

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: LYONS CREEK MIDDLE SCHOOL**

**District Name: Broward**

**Principal: Washington B. Collado**

**SAC Chair: Patti Lewin and Dory Vega**

**Superintendent: James F. Notter**

**Date of School Board Approval: 12/01/09**

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

The mission of LCMS is to maintain a safe, secure, learning environment where tolerance, respect and accountability provide learning experiences that empower our diverse LCMS community.

We at Lyons Creek incorporate the District's vision throughout our own mission statement and in the following ways:

Lyons Creek consistently implements a structured instructional program through the execution of focus calendars and staff development based on analyzed data.

Lyons Creek in collaboration with other zone schools, maintains ongoing curricular discussions to ensure a continuum of academic progress in Reading, Math, Science, and Social Studies.

Lyons Creek has an established safety plan that has been shared and incorporated with all stakeholders through staff development and practice drills. Lyons Creek works collaboratively with City Safety Officials.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Lyons Creek Middle School is located at the North end of Broward County in a residential section in the City of Coconut Creek. We are the only middle school in the city and offer a Business and Entrepreneurial Magnet program to 100% of our student population. We serve over 2000 students from 6th through 8th grade and feed primarily to Monarch High School. Winston Park Elementary, Tradewinds Elementary, Quiet Waters Elementary and Coconut Creek Elementary will feed into our school for the 6th grade. In 2009, the school did not meet AYP in the following five subgroups. The ELL group tested 100% of the population in reading and math. 46% scored level 3 or above in reading and 56% scored level 3 or above in math. The SWD population tested 100% in reading and math. 40% scored level 3 or above in reading and 43% scored level 3 or above in math. The black sub-group tested 100% in reading and math and 54% scored level 3 or above in reading and 51% scored level 3 or above in Math. The economically disadvantaged group tested 100% of the population with 60% scoring level 3 or above in Reading and in Math. The Hispanic sub-group tested 100% of the population with 64% scoring level 3 or above in Reading and in Math.

#### Unique School Strengths for Next Year

- \*The school has received an "A" grade every year since it's opening.
- \*Strength in the curricular articulation with our zone schools.
- \*Structured and multifaceted stakeholder information system to keep our parents informed of school-wide activities and upcoming events such as: Online newsletter, interactive web site that allows parents to be two clicks away from administration, teachers and support personnel.
- \*Topic-based School Advisory Forum Meetings to continue to increase and improve parent involvement in their student's education.
- \*Consistent growth in students meeting high standards in reading.
- \*Consistent growth in students meeting high standards in writing.
- \*Increased the lowest 25% in reading by 12 percentage points.
- \*Enhanced a nature-friendly program through grants and programs in collaboration with the City and County to expand our

butterfly garden and having it certified nationally as a National Wildlife Sanctuary.

\*Conducted over 1300 parent teacher conferences.

\*Our students earned the highest awards in Music evaluations including Chorus and Band.

\*Obtained high awards in foreign language competitions.

\*State Championship winners in the Lego robotics competition.

\*Our Cheerleaders won first place in the State Competition.

\*Our future educators program took high awards in the county level competition.

\*Competed for the second year in a row in the SECME Science Competition.

#### Unique School Weaknesses for Next Year

\*A challenge for the school will be to increase scores in the ELL, SWD, Economically disadvantaged, Hispanic and Black population to meet AYP criteria.

\*The loss of key support staff through budget cuts and retirement.

\*We must improve the effectiveness of our math program within all subgroups and across the school.

\*This objective includes the pursuit of learning gains as well as an increase in the gains for students in the lowest 25% percentile for learning gains in math.

\*We need to strengthen our professional learning communities as it pertains to intervening to improve student achievement in math and science.

#### Student Demographics

The demographics include 50% white, 16% black, 25% Hispanic, 5% multi-racial, 4% Asian, 9% ELL and 16% ESE, and 45% free and reduced lunch with a minority rate of 47%.

#### Student Attendance Rates

The daily attendance rate is:

93.30 in 2009

93.10 in 2008

92.20 in 2007

A parent automated call-out system and an online data base is used to notify parents of students' absences. Guidance counselors monitor students with extended unexcused absences, and they are referred to a school social worker. The attendance rate at LCMS is consistent with the average for attendance at all middle schools in Broward County.

#### Student Mobility

The mobility rate is:

13.60 in 2009

16.40 in 2008

18.10 in 2007

The school is located in a community that is experiencing an economic based transition. Many families are moving to less expensive areas. And, many families are moving into the area from other countries.

#### Student Suspension Rates

The out-of-school suspension rate is:

4.00 in 2009

2.60 in 2008

1.30 in 2007

The in-school suspension rate is:

20.00 in 2009

8.50 in 2008

4.70 in 2007

Lyons Creek Middle School piloted the Discipline Matrix System in 2008. Internal and Alternative to suspension rates increased due to consistency among administration in the implementation of the County's Discipline Matrix. With clear expectations for appropriate behavior in the classroom, we expect our suspension rates to drop.

#### Student Retention Rates

Promotion rates for the last 3 years are at or above 97.97%, and retention rates are less than 3.0%.

Students in jeopardy of failing participate in a Course Recovery Program . Lyons Creek offers a free after school tutoring and enrichment program. It was developed to address students who were failing due to incomplete assignments and evolved into a comprehensive homework help program with enrichment opportunities. The program also offered access to computers and assistance completing class projects.

#### Class Size

Class Size Averages for 2009: 21.56. Currently class averages are higher until class balancing can be completed. The school projected 1989 students due to boundary changes. There are currently 2092 students registered. Class balancing should be complete within the next two weeks.

#### Academic Performance of Feeder Pattern

The primary feeder elementary schools and their 2009 School Grades/AYP are:

Tradewinds Elementary: A - AYP; No - percent met 95%

Winston Park Elementary: A - AYP; Yes - 100%  
 Quiet Waters Elementary: A - AYP; No - 97%

**Partnerships and Grants**

Lyons Creek is partners with multiple area businesses who support our academic programs through donations and volunteer hours.

**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	Washington B. Collado	School Principal, (all Levels) Foreign Language - Spanish, (grades K - 12)	5	5	Principal of LCMS From 2005-06 through 2008-09. Grade: A Increase in Reading Mastery: 67% to 72% Math Mastery: 72% had decreased to 70% and then rose to %72 in 2009. Increase in Science Mastery: 40% to 47% Increase in Writing Mastery: 89% to 94% AYP: in 2008-09 Black, SWD, Hispanic, ELL and Economically Disadvantaged did not meet AYP in Reading or Math.
Assis Principal	Debra Harrington	Speech Language Impaired, (grades K - 12) Educational Leadership, (all Levels)	3	3	Increase in Reading Mastery: 67% to 72% Math Mastery: 72% had decreased to 70% and then rose to %72 in 2009. Increase in Science Mastery: 40% to 47% Increase in Writing Mastery: 89% to 94%
Assis Principal	Steve Carruth	Educational Leadership, (all Levels) Social Science, (grades 6 - 12)	2	2	6th grade administrator for the last two years. Reading Mastery: Students improved by 4% points since 2007 with 70% of 6th grade students scoring level 3 or above. Math Mastery: Students improved by 4% points since 2007 with 69% of the students scoring level 3 and above.
Assis Principal	Thomas Howard	Educational Leadership, (all Levels) Elementary Education, (grades 1 - 6)	9	1	8th Grade Administrator at Sawgrass Springs Middle School from 2000-01 through 2008-09 Reading Mastery was maintained above 65% Math Mastery was maintained at a positive growth trend of 2% points over the past 4 years with 75% of the students scoring level 3 or above. Writing Mastery was maintained a growth trend of 5% points with a total of 95% of the students scoring level 3 or above. Science Mastery showed a growth of 1% point over the last 4 years.

\* 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	Aileen Goldhirsh	English For Speakers Of Other Languages (esol), Endorsement Reading, (grades K - 12) Specific Learning Disabilities, (grades K - 12)	3	2	2008-09 Grade A Black, ELL, SWD, & FRPL did not make AYP in reading and math. 2007-08 Grade A Black, Hispanic, ELL, SWD, & FRPL did not make AYP in reading and math.
Science	Tanisha Scott	Master's in Science Education from Nova University is in progress. Certified in Biology 6-12 ESOL Endorsement	1	1	2008-09 Grade A at Westglades Middle School. 67% of students at or above grade level in Science. In 2007-08 Grade A in 63% of students at or above grade level in Science.

\* 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)
Monthly Data Chats	Grade Level Administrator	On Going	
Partnering teachers with less than 3 years experience with veteran staff	NESS Liaison	June 2010	
Regular meetings of new teachers with Assistant Principal	Assistant Principal	On Going	

## Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Dawn Cunicelli	Nonrenewable Temporary Social Science, (grades 6 - 12)	7th Grade Social Studies	Dawn anticipates completing her certification requirements within the time frame allotted.
Deborah Eberhart	Professional Exceptional Student Education, (grades K - 12)	6 - 8 SVE Developmental Skills 6-8	Deborah anticipates completing her certification requirements within the time frame allotted.
Nazah Stebbins	Professional English, (grades 6 - 12) Professional English For Speakers Of Other Languages (esol), Endorsement	8th Grade Reading	Nazah anticipates completing her Reading endorsement requirements within the time frame allotted.
Sherry Wilton	Nonrenewable Temporary Exceptional Student Education, (grades K - 12)	Developmental Skills 6-8 SVE Classroom	Sherry anticipates completing her certification requirements within the time frame allotted.

## 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
104	1	58	28	13	26	98	8	12	90

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
David Bernasconi, Math Department Head	Brian Rosendahl	Experience and Success with students	Shared Planning times, discussion regarding lesson plans and classroom visitations.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

The title 1 funds are being used at 85% to cover additional personnel i.e. Science Coach, instructional paraprofessional to work with low performing student from AYP subgroups. The additional funds at 15% will go for instructional supplies.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

#### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

#### Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after schools and for additional instructional support during the school day.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that includes field trips, community service, and counseling.

#### Nutrition Programs

N/A

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

- Grade Level Administrator
- Grade Level Guidance Counselor
- ESE Specialist
- Teacher
- School Psychologist
- School Social Worker
- Reading Coach
- Curriculum Facilitator
- Support Facilitator

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

- Team meets weekly or as needed
- Focus is the students who are the subject of the documentation provided by the guidance Counselors

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

- Members of the team provided input, data, and insight into the RtI process
- Members of the team provided information as to the support system they will implement

### RtI Implementation

Describe the data management system used to summarize tiered data.

- Members of the team provided input, data, and insight into the RtI process
- Members of the team provided information as to the support system they will implement

Describe the plan to train staff on RtI.

- Through the PLC process, the RtI Team will train the staff

## 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: Across all grade levels, students are performing at district and state averages in reading and math. 91% of students meet high standards in writing. The number of students below grade level in math has decreased in 7th and 8th grade. Since 2008 all grade levels improved by an average of 13% points in the area of algebraic thinking.

Weaknesses: In 8th grade our weakest area in math is in the content area of geometry. Grade 6 scores in the Black subgroup for data analysis are the weakest. In 7th grade our Black subgroup was weakest in algebraic thinking and measurement with 56% not meeting high standards. In 8th grade students in all subgroups were weakest in Geometry and the Black subgroup was also weak in measurement. While all subgroups performed better by several % points the SWD, Economically Disadvantaged, Hispanic, Black and ELL subgroups did not meet AYP in Math and Reading.

#### Instructional Calendar Development

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

Lyons Creek Middle School follows the district mandated Instructional Focus Calendars which cover the Florida Sunshine State Standards. Duration of each benchmark is based on the IFC, however pacing will be modified based on individual student progress. Administration will ensure the use of the IFC by informal observation, classroom walkthroughs, lesson plans, and conferencing. During the PLC's teachers who are struggling with IFC implementation will be given support and coaching. Additionally, for reading an IFC was developed by the Reading Coach and Reading Department Chair for students who scored Level 3 and above, focusing on the clusters/strands that were identified as weak areas. Pacing will be based on individual student progress, and monitoring of formal and informal assessments.

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

In reading, math, the benchmarks that will be given priority are the benchmarks where the data shows weaknesses in student achievement. For Reading, particular focus will be given to reference and research and words, in Math, Geometry, data analysis and measurement.

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

A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events. Professional development opportunities are being provided to improve teacher use of lesson objectives.

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

Each homeroom class is scheduled as a Micro Venture. Within in each venture students have the opportunity to plan and create a business that the class has interest in. Within each "business" students write business plans, collaborate at daily business meetings, create a payroll, and actually have an opportunity to sell their products at a school wide Market-Day. Within the planning and creating of each business teachers incorporate lesson plans that include curriculum related to social studies, science, math, and reading.

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?

Seventh grade students will explore careers through their "MicroSociety" magnet course using Xplore/CHOICES/Facts.org in addition to the entrepreneurial and financial literacy curriculum. Seventh grade will focus on career and career planning and eighth grade students will focus on entrepreneurship and financial literacy skills. At the end of each school year specific elective courses i.e. Yearbook, Peer Counseling, Band and Chorus market their classes via our school wide television announcements so that students are aware of these offered elective courses and their prerequisites.

## DO

### Direct the Instructional Focus

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

Grade level teachers work together to create and modify the IFC's if necessary. Grade level teachers meet throughout the year on a regular basis in our PLC's to share evidence and best practices.

How are instructional focus lessons developed and delivered?

Departments meet in PLC's and teachers work collaboratively to develop the lessons and the delivery of the lessons for their particular group of students. The lessons will be taught throughout the class by the content area teacher and supported through the content area coach (when applicable).

How will instructional focus lessons be revised and monitored?

Using ongoing formal and informal assessments and reflective practices, teachers will meet in their PLC's to discuss the efficacy of the focus lesson and how to revise the lesson if necessary. Using formal and informal assessments, teachers and administrators will ensure that the focus lessons are effective.

## 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.

Ongoing formative assessments include discussion, oral reflection, ticket-out-the-door, response cards, response remotes, summaries, written reflection. Assessments to determine understanding of the lesson will be ongoing throughout the year to determine if modifications are necessary. An average of one to five questions will be used for each benchmark.

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

Based on the varied assessments, mastery is determined when the student is able to substantiate their understanding of the concept being taught. This may be demonstrated by a formal assessment, a demonstration, a project or an oral or written response. The rationale is that the concept being taught dictates the type of assessment used to demonstrate mastery. Based on the results of the assessments, lesson will be retaught, modified or enriched as needed by individual students.

### Maintenance

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

Mini assessments are scheduled by the department chairs based on the IFC. Ongoing formative assessments are built into the lesson plans. Teachers will enrich the curriculum for students who are performing at mastery level by utilizing small group

instruction, creating technology driven projects, and reviewing important benchmarks to reinforce mastery.

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 meet in PLC's weekly for 45 minutes. During that time, data is reviewed after assessments are administered and modifications are made based on student needs as identified by the data. Meetings are facilitated by department chairs, coaches and/or administrators and the facilitator of the meeting records attendance and monitors discussions among the grade levels. Teachers are expected to share evidence as part of the Teach First learning cycle.

### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal and the leadership team schedule regular data chats with the teachers. Based on the findings from the chats, teachers will work together in their PLC's to plan differentiated instruction based on students' academic needs. Instructional coaches assist teachers in planning, differentiation, and implementation of the IFC's and focus lessons.

### ACT

#### Supplemental and Intensive Instruction/Interventions

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

Reading: Our most intensive struggling readers are scheduled into a 90 minute block of reading using the Wilson Just Words program, Rewards, Jamestown Outer Edge, Read for Real and Phonics for Reading. For our less disfluent readers we implement Read XL and Read XL Novels as well as Jamestown Wildside as defined by the struggling readers chart. Additionally, struggling readers will have access to low readability/high interest novels as well as being taught CRISS strategies. To supplement, we use RiverDeep, Compass Learning and Accelerated Reader (pending funding approval for 2009). Novel studies and Jamestown Critical reading series are the core of the reading program for at level and advanced reading students. To supplement reading for these groups we also use the Great Source Readers Handbook.

Math: Core textbooks are used for the various levels of math. For struggling students we use supplemental materials such as the Glencoe FCAT Test Prep workbook and FCAT Explorer. We use a school pull out model, and individual teachers offer tutoring before and after school.

Science: Core textbooks are used for the various levels of science. For struggling students we use a school pull out model, and the Science Coach will push in to the classrooms for intensive intervention.

Writing: The 6 Traits Model is the core for our writing program. Struggling writers are pulled out for "Writing Seminars" and regular conferencing occurs.

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

Through pull out models, small group instruction, computer programs, and tutoring sessions, non-mastered target areas are re-taught.

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

Through data analysis, walkthroughs, and a teacher needs survey, staff development needs will be identified.

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

Based on FCAT scores, BAT scores, mini assessments and ongoing classroom assessments, students will be targeted for interventions.

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

Through data analysis and teacher observation, a determination will be made as to the efficacy of the intervention.

### Enrichment

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

Students who exceed mastery level are provided with enrichment opportunities such as the GEM Math Program, Geometry, Spanish, Project Based Learning (G.L.I.D.E.S), Peer Tutors, Online Tutorials

Describe how students are identified for enrichment strategies.

Students scoring level 4 in both Math and Reading are identified for enrichment learning activities.

### 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)
Reading Department, Grades 6, 7, and 8th at level reading teachers.	Reading Grade Level Facilitators.	Weekly	Thursdays from 8:30 to 9:05am	The primary focus of this PLC is for teachers of the same curriculum levels to analyze both standardized and non-standardized student assessment data. This in turn, will guide a focus of best practices amongst same instructional level teachers resulting in consistent and effective data-driven lesson planning.
Math Department, Grades 6, 7, and 8th grade teachers by content area.	Math Grade level facilitators	Weekly	Thursdays from 8:30 to 9:05am	The primary focus of this PLC is for teachers of the same curriculum levels to analyze both standardized and non-standardized student assessment data. This in turn, will guide a focus of best practices amongst same instructional level teachers resulting in consistent and effective data-driven lesson planning.
Science Department Grades 6,7,8 teachers by grade level.	Science Grade level facilitators	Weekly	Thursdays from 8:30 to 9:00am	The primary focus of this PLC is for teachers of the same curriculum levels to analyze both standardized and non-standardized student assessment data. This in turn, will guide a focus of best practices amongst same instructional level teachers resulting in consistent and effective data-driven lesson planning.
Language Arts grades 6,7, and 8 teachers.	Language Arts grade level facilitator	Weekly	Thursdays from 8:30 to 9:00am	The primary focus of this PLC is for teachers of the same curriculum levels to analyze both standardized and non-standardized student assessment data. This in turn, will guide a focus of best practices amongst same instructional level teachers resulting in consistent and effective data-driven lesson planning.
Grade 6,7,8, Advanced Reading Curriculum Teachers.	Reading Department Head - Aileen Goldhirsh	Weekly	Thursdays from 8:30 to 9:05	The primary focus of this PLC is to develop and plan an instructional focus calendar outlining course standards, best practices and pacing guide for advanced level readers.

### NCLB Public School Choice

Note: For Title I schools only

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

### Pre-School Transition

N/A

### Postsecondary Transition

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	<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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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
<p>In 2009 the total percent of proficient students increased by 3 percentage points from 69% to 72%.</p> <p>Our subgroups that did not meet AYP are: ELL, Black, Economically Disadvantaged (ECO), Hispanic and SWD.</p> <p>73% of the lowest 25th percentile made learning gains in Reading.</p> <p>71% of the total number tested made learning gains in Reading.</p> <p>In 6th grade we lost 2 percentage points or less in all strands except Reference and Research where we increased by 7 percentage points. In 7th grade we lost 3.5 percentage points in reference and research but stayed the same in Compare/Contrast and went up in Words/Phrase and Main Idea. In 8th grade we lost 9 percentage points in Words/Phrases, down 6 percentage points in Main Ideas and Compare/Contrast but up in Reference and Research by 22 percentage points.</p> <p>Based on the 2009 FCAT Reading data, 54% of our black subgroup scored at or above Level 3.</p>		<p>By June of 2010, 62% of the black subgroup will score at or above a level 3.</p>		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will receive structured lessons as defined in the IFC.	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments.	Mini assessments FAIR BAT 1 and 2 Walkthroughs District evaluation
2	Mentoring: Teachers who have not consistently shown learning gains with their students will receive mentoring from teachers who have made those learning gains through shared lesson planning and discussion of best practices within the PLC's.	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments Student feedback	Mini assessments FAIR BAT 1 and 2 Walkthroughs
3	Push-ins and modeling; The reading coach assists in the intensive and remedial reading classes on an as needed basis as determined by classroom walkthrough, or when teacher requests.	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments Student feedback	Mini assessments FAIR BAT 1 and 2 Walkthroughs

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT Reading data, 60% of the		By June of 2010, 72% of the ECO subgroup will score at		

Economically Disadvantaged students scored at or above Level 3.			or above a level 3	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will receive structured lessons as defined in the IFC	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR BAT 1 and 2 WADE Walkthroughs District evaluation
2	Mentoring	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments Student feedback	Mini assessments FAIR BAT 1 and 2 WADE Walkthroughs District evaluation
3	Pull-Outs	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR BAT 1 and 2 Walkthroughs
4	All students will be given the opportunity to attend FCAT Academic Camp to address/reinforce concepts in weak areas.	FCAT CAMP Facilitator	Pre and Post tests will be administered every camp session. Data will be disseminated through department heads to share with teachers on student strengths and weaknesses in order to drive instruction the weeks before FCAT.	PreTest/Post Test
5	Lyons Creek Middle School will host Mysteries in the Middle to encourage parent involvement and teach reading strategies.	Reading Coach	Pre and Post Survey from the Mysteries in the Middle Program	Parent Feedback/Comment Section
6	All students will read and record their reading through the use of department wide reading logs.	Reading Department Head	Teacher Feedback, Parent Survey	Classroom Grades

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>			<b>Objective Linked to Area of Improvement</b>	
Based on the 2009 FCAT Reading data, 46% of the ELL students scored at or above Level 3.			By June of 2010, 56% of the ELL subgroup will score at or above a level 3.	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will receive structured lessons as defined in the IFC	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR BAT 1 and 2 Walkthroughs District evaluation
2	Mentoring	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments Student feedback	Mini assessments FAIR BAT 1 and 2 Walkthroughs District evaluation
3	Pull-Outs	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR BAT 1 and 2 Walkthroughs
4	A1 and A2 students will receive reading instruction in the sheltered classroom.	ELL classroom teacher in addition to the Reading Department Chair, Reading Coach and the AP assigned to Reading.	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR BAT 1 and 2 Walkthroughs District evaluation

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>			<b>Objective Linked to Area of Improvement</b>	
Based on the 2009 FCAT Reading data, 40% of our SWD subgroup scored at or above Level 3.			By June of 2010, 50% of the SWD subgroup will score at or above a level 3.	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>

1	Students will receive structured lessons as defined in the IFC	Reading Coach, Reading Department Chair, ESE Department, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR DAR San Diego BAT 1 and 2 Walkthroughs District evaluation For non-included SWD - FAAR
2	Mentoring: Teachers who have not consistently shown learning gains with their students will receive mentoring from teachers who have made those learning gains through shared lesson planning and discussion of best practices within the PLC's.	Reading Coach, Reading Department Chair, ESE Department, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR DAR San Diego BAT 1 and 2 Walkthroughs District evaluation For non-included SWD - FAAR
3	Pull-out groups	Reading Coach, Reading Department Chair, ESE Department, AP assigned to reading and ESE Support Facilitators	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR DAR San Diego BAT 1 and 2 Walkthroughs District evaluation For non-included SWD - FAAR

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT Reading data, 64% of our Hispanic subgroup scored at or above Level 3.		By June of 2010, 76% of the Hispanic subgroup will score at or above a level 3.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will receive structured lessons as defined in the IFC	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR BAT 1 and 2 Walkthroughs District evaluation
2	Mentoring	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR BAT 1 and 2 Walkthroughs District evaluation
3	Pull-out groups	Reading Coach, Reading Department Chair, AP assigned to reading	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR BAT 1 and 2 Walkthroughs District evaluation

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In 2009 the total percent of proficient students increased by 3 percentage points from 69% to 72%.		By June of 2010, 79% of all 6-8th grade students will meet high standards in Reading as measured by the FCAT Reading Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	All students will receive structured lessons as defined in the IFC	Reading Department Chair and AP assigned to Reading	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments FAIR BAT 1 and 2 Classroom-Walkthroughs District evaluation
2	All students will read and record their reading through the use of department wide reading logs.	Reading Department Head	Teacher Feedback, Student Survey	Classroom Grades
3	Lyons Creek Middle School will host Mysteries in the Middle to encourage parent involvement and teach reading strategies.	Reading Coach	Pre and Post Survey from the Mysteries in the Middle Program	Parent Feedback/Comment Section
4	All students have been scheduled in reading	Aileen Goldhirsh, Reading Coach and	Classroom walkthroughs, and Ongoing monitoring,	BAT 1 and 2 FAIR Testing

classes, be it intensive reading or novel classes based on the level proficiency.	Department Chair Debbie Harrington, Assistant Principal	Beginning of the year assessments, departmental trainings and Professional Learning Communities.	Classroom assessments FCAT
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**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 6-8 , 78% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Using IFC's; pacing	Reading Coach	January	BAT 1 scores	Reading Coach
In grades 6-8, 78% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Effective use of the Reading Coach's time.	Reading Coach and District Trainers	September of 2009	The coach's weekly log will be shared with the Principal and Reading Coach	Principal, Reading Coach District Trainer
In grades 6-8, 78% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Departmental Focus Meetings on Sharing Best Practices regarding specific Topic based strategies, i.e. small group instruction, differentiating instruction, project based learning, etc.	Department Head	Begin September of 2009 and ongoing.	Teacher Feedback	Principal, Reading Coach

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

All reading teachers will analyze and be knowledgeable of student data as it relates to student achievement: high standards and learning gains. We will also have grade level staff development/ meeting to ensure consistent implementation of the focus calendars. Data chats will be held to discuss articulation between grade levels. As a zone, we will maintain curricular articulation with our feeder elementary schools as well as with the high school in order to create a consistent continuum of our reading program as an innovation zone.

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
19 Reading Teachers plus a Reading Coach	Regular School funding, State Reading funding and SAI funds	\$1,052,961.00
Wilson Just Words Reading Program	County Funds (donated) Pilot Program	\$0.00
Accelerated Reading Program	PTSA funds	\$3,000.00
		<b>Total: \$1,055,961.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute coverage for Teacher training and professional development.	In-service Funds	\$1,110.00
		<b>Total: \$1,110.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Final Total: \$1,057,071.00</b>		

## Mathematics Goal

<b>Needs Assessment:</b>	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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
<p>In 2009 the total percent of proficient students increased by 2 percentage points from 70% to 72%.</p> <p>Our subgroups that did not meet AYP are: ELL, Black, Economically Disadvantaged (ECO), Hispanic and SWD.</p> <p>62% of the lowest 25th percentile made learning gains in math.</p> <p>70% of the total number tested made learning gains in Math.</p> <p>The percentage of students scoring at or above grade level in math in our two lowest performing AYP subgroups (Black and SWD) increased by 4 percentage points from 2008 to 2009. However they continue to lag behind the other subgroups and will be the focus of our action steps.</p> <p>Even though there was little or no improvement in our other AYP subgroups (Hispanic, ECO, ELL) the percentage scoring at or above grade levels remains closer to the total.</p> <p>Based on the 2009 FCAT Mathematics data, 56% of ELL students scored at or above a Level 3.</p>		<p>By June of 2010, 62% of the ELL subgroup will score at or above a level 3 in Math.</p>		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will receive structured lessons as defined in the IFC and discussed and modified through the professional learning communities.	Math Department Chair, AP assigned to math	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
2	Mentoring: Teachers who have not consistently shown learning gains with their students will receive mentoring from teachers who have made those learning gains through shared lesson planning and discussion of best practices within the PLC's.	Math Department Chair, AP assigned to math	Ongoing data analysis from a variety of formal and informal assessments Student feedback	Classroom Walkthroughs District evaluation Disaggregation of data from BAT 1 and 2 Mini assessments
3	A1 and A2 students will receive math instruction in the sheltered classroom.	ELL classroom teacher in addition to the Math Department Chair and the AP assigned to Math.	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
4	School-wide math lessons	Math Department	Teacher feedback	Mini assessments

	presented by a highly qualified teacher via the distance learning classroom to supplement math instruction during the homeroom class time one day per week beginning in September 2009.	Chair and AP assigned to Math		BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT Mathematics data, 43% of SWD students scored at or above a Level 3.		By June of 2010, 48% of the SWD subgroup will score at or above a level 3		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will receive structured lessons as defined in the IFC and discussed and modified through the professional learning communities.	Math Department Chair, AP assigned to Math	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
2	Mentoring: Teachers who have not consistently shown learning gains with their students will receive mentoring from teachers who have made those learning gains through shared lesson planning and discussion of best practices within the PLC's	Math Department Chair, AP assigned to Math	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
3	Pull-out groups	Math Department Chair, AP assigned to Math	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
4	Extended learning opportunities will be made available for students after school through the homework help academy.	Math Department Chair, AP assigned to Math	Ongoing data analysis from a variety of formal and informal assessments.	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
5	School-wide math lessons presented by a highly qualified teacher via the distance learning classroom to supplement math instruction during the homeroom class time one day per week beginning in September 2009.	Math Department Chair, AP assigned to Math	Teacher Feedback	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT Mathematics data, 51% of Black students scored at or above a Level 3.		By June of 2010, 58% of the Black subgroup will score at or above a level 3.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will receive structured lessons as defined in the IFC	Math Department Chair, AP assigned to math	Ongoing data analysis from a variety of formal and informal assessments Student feedback	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
2	Mentoring	Math Department	Ongoing data analysis	Mini assessments

		Chair, AP assigned to math	from a variety of formal and informal assessments Student feedback	BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
3	Pull-out groups	Math Department Chair, AP assigned to math	Ongoing data analysis from a variety of formal and informal assessments Student feedback	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
4	School-wide math lessons presented by a highly qualified teacher via the distance learning classroom to supplement math instruction during the homeroom class time one day per week beginning in September 2009.	Math Department Chair, AP assigned to math	Teacher Feedback	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT Mathematics data, 64% of Hispanic students scored at or above a Level 3.		By June of 2010, 75% of the Hispanic subgroup will score at or above a level 3.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will receive structured lessons as defined in the IFC	Math Department Chair, AP assigned to math	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
2	Mentoring	Math Department Chair, AP assigned to math	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
3	School-wide math lessons presented by a highly qualified teacher via the distance learning classroom to supplement math instruction during the homeroom class time one day per week beginning in September 2009.	Math Department Chair, AP assigned to math	Teacher Feedback	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT Mathematics data, 60% of Economically Disadvantaged students scored at or above a Level 3.		By June of 2010, 75% of the ECO subgroup will score at or above a level 3.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will receive structured lessons as defined in the IFC	Math Department Chair, AP assigned to math	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
2	Mentoring	Math Department Chair, AP assigned	Ongoing data analysis from a variety of	Mini assessments BAT 1 and 2

		to math	formal and informal assessments	Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
3	School-wide math lessons presented by a highly qualified teacher via the distance learning classroom to supplement math instruction during the homeroom class time one day per week beginning in September 2009.	Math Department Chair, AP assigned to math	Teacher Feedback	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 72% of 6th-8th grade students scored at or above a Level 3.		By June of 2010, 79% of all 6th - 8th grade students will score at or above a level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive structured lessons as defined in the IFC and discussed and modified through the professional learning communities.	Math Department Chair and AP assigned to Math	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
2	Mentoring: Teachers who have not consistently shown learning gains with their students will receive mentoring from teachers who have made those learning gains through shared lesson planning and discussion of best practices within the PLC's	Math Department Chair and AP assigned to Math	Ongoing data analysis from a variety of formal and informal assessments	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams
3	School-wide math lessons presented by a highly qualified teacher via the distance learning classroom to supplement math instruction during the homeroom class time one day per week beginning in September 2009.	Math Department Chair, AP assigned to math	Teacher Feedback	Mini assessments BAT 1 and 2 Walkthroughs District evaluation Chapter tests Quizzes Quarterly, Midterm and Final exams

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 6-8, 76% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective Implementation of the Instructional Focus Calendar	Math Department Head	September 2009	Modeling of Lessons Classroom Visits	Principal, Mathematics Department Head AP in charge of Math
In grades 6-8, 76% of students will make learning gains in Math on the 2010 administration of the FCAT Mathematics Test	Effective Use of Manipulatives and Hands-On Activities	Math Department Head	September 2009	Observation of center use and documentation in lesson plans	Principal, Mathematics Department Head AP in charge of Math
In grades 6-8, 76% of students will make learning gains in Math on the 2010 administration of the FCAT Mathematics Test	Staff Development	a	a	a	a

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
18 Math Teachers	General School Budget, State Funds, SAI funds	\$997,542.00
		<b>Total: \$997,542.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$997,542.00</b>

End of **Mathematics** Goal

## Science Goal

<b>Needs Assessment:</b>	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		
In 2008 40% of 8th grade students scored level 3 or above on the Science FCAT test. The trend over the past 4 years as shown a steady growth. The mean scores, starting in 2003 were 287, 2004 = 285, 2005 = 299, 2006 = 295, 2007 = 298, 2008 = 302, and 2009 = 310. Our scores in June 2009 showed 47% of our 8th grade students scored a level 3 or above.		By June 2010, 50% of 8th grade students will score level 3 or above on the FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will continue using hands-on activities monthly, incorporating science process skills and a writing component.	Classroom Teacher	Teacher records	Pre-Diagnostic Test (Measuring the Florida State Standards) County provided mini-Bat assessments Hands on-Manipulative Science Program
2	All students will be instructed in the implementation of the research process and science process skills	Science Department Head and with Science Coach, Tanisha Scott	Teacher Records	Pre-Diagnostic Test (Measuring the Florida State Standards) County provided mini-Bat assessments Hands on-Manipulative Science Program
3	Students will reinforce reading and math skills, strategies and FCAT prep skills in science classrooms using the ancillaries that accompany the textbook.	Classroom Teacher	Teacher Records	Pre-Diagnostic Test (Measuring the Florida State Standards) County provided mini-Bat assessments Hands on-Manipulative Science Program
4	All 6th-8th grade students will participate in classroom generated labs to reinforce science process and research skills.	Classroom Teacher	Through staff development	Pre-Diagnostic Test (Measuring the Florida State Standards) County provided mini-Bat assessments Hands on-Manipulative Science Program
5	School-wide math lessons	Science Department	Teacher Feedback	County provided mini-

presented by a highly qualified teacher via the distance learning classroom to supplement Science instruction during the homeroom class time one day per week beginning in September 2009.	Chair, Science Coach	assessments Hands on-Manipulative Science Program Science Data from BAT 1 and 2
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**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Florida's Continuous Improvement Model Training	Administrator assigned to Science	To Begin no later than October 2009 and finish by February 2010.	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed	Principal Science Coach AP over Science
The 5E Instructional Model was developed to engage students in inquiry-based science.	5 E's Training	Cindy Knupp	To begin no later than October of 2009	Lesson Plan reviews, PLC discussions and review of minutes	Science Department Head and Science Coach

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
18 Science teachers and 1 Science Coach	FTE regular school funds, Title I funds	\$1,052,961.00
Science Manipulative Kits for force and motion.	Science Department general funds	\$3,396.05
		<b>Total: \$1,056,357.05</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Science Lab workshops for 8th grade students will be quarterly requiring substitute coverage for lab teacher participants.	Title 1	\$1,500.00
Monthly Science Magazine subscription to reinforce reading through science content.	Title 1	\$555.00
		<b>Total: \$2,055.00</b>
		<b>Final Total: \$1,058,412.05</b>

*End of Science Goal*

**Writing Goal**

**Needs Assessment:**

Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>	<b>Objective Linked to Area of Improvement</b>
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In June 2009, 95% of all groups (ELL and ESE included) score level 3.5 or higher. Scores continue to rise at a steady rate, from 2005 on.		By June, 2010, 90% of all 8th grade students will score at level 4 or higher, while promoting clear, concise, and comprehensive written communications in every class. All 6th and 7th grade students will engage in preparatory writing instruction intended to better prepare them for the 8th grade writing portion of the FCAT, while promoting clear, concise, and comprehensive written communications in every classroom		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instructional focus calendars have been reviewed and revised to maintain continued growth through modeled strategies and hands-on scaffolding in all 8th grade classrooms	LA Classroom teacher	Pre-, mid-, and post writing assessments to determine effectiveness of curriculum being implemented, with ability to re-align curriculum to a needs-based instruction plan between the mid- and post-instruction time.	Florida Writes Rubric
2	Guided practice situations, with diagnostic writing prompts and teacher-modeled instruction, taking place as per the focus calendar	Department Head	Student writing portfolios will be reviewed and updated through use of a quarterly checklist which will reinforce 6 Traits	6 Traits Writing models
3	FCAT camps and group/team activities will be offered to further engage students	Grade Level Administrator and LA Department Head	Classroom instruction will be aligned to student needs, based on the three diagnostic prompts given at equal intervals.	Diagnostic Writing situations.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In June, 2009, ELL students met writing growth by 1%.		In June 2010, all ELL students will improve writing scores by 1%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Curriculum calendar and guided instruction will be utilized in ELL classrooms	Classroom teacher	Through writing portfolio, peer-editing, and one-on-one instruction as needed, targeted students will reinforce classroom/ teacher-led instruction	Diagnostic writing situations Florida Holistic Rubric 6 Traits Writing models

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In June 2009, ESE students met writing growth by over 1%.		By June 2010, all ESE students will improve writing scores by 5%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Through classroom instruction, diagnostic prompts, and modified ESE strategies, writing skills will be reinforced.	Classroom teacher ESE Support Facilitator	classroom portfolio monitoring with grade-level /department based check-off list  Diagnostic prompts administered at equal intervals throughout the months of Aug-May  Opportunities for students to hone writing skills through modified strategies and activities based on student need according to IEP or teacher observation	Diagnostic writing situations Florida Writes Rubric 6 Traits writing models
2	Cross-curriculum writing situations will be implemented in core content classes	LA department chair	Diagnostic prompts administered at equal intervals throughout the months of Aug-May Opportunities for students to hone writing skills through modified strategies	Florida Writes Rubric 6 Traits writing models

			and activities based on student need according to IEP or teacher observation
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In June 2009, the Black Subgroup showed gains in writing with over 80% achieving level 3.5 or higher		In June, 2010, the Black subgroup will continue to show writing growth by 20%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Focus calendars	Classroom teacher	Pre-, mid-, and post writing assessments to determine effectiveness of curriculum being implemented, with ability to re-align curriculum to a needs-based instruction plan between the mid- and post-instruction time.	Diagnostic prompts given at equal intervals from Aug-May
2	Continued writing situations and events (Def Jam, Literary Lollaploozza, Visiting Author, FCAT camp) to promote student involvement and concentration on writing skills.	Department Head Assistant Principal	Student writing portfolios will be reviewed and updated through use of a quarterly checklist which will reinforce 6 Traits  Classroom instruction will be aligned to student needs, based on the three diagnostic prompts given at equal intervals.	Florida Writes rubric  Writing portfolio

**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, 95% of the 8th grade students will achieve a 3.5 or above.	Teaching the use of revision and editing strategies.	LA Department Head	September 2009	Monitor student writing portfolios, notebooks or journals. The students will use red pens to make revisions and edit so that their selfcorrecting behavior can be easily monitored.	Principal, Reading Coach Lang. Arts Department Head
By June 2010, 96% of all 8th grade students will score a 4 or above on the Fla Writes test	Professional Learning Communities (PLC) will meet to share/ create/design Best Strategies/ Best Practices; to review what worked and what did not work for student achievement	Department Head, PLC grade level leaders	Aug 2009- June 2010	PLC meetings, classroom walk-throughs, department meetings	Department head, Department AP
By June 2010, 96% of all 8th grade students will score a 4 or above on the Fla Writes test	6 Traits, Differentiated Instruction workshops for all LA teachers (no new teachers, so will be refresher training)	District, Department head	August 2009- June 2010	Classroom Observation/walk-through	Department head, department AP

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
18 Language Arts Teachers	FTE regular school funds	\$997,642.00
		<b>Total: \$997,642.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Final Total: \$997,642.00</b>		

End of **Science** Goal

## Parent Involvement Goal

<b>Needs Assessment:</b>	<p>Based on information from School Grade and Adequate Yearly Progress Data:</p> <p>Were parent involvement activities and strategies targeted to areas of academic need?</p> <p>Based on information from surveys, evaluations, agendas, or sign-ins:</p> <p>Was the percent of parent participation in school activities maintained or increased from the prior year?</p> <p>Generally, what strategies or activities can be employed to increase parent involvement?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Although we had several well attended family nights, an increase in parent involvement has been proven to increase student achievement.		By June 2010, 75% of the parents will attend one or more parent nights, conferences, or meetings.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Schedule parent nights for reading, science, math, and writing	Grade Level administrator for each subject area.	Ongoing Data Analysis	Sign-in sheets Feedback Surveys
2	Parents will be invited to attend Monthly "Topic Based" Parents nights where they will receive materials, resources and information regarding Technology, Safety and Security, Drug Education, Homework assistance, Pinnacle Training.	Principal, School Advisory Council Chairs, Assistant Principals	Ongoing Data Analysis	Sign-in Sheets and Feedback Surveys

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Parent Involvement	Conferencing Skills	Department Heads	October 2009	Conference Reports	Grade Level Administrator/ Department Heads

### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Materials and Resources for Topic Based Parent Nights scheduled Monthly throughout the year beginning with the Open House night in September 2009.	Title 1	\$5,742.00
		<b>Total: \$5,742.00</b>
		<b>Final Total: \$5,742.00</b>

*End of Parent Involvement Goal*

## Other Goals

### Music Goal Goal:

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In June 2009, 13% of total student population participated in year-long music classes.		By June 2010, 14% of students will participate in year-long music classes.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Conduct music recruitment for incoming 6th grade prior to issuing course selection cards	Guidance and Music Teachers	Data Analysis	Review of elective course selection in Matriculation records Review of Student Schedules
2	Develop new course offerings to attract the interest of non-music students	Scheduling Administrator, Guidance and Music Teachers	Data analysis	Review of elective course selection in Matriculation Records

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In June 2009 the average music literacy for audiation/reading was 56% with band at 62.2% and chorus at 51.6%		By June 2010 average music literacy in audiation/reading will rise to 65%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Employ regular weekly rhythmic and melodic instruction based on state approved music textbooks that emphasize sight reading	Music teachers, textbook coordinator	Written pre-, mid-, and post music literacy assessments as well authentic performance assessments	Iowa Music Literacy Test Lesson plans review

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The 2009 placement rate for students choosing music was 78% with band at 79% and chorus at 77%		By July 2010 the placement rate in music will rise to 85%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Monitor placement rate at mid summer and recommend changes	Scheduling administrator and Music Teachers	Data Analysis	Review of Student Schedules

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009 there was 66% reduction in small rehearsal space allocation which resulted in a 30% reduction in keyboard instruction and a 50% reduction in small group differentiated instruction		By June 2010 small rehearsal space allocation will rise to 100% with a return to 100% availability for keyboard and small group differentiated instruction.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Reserve a space fully dedicated to keyboard instruction	Music Teachers, Facilities Administrator	Data analysis	Lesson plan review Review of facilities usage
2	Utilize small rehearsal space for differentiated instruction including sectionals led by hired specialists	Music Teachers	Data Analysis	Review of Lesson Plans Review of facilities

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009 a curriculum review identified that technology could address Creation and Communication strand		By June 2010, 75% of year-long music students will use music technology to create or arrange a piece of music		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive laptop cart instruction on the use Finale Notepad and Garage Band	Music Teachers Technology Staff	Review of Teacher Records	Lesson Plan review Student Portfolios
2	Students will produce a music creation project using appropriate music technology	Music Teachers	Teacher Records	Student technology Portfolios

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 75% of year-long music students will use music technology to create or arrange a piece of music	Using Music Technology for Creation and Communication	Music Learning Community	September 2009	Monitor minutes of meeting and review student portfolios	Unified Arts Department Head In-service Facilitator

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$0.00</b>		

*End of Music Goal Goal*

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	19 Reading Teachers plus a Reading Coach	Regular School funding, State Reading funding and SAI funds	\$1,052,961.00
Reading	Wilson Just Words Reading Program	County Funds (donated) Pilot Program	\$0.00
Reading	Accelerated Reading Program	PTSA funds	\$3,000.00
Mathematics	18 Math Teachers	General School Budget, State Funds, SAI funds	\$997,542.00
Writing	18 Language Arts Teachers	FTE regular school funds	\$997,642.00
Science	18 Science teachers and 1 Science Coach	FTE regular school funds, Title I funds	\$1,052,961.00
Science	Science Manipulative Kits for force and motion.	Science Department general funds	\$3,396.05
<b>Total:</b>			<b>\$4,107,502.05</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
<b>Total:</b>			<b>\$0.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitute coverage for Teacher training and professional development.	In-service Funds	\$1,110.00
<b>Total:</b>			<b>\$1,110.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science	Science Lab workshops for 8th grade students will be quarterly requiring substitute coverage for lab teacher participants.	Title 1	\$1,500.00
Science	Monthly Science Magazine subscription to reinforce reading through science content.	Title 1	\$555.00
Parental Involvement	Materials and Resources for Topic Based Parent Nights scheduled Monthly throughout the year beginning with the Open House night in September 2009.	Title 1	\$5,742.00
<b>Total:</b>			<b>\$7,797.00</b>
<b>Final Total:</b>			<b>\$4,116,409.05</b>

## 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.

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

Projected use of SAC Funds	Amount

Saturday Academic Camp	2998.2
H.E.L.P. Academy	6995.8

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

The School Advisory Council will monitor the implementation of the SIP during the 2009-2010 school year. The committee meets monthly with Department Chairs to share information regarding progress being made toward meeting the goals and objectives set forth within the SIP. The committee will also develop the criteria for distribution of A+ funds and present these criteria to the staff for a vote.

SAC Members

**Members**

- 1) Washington B. Collado, Principal
- 2) Patricia Lewin-Genhold, SAC Chair
- 3) Dory Vega, SAC Chair
- 4) Paul Barad, Teacher
- 5) Carl Ramos, Teacher
- 6) Siara Rault, Business Member
- 7) Jacqueline Smith, Parent
- 8) Phyllis Vecchio, Parent
- 9) Karen Wawrzynaik, Parent
- 10) Rosemary Papagno, Parent
- 11) Virginia Piscazzi, Parent
- 12) Marifran Ramaglia, Parent
- 13) Laura Campigotto, Parent
- 14) Karla Coto, Parent
- 15) Michelle Grote, Parent
- 16) William Manago, Parent
- 17) Christy Maynard, School Support Personnel
- 18) Susan Miles, School Support Personnel
- 19) Shavanda Mitchum, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward LYONS CREEK MIDDLE SCHOOL 3101															
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 2121 Math: 2121		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the perc of students "on track" to be proficient used to determine AYP via the growth model.									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	68	Y	68	Y			Y			NA	35	32	NA	33	32	NA	67	NA	70	NA					
WHITE	100	Y	100	Y	73	Y	75	Y			Y			NA	31	27	NA	27	25	NA	71	NA	76	NA					
BLACK	100	Y	100	Y	54	N	51	N	91		Y			NA	47	46	N	53	49	N	54	N	55	N					
HISPANIC	100	Y	100	Y	64	N	64	N			Y			NA	39	36	N	36	36	N	64	N	66	N					
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA									
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	60	N	60	N	93		Y			NA	42	40	N	42	40	N	60	N	63	N					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	46	N	56	N	86		Y			NA	57	54	N	47	44	N	57	N	62	N					
STUDENTS WITH DISABILITIES	100	Y	100	Y	40	N	43	N	86		Y			NA	63	60	N	61	57	N	40	N	43	N					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward LYONS CREEK MIDDLE SCHOOL 3101															
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 2005 Math: 2005		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the perc of students "on track" to be proficient used to determine AYP via the growth model.									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	99	Y	99	Y	65	Y	67	Y			Y			NA	38	35	NA	34	33	NA	60	NA	71	NA					
WHITE	99	Y	99	Y	69	Y	73	Y			Y			NA	35	31	NA	28	27	NA	63	NA	75	NA					
BLACK	98	Y	98	Y	53	N	47	N	91		Y			NA	47	47	N	50	53	N	49	N	58	N					
HISPANIC	99	Y	99	Y	61	Y	64	Y			Y			NA	45	39	NA	38	36	NA	59	NA	68	NA					
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA									
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	58	Y	58	N	93	93	Y			NA	48	42	NA	43	42	N	55	NA	64	Y					
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	43	N	53	N	86	86	N			NA	63	57	N	50	47	N	53	N	64	N					
STUDENTS WITH DISABILITIES	98	Y	97	Y	37	N	39	N	84	86	Y			NA	69	63	N	70	61	Y	40	N	46	NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward LYONS CREEK MIDDLE SCHOOL 3101															
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1980 Math: 1980		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the perc of students "on track" to be proficient used to determine AYP via the growth model.									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	99	Y	99	Y	62	Y	66	Y			Y			NA	39	38	NA	33	34	NA	50	NA	66	NA					
WHITE	99	Y	99	Y	65	Y	72	Y			Y			NA	34	35	NA	29	28	NA	50	NA	66	NA					
BLACK	99	Y	98	Y	53	Y	50	N			Y			NA	52	47	NA	50	50	N	50	NA	63	Y					
HISPANIC	99	Y	99	Y	55	Y	62	Y			Y			NA	43	45	NA	36	38	NA	49	NA	64	NA					
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA									
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	52	Y	57	Y	94	93	Y			NA	51	48	NA	42	43	NA	48	NA	63	NA					
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	37	N	50	N	92	86	N			NA	69	63	N	56	50	N	49	N	58	N					
STUDENTS WITH DISABILITIES	98	Y	98	Y	31	N	30	N	85	84	N			NA	75	69	N	71	70	N	44	N	48	N					

## SCHOOL GRADE DATA

Broward School District LYONS CREEK MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	72%	72%	94%	47%	285
<b>% of Students Making Learning Gains</b>	71%	70%			141
<b>Writing and Science:</b> 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. <b>3 ways to make gains:</b> <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>					

<b>Adequate Progress of Lowest 25% in the School?</b>	73% (YES)	62% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					561	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District LYONS CREEK MIDDLE SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	69%	70%	95%	40%	274	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	64%	72%			136	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	61% (YES)	64% (YES)			125	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					535	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District LYONS CREEK MIDDLE SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	66%	71%	93%	40%	270	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	62%	70%			132	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	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					533	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested