task Items	Math Coach	November 2009	Student work samples	Math Coach and Assistant Principal over math

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Glencoe: Skills Intervention for Middle School Math	Regular Budget	\$1,200.00
Scholastic MATH Magazine	Regular Budget	\$967.50
		Total: \$2,167.50
Technology		
Description of Resources	Funding Source	Available Amount
Riverdeep-Destination Math MSC IV and V	Regular School Budget/Title One	\$8,000.00
30 TI-108 Calculators	Regular School Budget	\$300.00
		Total: \$8,300.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teacher for Big Ideas Training	Title I	\$1,200.00
Substitute teachers for CRISS for Math training	Title I	\$1,200.00
		Total: \$2,400.00
Other		
Description of Resources	Funding Source	Available Amount

Rewards and Recognition Incentives for Teachers and Students	Accountability	\$700.00
		Total: \$700.00
		Final Total: \$13,567.50

End of Mathematics Goal

Science Goal

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009, FCAT science data, 38% of students achieved level three or above.		Given instruction based on the Sunshine State Standards, 42% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in real world, hands-on inquiry labs and activities.	Assistant Principal over science and Science department chair	The created lab schedule will be implemented with fidelity and monitored by the Assistant Principal	Student portfolios showing evidence of lab completion and mastery.
2	Teachers will incorporate reading strategies during instruction.	Assistant Principal over science, Science Department chair, and Reading Coach	Teachers will require students to read a current event article related to science once per week. Do Now journal will be reviewed weekly.	Improvement on the science mini-assessments
3	Technology will be used for research through project based learning	Classroom teachers and Science Department Chair	Student work samples	Project rubrics

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 45% of students will score at level three or above on the 2010 FCAT Science Assessment.	Florida's Continuous Improvement Model Training	Administration and Reading Coach	September 2009	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed	Assistant Principal over Science and Science Department chairperson
Given instruction based on the Sunshine State Standards, 45% of students will score at level three or above on the 2010 FCAT Science Assessment.	Science Item Specifications	Science Department Chairperson	October 2009	Lesson plan review	Assistant Principal over Science and Science Department Chairperson
Given instruction based on the Sunshine State Standards, 45% of students will score at level three or above on the 2010 FCAT Science Assessment.	CRISS or McRel training for Science Teachers	County professional development personnel	Ongoing through the end of the school year	Lesson plan review and student work samples	Assistant Principal over science, science Department chairperson, and 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
Substitute Teachers for professional development	Title One	\$1,200.00
		Total: \$1,200.00
Other		
Description of Resources	Funding Source	Available Amount
Rewards and Recognition Incentives for Students and Teachers	Accountability	\$700.00
		Total: \$700.00
		Final Total: \$1,900.00

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, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
On the 2009 administration of the FCAT Writing Test, 90% of the students in 8th grade scored a level 4.0 or above in writing.			On the 2010 administration of the FCAT Writing Test, 93% of the 8th grade students will achieve a 4.0 or above.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	School-wide writing IFC	Assistant Principal over LA	School-wide writing database	Published student writing
2	Monthly Writing Prompts across all grade levels	LA department chair	School-wide writing database	Writing prompt as directed by the department chair

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
On the 2009 administration of the FCAT Writing Test, the average score for all 8th grade students was 4.4.			On the 2010 administration of the FCAT Writing Test, the average score for all 8th grade students will be 4.6	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Writing Across the curriculum	Department Chairperson	Student portfolios	Published Student Writing
2	Implement team planning per grade level	Teacher liaisons at each grade level	Student Writing Samples	Published Student Writing

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, the average score for all 8th grade students will be 4.6	Teachers will learn how to incorporate writing strategies into their content area	District LA supervisor	November 2009	Student samples will be reviewed and scored weekly by teacher and percentage of students making adequate progress will be determined every four weeks.	Department Chair

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
Substitutes for writing across the curriculum training	Title One	\$1,200.00
		Total: \$1,200.00
Other		
Description of Resources	Funding Source	Available Amount
Rewards and Recognition Incentives for Teachers and Students	Accountability	\$700.00
		Total: \$700.00
		Final Total: \$1,900.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
43% of parents did not understand the parental involvement policy.		We will reach 95% of our parents to explain the parental involvement policy in order to increase parental involvement.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Encourage students to bring their parents to open house. The policy will be explained at Open House and we will be able to use data to determine the number of parents reached.	DeOndre Sims	Title I sign in sheets	Title I parent survey
2	Parent Link phone messages, monthly newsletters, and the school website will be used to parlay the information to our parent population.	Jennifer Roberts	Two year comparison of sign in sheets for parent events	Title I parent survey

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
22% of parents attended parent meetings at different times of the day and/or evening according to the Title I parent survey of 2009.		Increase parental attendance at meetings at different times during the day and/or evening to 40%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parent Teacher conferences will be held in the mornings on Tuesdays and Thursdays from	Evy Lenoff, Guidance Director and Phyllis Rose, Attendance Secretary	Monthly evaluation of parent conferences scheduled and attended	Teacher conference comment forms

	8:30AM-9:00AM			
2	SAC/SAF/PTO meetings will be held every first Thursday of the month at 6:00 PM to better meet the needs of parents	Jodi Washington and Terese Hauptert, SAC Chairs	Two year comparison of parent sign in sheets	SAC attendance
3	Meetings will alternate between local community centers, churches, and the school to target a larger parent population	Clarissa Coddington, Principal Robert Rivera, Assistant Principal Andre Jones, Assistant Principal	Parental involvement sign in sheets from previous years	Meeting attendance sheets
4	Host a parent night to increase understanding of testing data, promotion policy, communication with teachers, and monitoring student progress	DeOndre Sims, Title I coordinating	Comparison parent sign in sheets to previous years	Parent survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

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	Class Sets of Relevant Novels	Reading	\$2,000.00
Reading	REWARDS student books	Reading	\$500.00
Mathematics	Glencoe: Skills Intervention for Middle School Math	Regular Budget	\$1,200.00
Mathematics	Scholastic MATH Magazine	Regular Budget	\$967.50
			Total: \$4,667.50
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus Site Renewal	School Budget	\$2,000.00
Mathematics	Riverdeep-Destination Math MSC IV and V	Regular School Budget/Title One	\$8,000.00
Mathematics	30 TI-108 Calculators	Regular School Budget	\$300.00
			Total: \$10,300.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitute teachers for professional development	Title One	\$1,200.00
Mathematics	Substitute teacher for Big Ideas Training	Title I	\$1,200.00
Mathematics	Substitute teachers for CRISS for Math training	Title I	\$1,200.00
Writing	Substitutes for writing across the curriculum training	Title One	\$1,200.00
Science	Substitute Teachers for professional development	Title One	\$1,200.00
			Total: \$6,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Rewards and Recognition Incentives for Teachers and Students	Accountability	\$700.00
Mathematics	Rewards and Recognition Incentives for Teachers and Students	Accountability	\$700.00
Writing	Rewards and Recognition Incentives for Teachers and Students	Accountability	\$700.00
Science	Rewards and Recognition Incentives for Students and Teachers	Accountability	\$700.00
			Total: \$2,800.00
			Final Total: \$23,767.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
No data submitted	

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

SAC Members

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward BAI R MIDDLE SCHOOL 2611											
Number of students enrolled in the grades tested:														Read: 1003		2008-2009		School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO	
Click here to see Number of students in each group																									
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
TOTAL ⁴	100	Y	100	Y	59	N	62	N			Y			NA	43	41	N	40	38	N	60	N	65	N	
WHITE	100	Y	100	Y	75	Y	81	Y			Y			NA	26	25	NA	22	19	NA	75	NA	82	NA	
BLACK	100	Y	100	Y	47	N	47	N			Y			NA	56	53	N	57	53	N	47	N	50	N	
HISPANIC	100	Y	100	Y	64	N	68	Y			Y			NA	40	36	Y	34	32	NA	68	NA	71	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	50	N	52	N			Y			NA	53	50	N	51	48	N	52	N	56	N	
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	37	N	45	N			NA			NA	59	63	N	57	55	N		NA		NA	
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA	94		Y			NA						NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward BAI R MIDDLE SCHOOL 2611											
Number of students enrolled in the grades tested:														Read: 1086		2007-2008		School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO	
Click here to see Number of students in each group																									
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	
TOTAL ⁴	99	Y	99	Y	57	N	60	N			Y			NA	44	43	N	45	40	Y	56	N	68	NA	
WHITE	100	Y	100	Y	74	Y	78	Y			Y			NA	28	26	NA	25	22	NA	67	NA	81	NA	
BLACK	99	Y	99	Y	44	N	43	N			Y			NA	58	56	N	61	57	N	46	N	54	N	
HISPANIC	100	Y	100	Y	60	Y	66	Y			Y			NA	37	40	NA	37	34	NA	62	NA	79	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	47	N	49	N			Y			NA	53	53	N	54	51	N	47	N	62	Y	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	41	N	43	N			NA			NA	58	59	N	68	57	Y	40	N	53	NA	
STUDENTS WITH DISABILITIES	98	Y	98	Y	36	N	37	N	94		Y			NA	71	64	N	78	63	Y		NA	56	NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward BAI R MIDDLE SCHOOL 2611											
Number of students enrolled in the grades tested:														Read: 1208		2006-2007		School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO	
Click here to see Number of students in each group																									
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	
TOTAL ⁴	99	Y	99	Y	56	Y	55	N			Y			NA	43	44	NA	42	45	N	49	NA	61	Y	
WHITE	100	Y	100	Y	72	Y	75	Y			Y			NA	28	28	NA	24	25	NA	53	NA	70	NA	
BLACK	99	Y	99	Y	42	N	39	N			Y			NA	56	58	N	56	61	N	47	N	54	N	
HISPANIC	100	Y	100	Y	63	Y	63	Y			Y			NA	37	37	NA	40	37	NA	46	NA	65	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	47	N	46	N			Y			NA	54	53	N	53	54	N	47	N	57	Y	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	42	N	32	N	91		Y			NA	63	58	N	58	68	N	55	Y	46	N	
STUDENTS WITH DISABILITIES	98	Y	98	Y	29	N	22	N	85		NA			NA	77	71	N	70	78	N	42	N	50	N	

SCHOOL GRADE DATA

Broward School District BAI R MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	63%	64%	98%	38%	263
% of Students Making Learning Gains	68%	69%			137
	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?	77% (YES)	64% (YES)			141	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					541	
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 BAIR MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	62%	92%	34%	248	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	70%			133	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					510	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District BAIR MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	58%	94%	32%	243	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	62%	66%			128	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	63% (YES)			131	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					502	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested