

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: WALTER C. YOUNG RESOURCE CENTER

District Name: Broward

Principal: Diane W. Hall

SAC Chair: Dr. Jephtha Holness

Superintendent: James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-31-2009

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VISION and MISSION STATEMENTS

Walter C. Young Middle School is a community of learners where all stakeholders (staff, parents, and community) strive to ensure that all students exit performing at their highest potential in academic and behavioral achievement.

The School Board of Broward County is dedicated to meeting the educational needs of all students in a safe learning environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Walter C. Young Middle School was opened in August 1989 as a 5th-6th grade center. It grew into a full scale middle school in subsequent years. The school's campus is home to a full service middle school, community school, daycare center, public library and the Jimmie Davidson Dinner Theater. We were the first resource center built in the United States.

Unique School Strengths for Next Year

At Walter C. Young Middle School, we experience low teacher turnover rate.

Our students will be scheduled onto teams of five core teachers who share a common planning.

Our faculty all have experience in the classroom and the majority are highly qualified (the others are currently working on becoming highly qualified).

Unique School Weaknesses for Next Year

Budgetary restraints will prohibit the purchase of necessary materials and supplies. Additionally, we will not be able to progress with advancing our technology due to limited funds.

Student Demographics

Student Demographics

Total Student 1853

White 514 (27.7%) Black 349 (18.8%) Hispanic 797 (43%) Asian 122 (6.6%) Multi Racial 71 (3.8%)

English Language Learners: 113 (6.7%)

Students with Disabilities: 198 (10.7%)

Economically Disadvantaged 654 (35.3%)

Student Attendance Rates

Attendance Rate 94.10

Student Mobility

Mobility Rate 13.20

Student Suspension Rates

In-School Suspension Rate 7.60
 Out-of-School Suspension Rate 1.10

Student Retention Rates

Based on 2008 information:
 Promotion Rate 98.90
 Retention Rate 1.10

Class Size

21.27

Academic Performance of Feeder Pattern

All feeder schools to Walter C. Young Middle School received an "A" school grade in the 2008-2009 school year.

Lakeside Elementary
 Silver Palm Elementary
 Pembroke Lakes Elementary

Partnerships and Grants

Partnerships:
 Bright Star Credit Union
 Chick-Fil-A
 Jamba Juice
 Rosies Italian Ice
 Fresh Market, Galaxy Skateway, Publix (Pending)

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	Diane W. Hall	Business Ed, Middle grade Ed. Leadership ESOL	5	14	2009 School Grade "A" Reading Mastery:75% Math mastery: 77% Science Mastery:56 Writing Mastery: 98% AYP Black, ELL, SWD& Economically Disadvantage subgroups did not make AYP
Assis Principal	Cindy Eggenberger	Elem. Ed Middle School Grade SS Master in Administration & Supervision K-12 ESOL	10	21	2009 School Grade "A" Reading Mastery:75% Math mastery: 77% Science Mastery:56 Writing Mastery: 98% AYP Black, ELL, SWD& Economically Disadvantage subgroups did not make AYP
Assis Principal	Lorry Bruce Greenberg	Middle Grades Math ESOL Ed. Leadership	2	10	2009 School Grade "A" Reading Mastery:75% Math mastery: 77% Science Mastery:56 Writing Mastery: 98% AYP Black, ELL, SWD& Economically Disadvantage subgroups did not make AYP
Assis Principal	Marcela Mansur	Middle Grade Math 6-9 ESOL Ed Leadership	4	1	2009 School Grade "A" Reading Mastery:75% Math mastery: 77% Science Mastery:56 Writing Mastery: 98% AYP Black, ELL, SWD& Economically Disadvantage subgroups did not make AYP

* 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	Gloria Sekowski	MS. Reading K-12; LA Middle Grades; Elem Ed.	19	12	A school all years except one year we were a B. AYP was met in reading each year except 2008
Science	Patricia Bernard-Marks	Gifted Endorsement General Science 5-9 ESOL	18	1	A school all years except one year we were a B. AYP was met in reading each year except 2008

* 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)
Interview for potential candidates conducted by a panel of faculty members	Administration, Department Heads, and teachers within the department	Conclusion of advertising for position	
Induction orientation for newly hired staff	Administration, NESS Liaison, selected faculty members	Prior to the pre-planning week in August	
Assignment of a "buddy" teacher within a department	Administration, Department Heads and designated faculty members	Prior to pre-planning week in August	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Garcia, Nicole	Varying Exceptionalities, ESOL	6-8 ESE	workshops, staff development, classroom walkthroughs
Ludovici, Julia	Emotionally handicapped Elem. Ed, Mentally handicapped K-12, SLD K-12, Reading Endorsement, ESE K-12	6-8 ESE Reading/LA/SS	workshops, staff development, classroom walkthroughs
Palmer-Gooden, Susan	English 5-9, Marketing 6-12	Reading	workshops, staff development, classroom walkthroughs
Parnham, Lesa	Social Studies 6-12, Middle Grades Endorsed	7th Grade World History	workshops, staff development, classroom walkthroughs
Schiano, AnnMarie	ESOL, SLD K-12	ESE Science/SS	workshops, staff development, classroom walkthroughs
Zyduck, Barbara	English 6-12, ESOL, Gifted Endorsed, Middle grades Endorsed	LA	workshops, staff development, classroom walkthroughs

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
101	3	18	42	38	34	74	13	7	74

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Gloria Sekowski	Rene Joseph	Lead NESS Liaison with the ability to assist with the daily routines of a school day. Also extensive knowledge of school procedures and strong discipline and academic background.	Recommendations from the New Educator Support System
Joan Forrester	Stroud Cadet	NESS Liaison with strong discipline and academic. Excellent learning gains with intensive math students	Recommendations from the New Educator Support System
Charlene Kushner	Brian Garcia	Ness Liason with strong with discipline and academic and intergration of reading strategies in the Social Studies Curriculum	Recommendations from the New Educator Support System

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Intensive Reading Programs

Violence Prevention Programs

Safe Schools
Anti-Bullying
DARE
Conflict Mediation
Peer Court

Nutrition Programs

Wellness Program through Memorial Healthcare System

Housing Programs

NA

Head Start

NA

Adult Education

Community School houses approximately 2,000 students per term.

Career and Technical Education

EPEP
Career Planning

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Grade Level Admintrator
Grade Level Guidance Counselor
ESE Specialist
Social Worker
Family Counselor
School Psychologist
Teachers

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

Students are referred to this team for academic and behavior needs. A scheduled meeting is held to discussed data such as L 27 panels, academic history, test scores, pyschological assessments and staff input.

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

The RtI team is there to assist the goals from the school improvement plan. It is constantly monitoring the plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

Utilizing data from numerous sources such as FCAT, Mini-Assessments, Weekly Progress Reports, BAT 1& 2 and interim reports.

Describe the plan to train staff on RtI.

Staff will be trained through a workshop on an early release day.

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:
98% of our school met high standards in writing.
75% of our school met high standards in reading

77% of our school met high standards in math

Weaknesses:

56% of our school met high standards in science

Have not met AYP in Economically disadvantaged and student with disabilities subgroups in reading and math. Also the black subgroup didn't make AYP in math.

Instructional Calendar Development

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

A cadre of teachers will meet to develop the Instructional Focus Calendar. The process will begin in late April to begin the process for the upcoming school year. It will be adjusted throughout the school when the data from FCAT, Writing Assessment and BAT 1/Bat 2 is desegregated to meet the needs of our students.

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

Reading: Reference/Research
Math: Measurement
Science: Earth & Space
Writing: Six Traits of Writing Method

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

Based on test scores and teacher recommendations, teachers will be responsible for their students. They will also analyze their data from assessments and make adjustments to their instruction. In addition, these students will be referred to our Saturday Camp for remediation or lab tutorials for remediation for low performing students.

Teacher data is reviewed by administration when determining what courses will be assigned for the next school year. Administration reviews learning gains on each teacher and places students in the courses where their strengths are.

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

Walter C. Young Middle School utilizes the Instructional Focus Calendar to map out curriculum. Teams will meet to discuss curriculum and how they will intergrade the curriculum through their subject. Our "Knight's Happening" is a major culminating activity organized by the Social Studies, Math, Language Arts and Science Departments.

Career Planning and EPEP is done through their Social Studies Classroom.

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?

Career Planning and EPEP is done through their Social Studies Classroom.

Students receive a course selection card towards the end of the school year. They have the opportunity to select electives that they are interested in. When scheduling for the next school year, these course selection cards are reviewed and students are placed in the appropriate elective classes.

DO

Direct the Instructional Focus

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

Departments meet to discuss the grade level data and will create lesson plans and pace themselves according to the course that they are teaching. Department and teams meet once a month to discuss data and trends. If needed, they will make adjustments based on their findings.

How are instructional focus lessons developed and delivered?

Instructional focus lessons designed by the district are developed and delivered. All teachers will have a student friendly objective and Sunshine State Standards posted on their boards for all to see and will be reviewed in the beginning of the class.

How will instructional focus lessons be revised and monitored?

Student's will be assessed on their understanding of the focus of instruction. Student's that have difficulty understanding the focus will be recommended for remediation.

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.

Reading/Science will be assessed through monthly mini-assessment. Reading/Mathematics/Science will conduct BAT assessments.

Writing will be assessed through three writing assessments throughout the school year. This assessment will encompass the six traits of writing.

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

Students will have to show proficiency in reading, math, and science. Through assessments, students will display their proficiency and if they are not meeting this criteria, they will be referred to remediation through tutoring, Compass Odyssey or Saturday Camp.

Maintenance

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

Assessments are built into the Instructional Focus calendar monthly. For those students who have mastery, enrichment will be provided to challenge these students. Remediation will be provided for those students who not showing mastery through tutoring, Saturday Camp or pullouts for small group instruction.

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

Teachers are required to have data chats with administration throughout the school year. The first chat will be conducted during the pre-planning week with monthly review at team meetings.

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.

Administration, coaches and the leadership team will be actively involved in learning process to improve student achievement. Classroom walkthroughs, data chats and providing staff with the necessary materials needed for instruction will be provided. In addition, through learning communities, best practices can be shared and staff development.

ACT

Supplemental and Intensive Instruction/Interventions

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

Students who have not mastered the benchmarks will be assigned to the Saturday Camp for remediation. Computer program such as Compass Odyssey will be utilized to assist the struggling student,

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

Students are placed in courses based on their data. When a student is struggling to meet proficiency, staff will make a recommendation to one of the following interventions: Homework Cafe, Peer Tutoring, Saturday Camp, or pull outs.

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

During administration and leadership meetings, professional development needs to improve instructional strategies are

discussed and planned. The needs come through self assessments, classroom walkthroughs and analyzing data.

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

All level 1-3 students will be closely monitored and will have the opportunity to attend a Saturday Camp to provide assistance. In addition, level 4 and 5 students will have the opportunity for enrichment throughout the school year.

The Collaborate Problem Solving Team will have input on which students are in need of academic interventions.

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

The effectiveness of interventions will be monitored and assessed through min-assessments, BAT's, academic grades and through weekly team meetings to discuss the students academics and behavior.

Enrichment

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

Students who have displayed mastery of a skill will be provided accelerated material to expand their knowledge.

Describe how students are identified for enrichment strategies.

When identifying students for enrichment, we must take into account the whole student. Reviewing data, teacher recommendation, student request and parent comments are part of the process to determine eligibility.

Students are made aware of these strategies and expectations that goes along with it.

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)
Math Department	Katherine Brown	Monthly	2nd Tuesday of each month for an hour	Provide information from district meetings, share best practices, study trends at our school
Reading Department	Gloria Sekowski	Monthly	2nd Tuesday of each month for an hour	Provide information from district meetings, share best practices, study trends at our school
Science Department	Pat Bernard-Marks	Monthly	2nd Tuesday of each month for an hour	Provide information from district meetings, share best practices, study trends at our school
Social Studies Department	Fiesta Mitchell	Monthly	2nd Tuesday of each month for an hour	Provide information from district meetings, share best practices, study trends at our school
Language Arts Department	David Shelly	Monthly	2nd Tuesday of the month for an hour	Provide information from district meetings, share best practices, study trends at our school.
Unified Arts	Kim Annis	Monthly	2nd Tuesday of each month for an hour	Provide information from district meetings, share best practices, study trends at our school
ESE Department	Nicole Garcia	Monthly	2nd Tuesday of each month for an hour	Provide information from district meetings, share best practices, study trends at our school

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

NA

Postsecondary Transition

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In May 2009, 51% of ELL students scored at or above level 3 on FCAT SSS		By May 2010, 53% of ELL students will score at or above level 3 on FCAT SSS		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. ELL students will be placed into an appropriate reading class such as Wilson; REWARDS; READ XL; Jr. Great Books</p> <p>2. ELL students will be assigned into the computer lab once per week for the entire school year.</p> <p>3. ELL students not meeting AYP will participate in an additional 9 week Reading Strategies Program</p>	<p>1. Reading Coach; administrator</p> <p>2. Reading Coach</p> <p>3. Reading Coach</p>	<p>1. data analysis based on initial screening and 2009 FCAT SSS</p> <p>2. weekly data analysis</p> <p>3. Bi-weekly classroom walk throughs.</p> <p>4. Data chats quarterly.</p>	<p>1. FCAT: DAR; FORF</p> <p>2. computer reports from Compass Learning; READ ON; FCAT Explorer; SuccessMaker</p> <p>3. BAT I and II; Mini assessments</p> <p>4. CELLA</p> <p>5. Project based assessments</p>

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In May 2009, 39% of students with disabilities scored at or above level 3 on FCAT SSS		By May 2010, 45% of students with disabilities will score at or above level 3 on FCAT SSS		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. All ESE students will participate in a reading program structured to meet their needs; such as Wilson; REWARDS; READ XL; Jr. Great Books</p> <p>2. ESE students will be scheduled into the CAI lab once per week for the entire school year.</p> <p>3. ESE students who did not meet AYP will be given additional support to pass the benchmarks with the assistance of a support facilitator</p>	<p>1. Reading Coach; Administrator</p> <p>2. Reading Coach</p> <p>3. Reading Coach</p>	<p>1. data analysis based on initial screening and 2009 FCAT SSS</p> <p>2. weekly data analysis</p> <p>3. quarterly data chats</p>	<p>1. FCAT; DAR; FORF</p> <p>2. computer reports from Compass Learning; READ ON; FCAT Explorer; SuccessMaker</p> <p>3. BAT; mini benchmark assessments</p>

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In May 2009, 29% of students scored levels 1 or 2		By May 2010, 26% of students will score levels 1 or 2		

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. All level 1 and 2 students will be placed into an appropriate reading class structured to meet their needs such a Wilson; REWARDS or READ XL</p> <p>2.All level 1 and 2 students will be scheduled into the CAI lab one day per week for the entire school year where they will strengthen skills through Compass Odyssey; READ ON and SuccessMaker</p> <p>3.Students will enhance vocabulary through the Word Wisdom program and active vocabulary strategies</p>	<p>1.Reading Coach; Administrator</p> <p>2.Reading Coach</p> <p>3. Reading Coach; Administrator</p>	<p>1. data analysis based on initial screening and 2009 FCAT SSS</p> <p>2.bi-weekly data analysis</p> <p>3.classroom walk through</p>	<p>1.FCAT; DAR; FORF</p> <p>2. Computer reports from Compass Odyssey; READ ON and SuccessMaker</p> <p>3. BAT I and II, mini benchmark assessments</p>

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In May 2009, 71% of students scored level 3 or higher on FCAT SSS		By May 2010, 73% of students will score level 3 or higher on FCAT SSS		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1.All students will be placed into an appropriate reading class</p> <p>2. All students will be issued planners to assist with organizational skills</p> <p>3. All regular reading classes will be scheduled into the CAI lab once a week on a rotating nine week calendar</p>	<p>1. Administrator; Reading Coach</p> <p>2.Classroom Teacher; Reading Coach</p> <p>3.Classroom Teacher; Reading Coach</p>	<p>1. Data analysis based on initial tests</p> <p>2. classroom walk throughs</p> <p>3. bi-weekly data analysis</p>	<p>1.FCAT; SRI</p> <p>2. BAT I and II</p> <p>3. Computer reports from Compass Odyssey; READ ON; SuccessMaker</p>

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In May 2009, 61% of Economically Disadvantaged Students scored at or above level 3 on the FCAT Reading		In May 2010, 64% of Economically Disadvantaged Students will score at or above level 3 on the FCAT Reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. All students will be placed into an appropriate reading class.</p> <p>2. All students will be issued planners to assist with organizational skills.</p> <p>3. All regular reading classes will be scheduled into the CAI lab once a week on a rotating nine week calendar.</p>	<p>1. Administrator; Reading Coach</p> <p>2. Reading Coach</p> <p>3. Reading Coach</p>	<p>1. Data analysis based on initial tests.</p> <p>2. Classroom walkthroughs</p> <p>3. Bi-weekly data analysis</p>	<p>1.FCAT;SRI</p> <p>2. BAT I and II</p> <p>3. Computer reports from Compass Odyssey; READ ON; SuccessMaker</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 20% of students will score levels 1 or 2	REWARDS/READ XL	County trainer (unknown)	Dec. 2009	Classroom Walkthrough	Reading Coach

By May 2010, 50% of ESOL students will score level 3 or higher on the 2010 FCAT SSS	Effectively teaching the ESOL student in the mainstream class	Ede Andriella	Dec. 2009	Classroom Walkthrough	ReadingCoach; Administrator
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Each content area teacher will be given a copy of the Instructional Focus Calendar (IFC) for reading. The reading teacher on each team will be responsible for coordinating the teaching, remediation & enrichment for each benchmark within their team. Through classroom walkthroughs , Administrators will monitor the IFC compliance.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Word Wisdom Books	Word Wisdom Books	\$3,000.00
Timed Reading Books	School Accountability	\$1,100.00
		Total: \$4,100.00
Technology		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes	School Accountability	\$900.00
		Total: \$900.00
Other		
Description of Resources	Funding Source	Available Amount
Planners	School Accountability	\$6,112.00
		Total: \$6,112.00
		Final Total: \$11,112.00

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		
42% of Students with Specific Learning Disabilities scored at a level 3 or above on the Mathematics Sunshine State Standards Assessment.		By June 2010, 48% of students with Specific Learning Disabilities will score a level 3 or above on the FCAT Mathematics Sunshine State Standards Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students at level 1 or 2 will have weekly access to CCC Lab all year long. 2. Students will have the opportunity to attend FCAT Camp from February to	1. Lab. coordinator 2. FCAT Camp Teachers and Administrators 3. ESE Specialist	1. Data Analysis; Data Chats 2. Data Analysis; Data Chats 3. Data Analysis, Classroom	1. Classroom assessments: Tests, quizzes. Success maker progress report 2. BAT 3. FCAT

March (SAC Funds). 3. Students who qualify will have the assistance of support facilitators.	visits
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
63% of all economically disadvantaged students tested scored a level 3 or above on the Mathematics FCAT Sunshine State Standards		By June 2010, 67% of all economically disadvantaged students tested will score a level 3 or above on the Mathematics Sunshine State Standards Assessment.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 1. These students will be provided with reteaching activities in math class. 2. They will have weekly access to the CCC Lab 3. Students will have the opportunity to attend FCAT Camp from February to March (SAC Funds).	1. Administrator 2. Lab Coordinator 3. Administrator	1. Data Analysis; Data Chats 2. Data Analysis 3. Data Analysis; Data Chats	1. Classroom assessments: Tests, quizzes. 2. Classroom assessments: Tests, quizzes. Success maker progress report 3. BAT/ FCAT	

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
64 % of ELL Students tested scored at a level 3 or above on the Mathematics Sunshine State Standards Assessment.		By June 2010, 68% of ELL students tested will score level 3 or higher on the FCAT Mathematics Sunshine State Standards Assessment.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 1. ELL Students at level 1 or 2 will be provided reteaching in their classes. 2. Academics will be supplemented weekly with FCAT practice materials, such as, but not limited to FCAT Explorer and CCC Lab. 3. Remediation and reinforcement via Compass-Odyssey will be made available to ELL students whose grades drop to an "F".	1. Administration 2. Department Head 3. Administration	1.Data Analysis; Data Chats 2.Data Analysis 3. Data Analysis	1. Previous FCAT Scores 2. BAT / FCAT 3. Data Report form Compass-Odyssey	

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
77% of all students tested scored at a level 3 or above on the Mathematics Sunshine State Standards Assessment.		By June 2010, 79% of all students tested will score level 3 or above on the FCAT Mathematics SSS.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 1. Students will have on-going tutorials such as FCAT Explorer, Workbooks, Homework Café, and on-line textbook tutorials. 2. Students will have weekly FCAT warm-up questions in all strands, with an emphasis on those strands scoring the lowest (such as measurement). 3. Students scoring at levels 4 or 5 and maintaining A/B averages will be placed in advanced	1.Department Chair 2. Department Chair 3.Administration	1.Data Analysis 2.Data Analysis 3.Data Analysis	1. Classroom assessments: Tests, quizzes. BAT / FCAT 2. Classroom assessments: Tests, quizzes. BAT / FCAT 3. Classroom assessments: Tests, quizzes. BAT / FCAT	

classes to meet their needs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Improving scores in the lower scoring strands and understanding the changes in old and new FCAT requirements	Big Idea Training	County	On-going	Sharing Best Practices-Dept. Meetings and Content Collaboration Sessions	Dept. Chair / District
Meeting needs of all sub-groups using technology aligning Instruction	1. Differentiated Instruction 2. Geogebra 3. Instructional Focus Calendar	County	On-going	Sharing Best Practices-Dept. Meetings and Content Collaboration Sessions	Dept. Chair / District

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Compass-Odyssey	No additional funds needed	\$0.00
Success-Maker	No additional funds needed	\$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
Big Idea Workshop	District-provided workshops	\$0.00
Geogebra	District-provided workshops	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
New Adoption of Textbooks	Support Big Idea (Changes to FCAT)	\$0.00
FCAT Camp	SAC Funds	\$10,000.00
		Total: \$10,000.00
		Final Total: \$10,000.00

End of **Mathematics** Goal

Science Goal

Needs Assessment:	Based on School Grade Data: Did the total percent proficient increase or was the percent proficient maintained? What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
8th grade students scored a 62% in the Physical and Chemical content area on the 2009 Science FCAT.		By the end of 2009-2010 school year, 8th grade students will score an average of 65% in the Physical and Chemical content area on Science FCAT		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. All science teachers will participate in professional development in the utilization of inquiry-based and hands-on activities.	1. Science Department Chair/Coach 2. Science	1. After teaching the targeted skill, teachers administer a short assessment to check for student understanding.	1. District developed Science Mini-benchmark Assessment Tests. 2. Biweekly mini assessment	

<p>2.All science teachers will participate in staff development to enhance their content knowledge in physical science.</p> <p>3.All science teachers will conduct hands-on activities and experiments as learning strategies.</p> <p>4. All science teachers will access BEEP Lesson Plans and other resources posted in the Teacher Portal and in Learning Village.</p>	<p>Department Chair/Coach</p> <p>3. Classroom Teacher Science Department Chair/Coach</p>	<p>These assessments should be integrated into the curriculum and instruction.</p> <p>2. Science teachers will meet monthly to review assessment results.</p> <p>3.Science teachers will disaggregate student data to modify classroom instructions.</p>	<p>provided by sample science FCAT assessment</p> <p>3.District developed Science Mini-benchmark Assessment Tests.</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students scored a 55% In the Earth and Space content area on the 2009 Science FCAT.		By the end of 2009-2010 school year, 8th grade students will score an average of 60% in the Earth and Space content area on Science FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. All students including ESE and ELL students will use the FCAT Explorer online science tutorial modules to practice and develop logical thinking and analytical strategies.</p> <p>2. All science teachers will participate in staff development to enhance their content knowledge in earth and space science.</p> <p>4. All science teachers will access BEEP Lesson Plans and other resources posted in the Teacher Portal and in Learning Village.</p> <p>4. All Science Teachers will collaborate and share best practices.</p> <p>5. All Science Teachers will use research based pre,during, and post learning strategies and follow the Instructional Focus Calendar.</p>	<p>1. Science Department Chair/Coach</p> <p>2. Science Department Chair/Coach</p>	<p>1. Science Teachers will disaggregate data from the FCAT Explorer to modify classroom instructions</p> <p>2. Tutorial time will be used to re-teach non-mastered benchmarks. After concepts have been re-taught, students will assessed again.</p>	<p>1. District developed Science Mini-benchmark Assessment Tests</p> <p>2.Test generator with Science Textbook series as needed.</p>

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students scored a 62% in the Life and Environmental content area on the 2009 Science FCAT.		By the end of 2009-2010 school year, 8th grade students will score an average of 65% in the Life and Environmental content area on Science FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. All students including ESE and ELL students will use the FCAT explorer online science tutorial modules to practice and develop logical thinking and analytical strategies.</p> <p>2. All science teachers will participate in staff development to enhance their content knowledge in life and environmental science.</p>	<p>1. Science Department Chair/Coach</p> <p>2. Science Department Chair/Coach</p> <p>3. Science Dept Chair/Coach</p>	<p>1. Quick refresher lessons are given periodically in order to provide ongoing maintenance and re-teaching of benchmarks/standards. Through these quick activities, teachers will identify topics that need to be revisited.</p> <p>2. Teachers will provide remedial assistance to students performing at</p>	<p>1.District developed Science Mini-benchmark Assessment Tests</p> <p>2. District developed Science Mini-benchmark Assessment Tests</p> <p>3.District developed Science Mini-benchmark Assessment Tests.</p>

	<p>3. All students including ESE and ELL students, will utilize textbook FCAT review workbooks and Science Saurus to reinforce and review scientific concepts.</p> <p>4. All science teachers will access BEEP Lesson Plans and other resources posted in the Teacher Portal and in Learning Village.</p>		<p>Level 1 or Level 2 in Science through Compass Learning software.</p> <p>3. Students will integrate science vocabulary daily through their science lessons.</p>	
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students scored a 64 % in the Scientific Thinking content area on the 2009 Science FCAT,		By the end of 2009-2010 school year, 8th grade students will score an average of 67 % in the Scientific Thinking content area on Science FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. All students including ESE and ELL students will participate in critical thinking process, by conducting and writing formal lab reports utilizing the scientific method through hands-on activity.</p> <p>2. All students will have access to science-based technology (example: probe ware) to enhance the connection between science and technology.</p> <p>3. All students, including ESE and ELL students will develop critical thinking skills by writing an experimental research paper using the scientific method.</p> <p>4. The learning experience in the classroom will be enhanced through the use of technology to complete research projects.</p> <p>5. All science teachers will access BEEP Lesson Plans and other resources posted in the Teacher Portal and in Learning Village.</p> <p>6. All Science Teachers will utilize the essential labs for content mastery.</p>	<p>1. Science Dept Chair/ Coach</p> <p>2. Science Dept Chair/Coach</p> <p>3. Science Dept Chair/ Coach</p> <p>4. Science Dept Chair/ Coach</p> <p>5. Science Dept Chair/ Coach</p> <p>6. Science Dept Chair/ Coach</p>	<p>1. Students will engage in weekly inquiry based lesson to improve scientific thinking process.</p> <p>2. All science teachers will extend the learning by providing enrichment activities to students who have mastered concepts.</p> <p>3. All students will be invited to participate in the Science Fair ,Ecybermission , Week of the Ocean competition to demonstrate proficiency in the implementation of scientific process skills to a topic of their interest .</p> <p>4. Lab Report Templates will be used to guide students when writing lab reports.</p>	<p>1. District developed Science Mini-benchmark Assessment Tests.</p> <p>2. District developed Science Mini-benchmark Assessment Tests.</p> <p>3. District developed Science Mini-benchmark Assessment Tests.</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By the end of the 2009-10 school year, 100% of the instructional staff will have received professional development on Inquiry Based Teaching Strategies.	Scientific Thinking	District Training Staff	By May 2010	Instructional leaders visit classrooms and meet regularly with departments and teams to monitor the instructional progress of students.	Science Department Chair
By the end of the 2009-10 school year, 80% of the instructional faculty will have incorporated computer technology in their classrooms for the purpose of improving student achievement	Using Science Probe ware	Pasco Training Staff	By May 2010	Feedback will be given to teachers in order to improve their practice in the classroom.	Science Department Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
To Provide tutoring for Low achieving students through FCAT Camp	Accountability	\$9,127.00
		Total: \$9,127.00
Technology		
Description of Resources	Funding Source	Available Amount
To integrate technology into the science program.Probe wareBrain Pop	Accountability	\$3,894.00
		Total: \$3,894.00
Professional Development		
Description of Resources	Funding Source	Available Amount
To provide horizontal and vertical teaming facilitated within the science department. Ongoing workshops covering content, hand-on activities. Science content teachers will meet monthly to discuss trends that are used to enhance teaching techniques, teaching and learning strategies, and student learning achievement as it pertains to the new standards,	In-service Funds	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Consumables- to replace broken and worn out equipment.	Accountability	\$1,500.00
		Total: \$1,500.00
		Final Total: \$14,521.00

End of Science Goal

Writing Goal

Needs Assessment:	Based on School Grade Data: Did the total percent proficient increase or was the percent proficient maintained? What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The sub-groups of Hispanic and Black students averaged 4.6 on the FCAT Writes (.1 below the school average).		The sub-groups of Hispanic and Black students will improve to an average of 4.8 on the FCAT Writes.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All Hispanic and Black students will participate in the writing process, utilizing the Six Traits Writing Model to develop their skills. 2. All Hispanic and Black students will establish and maintain a writing portfolio to be housed in their Language Arts classroom.	1. Department Head 2. Department head	1. Students will respond to formal writing prompts every other month. 2. Portfolio activity sheet.	1. FCAT Writes rubric 2. Teacher review.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The eighth students averaged a 4.7 on the FCAT Writes.		Eighth grade students will average a 4.9 on the FCAT Writes.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	<p>1. All 6th grade students will develop their writing skills through the Six Traits Writing Model with an emphasis on Conventions and Organization, as well as expository writing.</p> <p>2. All 7th grade students will develop their writing skills through the Six Traits Writing Model with an emphasis on Word Choice, Ideas, and Sentence Fluency, as well as persuasive writing.</p> <p>3. All 8th grade students will develop their writing skills through the Six Trait Writing Model with an emphasis on Voice and Word Choice as well as expository and persuasive writing.</p>	<p>1. Department Head</p> <p>2. Department Head</p> <p>3. Department Head</p>	<p>1. Students will respond to a variety of activities based on the individual traits including formal writing prompts every other month.</p> <p>2. Students will respond to a variety of activities based on the individual traits including formal writing prompts every other month.</p> <p>3. Students will respond to a variety of activities based on the individual traits including formal writing prompts every other month.</p>	<p>1. Teacher developed rubrics and the FCAT Writes rubric.</p> <p>2. Teacher developed rubrics and the FCAT Writes rubric.</p> <p>3. Teacher developed rubrics and the FCAT Writes rubric.</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ESE (SLD) students averaged a 3.7 on the FCAT Writes (1.0 below the school average).		ESE (SLD) students will improve in overall average from 3.7 to 3.9.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. ESE students will receive additional instruction in Language Arts from a support facilitator.</p> <p>2. ESE students will attend tutorial sessions as a means to enhance their writing skills.</p>	<p>1. ESE teachers, support facilitators, Department Chairperson</p> <p>2. ESE teachers, Department Chairperson</p>	<p>1. Students will respond to a variety of activities based on the individual traits including formal writing prompts every other month.</p> <p>2. Students will respond to a variety of activities based on the individual traits including formal writing prompts every other month.</p>	<p>1. Teacher developed rubrics and the FCAT Writes rubric.</p> <p>2. Teacher developed rubrics and the FCAT Writes rubric.</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
That all Walter C. Young students will met high standards in writing	Six Trait Writing Workshop	District	End of 1st quarter	CWT	Department Chairperson

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Nancy Atwell's Writer's Workshop Course	district	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
LCD Projectors Document Cameras	Accountability	\$1,131.58
Total: \$1,131.58		
Professional Development		
Description of Resources	Funding Source	Available Amount
Six Traits Writing Workshop Writer's Workshop	accountability	\$0.00
Total: \$0.00		

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,131.58

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		
Based on The Fifteenth Annual Customer Survey, 28.8% of parents responded to this survey		To increase 10% of the amount of completed parent surveys completed.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize the parentlink, newsletter and website to inform parents of parent survey timeline and importance of their answers.	Administration, PTSA and Leadership Team	Review the data from The Sixteen Annual Customer Survey. Analyze the information from the survey to make improvements at the school	The Sixteen Annual Customer Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Improving Parent Survey responses to TheSixteen Annual Customer Survey	Provide feedback for improvement	Leadership team	Spring 2010	During the window of the survey, inform staff, students and parents of the importance of the information.	Leadership Team and PTSA

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
Parent Link and Website	district	\$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

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	Word Wisdom Books	Word Wisdom Books	\$3,000.00
Reading	Timed Reading Books	School Accountability	\$1,100.00
Mathematics	Compass-Odyssey	No additional funds needed	\$0.00
Mathematics	Success-Maker	No additional funds needed	\$0.00
Writing	Nancy Atwell's Writer's Workshop Course	district	\$0.00
Science	To Provide tutoring for Low achieving students through FCAT Camp	Accountability	\$9,127.00
			Total: \$13,227.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading			\$0.00
Writing	LCD Projectors Document Cameras	Accountability	\$1,131.58
Science	To integrate technology into the science program. Probe ware Brain Pop	Accountability	\$3,894.00
Parental Involvement	Parent Link and Website	district	\$0.00
			Total: \$5,025.58
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitutes	School Accountability	\$900.00
Mathematics	Big Idea Workshop	District-provided workshops	\$0.00
Mathematics	Geogebra	District-provided workshops	\$0.00
Writing	Six Traits Writing Workshop Writer's Workshop	accountability	\$0.00
Science	To provide horizontal and vertical teaming facilitated within the science department. Ongoing workshops covering content, hand-on activities. Science content teachers will meet monthly to discuss trends that are used to enhance teaching techniques, teaching and learning strategies, and student learning achievement as it pertains to the new standards,	In-service Funds	\$0.00
			Total: \$900.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Planners	School Accountability	\$6,112.00
Mathematics	New Adoption of Textbooks	Support Big Idea (Changes to FCAT)	\$0.00
Mathematics	FCAT Camp	SAC Funds	\$10,000.00
Science	Consumables- to replace broken and worn out equipment.	Accountability	\$1,500.00
			Total: \$17,612.00
			Final Total: \$36,764.58

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

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

Projected use of SAC Funds	Amount
Saturday Camp	15000

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

SAC Members

Members

- 1) Diane W. Hall, Principal
- 2) TDA, SAC Chair
- 3) Amanda Price, Student
- 4) Deborah Brunt, Teacher
- 5) Ede Andriella, Teacher
- 6) James McNally, Teacher
- 7) Julia Ludovici, Teacher
- 8) Milisa Villanueva, Teacher
- 9) Michell Holness, Teacher
- 10) Fredy Merico, Business Member
- 11) Alexia DeCarlo, Parent
- 12) Diane Parker, Parent
- 13) Heather Bryan, Parent
- 14) Sandy Hebron, Parent
- 15) Jennifer Miller, Parent
- 16) Diana Remesar, Parent
- 17) Jeanette Suggs, Parent
- 18) Vicki Vega, Parent
- 19) Jennifer Zapata, Parent
- 20) Alcira Torres, Parent
- 21) Gracie Forte, School Support Personnel
- 22) Patricia Bernard-Mark, School Support Personnel
- 23) Kerri Routenberg, Union Steward
- 24) Lorry Bruc Greenberg, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward WALTER C. YOUNG MIDDLE SCHOOL 3001													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1858 Math: 1858		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	71	Y	73	Y			Y			NA	31	29	NA	28	27	NA	70	NA	75	NA	NA		
WHITE	100	Y	100	Y	76	Y	77	Y			Y			NA	26	24	NA	22	23	NA	75	NA	79	NA	NA		
BLACK	100	Y	100	Y	60	N	58	N			Y			NA	46	40	Y	44	42	N	60	NA	62	N	NA		
HISPANIC	100	Y	100	Y	71	Y	74	Y			Y			NA	31	29	NA	28	26	NA	70	NA	75	NA	NA		
ASIAN	100	Y	100	Y	84	Y	90	Y			Y			NA	17	16	NA	15	10	NA	84	NA	91	NA	NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	N	63	N			Y			NA	43	39	N	40	37	N	61	N	66	N	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	51	N	64	N			Y			NA	58	49	Y	46	36	Y	57	NA	69	NA	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y	39	N	42	N	85	78	N			NA	62	61	N	60	58	N	40	N	43	N	NA		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward WALTER C. YOUNG MIDDLE SCHOOL 3001													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1954 Math: 1954		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	99	Y	99	Y	69	Y	72	Y			Y			NA	30	31	NA	26	28	NA	64	NA	75	NA	NA		
WHITE	99	Y	99	Y	74	Y	78	Y			Y			NA	25	26	NA	21	22	NA	68	NA	79	NA	NA		
BLACK	99	Y	99	Y	54	N	56	N			Y			NA	40	46	N	39	44	N	53	N	63	Y	NA		
HISPANIC	99	Y	99	Y	69	Y	72	Y			Y			NA	31	31	NA	26	28	NA	64	NA	74	NA	NA		
ASIAN	100	Y	100	Y	83	Y	85	Y			Y			NA	17	NA		15	NA	NA	82	NA	90	NA	NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	57	N	60	N			Y			NA	41	43	N	35	40	N	55	N	67	Y	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	42	N	54	N			Y			NA	60	58	N	41	46	N	51	N	68	Y	NA		
STUDENTS WITH DISABILITIES	98	Y	98	Y	38	N	40	N	85	85	N			NA	62	62	N	64	60	N	37	N	50	N	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward WALTER C. YOUNG MIDDLE SCHOOL 3001													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1863 Math: 1863		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	70	Y	74	Y			Y			50	NA	30	30	NA	27	26	NA	52	NA	74	NA		
WHITE	99	Y	99	Y	75	Y	79	Y			Y			NA	25	25	NA	18	21	NA	53	NA	76	NA	NA		
BLACK	100	Y	99	Y	60	Y	61	Y			Y		33	NA	41	40	NA	43	39	NA	47	NA	67	NA	NA		
HISPANIC	100	Y	100	Y	69	Y	74	Y			Y			NA	32	31	NA	29	26	NA	53	NA	75	NA	NA		
ASIAN	100	Y	100	Y		NA		NA			Y			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	59	Y	65	Y			Y		67	NA	42	41	NA	38	35	NA	48	NA	68	NA	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	40	N	59	Y			Y			NA	51	60	N	39	41	NA	51	Y	68	NA	NA		
STUDENTS WITH DISABILITIES	96	Y	95	Y	38	Y	36	N	80	85	Y			NA	67	62	N	66	64	N	43	N	52	N	NA		

SCHOOL GRADE DATA

Broward School District WALTER C. YOUNG RESOURCE CENTER 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	75%	77%	98%	56%	306
% of Students Making Learning Gains	70%	76%			146
	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 				

Adequate Progress of Lowest 25% in the School?	73% (YES)	71% (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					596	
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 WALTER C. YOUNG RESOURCE CENTER 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	76%	95%	52%	296	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%	74%			140	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?	58% (YES)	66% (YES)			124	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					560	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District WALTER C. YOUNG RESOURCE CENTER 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	79%	98%	52%	303	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	77%			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?	64% (YES)	67% (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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested