

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: SAWGRASS SPRINGS MIDDLE SCHOOL

District Name: Broward

Principal: Adeline Andreano

SAC Chair: Frances McMahon

Superintendent: Mr. James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-11-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32395

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## VISION and MISSION STATEMENTS

**Vision:** The faculty and staff of Sawgrass Springs Middle School will consist of life-long learners using and participating in innovative educational programs in which all students will be actively engaged in learning, through an integrated environmental curriculum, incorporating the most recent technology, in a clean, safe, environment where students will experience academic and personal growth.

**Mission:** The faculty and staff of Sawgrass Springs Middle School is dedicated to providing an innovative educational program in which all students will be actively engaged in learning, through an integrated environmental curriculum, incorporating the most recent technology, in a clean, safe, environment where students will experience academic and personal growth, ultimately creating life-long learners.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Established in 1996.  
SSMS is an Environmental Science and Technology Magnet School.  
The school is located in Coral Springs, Florida, an urban, low to middle class community.

#### Unique School Strengths for Next Year

12 National Board Certified Teachers  
38 Teachers with Advanced Degrees  
School Implemented a new tardy policy which reduced the number of tardies by 20%.

#### Unique School Weaknesses for Next Year

Due to budget cuts we are losing 6 teachers  
Focus will be on students with disabilities and our lowest 25th percentile in all areas.

#### Student Demographics

Total: 1339  
Girls 49.5%  
Boys 50.4%  
Asian – 5.5%  
American Indian or Alaskan - .74%  
Black – 19.2%  
White – 46.7%  
Hispanic – 24.6%  
Multiracial – 3.11%  
FRL – 36.6%  
ESE – 9.63%  
ESOL – 4.96%

#### Student Attendance Rates

2007 – 95%, 2008 – 93.5%, 2009 – 93.4%

#### Student Mobility

2007 – 17.2%, 2008 – 14.4%, 2009 – 13%

#### Student Suspension Rates

2007 – 2.2%, 2008 – 2.5%, 2009 – 4.5%

#### Student Retention Rates

2007 – 1.91%, 2008 - .73%, 2009 - .73%

#### Class Size

2007 – 21.87, 2008 – 21.65, 2009 – 21.52

#### Academic Performance of Feeder Pattern

Westchester Elementary – 57% of class. 2005-2006 A and AYP met, 2006-2007 A and AYP met, 2007-2008 A and AYP met, 2008-2009 AYP met

Parkside Elementary – 20% of class. 2005-2006 A and AYP met, 2006–2007 A and AYP met, 2007-2008 A and did not meet AYP, 2008-2009 AYP met

Maplewood Elementary – 14% of class. 2005-2006 A and AYP met, 2006-2007 B and AYP met, 2007-2008 A and AYP met, 2008-2009 AYP not met.

The other 9% of the class come from various schools outside the feeder pattern.

Sawgrass Springs Middle is a School of Choice.

#### Partnerships and Grants

Advanced Cable Communications (12409 NW 39th Street)

Ag in the Classroom (10610 NW 43 Street)

Air Quality Division, Department of Planning and Environmental Services (218 SW 1st Avenue)

Buffalos (5761 Coral Ridge Drive)

City of Coral Springs, Environmental Division (9530 W. Sample Road)

Dairy Queen (10665 Wiles Road)

Domino's Pizza (8038 Wiles Road)

Galaxy Skateway (16900 S. Dixie Highway)

IGFA Fishing Hall of Fame and Museum (300 Gulfstream Way)

Incredible Ice (3299 Sportsplex Drive)

Mad Science (11812 NW 2nd Court)

Pepsi Americas (7305 Garden Road)

Sawgrass Nature Center (3916 NW 73rd Avenue)

Study Zone (949 Rock Island)

The Garden Club of Coral Springs (12167 NW 9th Place)

The Kids Ecology Corps (1350 East Sunrise Boulevard)

Wayne Graphics (106919 W Atlantic Boulevard)

Wheelabrator North Broward (2600 NW 48th Street)

Florida Agriculture in the Classroom – Hydroponics

American Forest Foundation – Butterfly Garden

ExxonMobil Educational Alliance grant

TDIF – Special Projects

TDIF – Conventions

Broward Education Foundation – Vocabulary Rocks

Broward Education Foundation – Citi Success

Broward Education Foundation – Impact II Disseminator

#### 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 *
					2009 Grade A Reading 79% Writing 97% Science 51%

Principal	Adeline Andreano	English (6 - 12) Humanities (K-12) School Principal (all Levels) ESOL Endorsement	11	23	<p>Math 80% AYP not met</p> <p>2008 Grade A Reading 77% Writing 91% Science 46% Math 76% AYP not met</p> <p>2007 Grade A Reading 72% Writing 91% Science 50% Math 77% AYP not met</p> <p>2006 Grade A Reading 74% Writing 90% Math 75% AYP provisional</p>
Assis Principal	Matthew Bianchi	Social Science (6 - 12) Educational Leadership (all Levels)	1.5	1.5	<p>2009 Grade A Reading 79% Writing 97% Science 51% Math 80% AYP not met</p> <p>Pioneer Middle 2008 Grade A Reading 85% Writing 97% Science 57% Math 87% AYP met</p> <p>2007 Grade A Reading 83% Writing 94% Science 59% Math 86% AYP met</p> <p>2006 Grade A Reading 83% Writing 95% Math 86% AYP met</p>
Assis Principal	Katherine Donovan	Elementary Education (grades 1 - 6) English (grades 5 - 9) Gifted, Endorsement ESOL Endorsement	2	10	<p>2009 Grade A Reading 79% Writing 97% Science 51% Math 80% AYP not met</p> <p>2008 Grade A Reading 77% Writing 91% Science 46% Math 76% AYP not met</p> <p>Silver Lakes Middle 2007 Grade D Reading 44% Writing 81% Science 23% Math 41% AYP not met</p> <p>2006 Grade B Reading 48% Writing 76% Math 49% AYP provisional</p>
Assis Principal	Ivette Figueroa	Varying Exceptionalities, (grades K - 12) Educational Leadership, (all Levels)		7	<p>Deerfield Beach Middle 2009 Grade B Reading 59% Writing 95% Science 37% Math 65% AYP not met</p> <p>2008 Grade B Reading 61% Writing 89% Science 39% Math 64% AYP not met</p> <p>2007 Grade C Reading 55% Writing 92% Science 30% Math 59% AYP not met</p> <p>2006 Grade B Reading 53%</p>

Writing 94%  
Math 54%  
AYP provisional

\* 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	Darlene Collins	Reading (grades K - 12) Elementary Education (grades 1 - 6) Educational Media Specialist (prek-Grade 12) Administration/Supervision (grades K - 12) ESOL Endorsed	13	13	2009 Grade A Reading 79% AYP not met  2008 Grade A Reading 77% AYP not met  2007 Grade A Reading 72% AYP not met  2006 Grade A Reading 74% AYP provisional

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

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Ongoing mentoring by Assistant Principal 2. Department Chair guidance/assistance 3. Peer mentoring /partnering with teacher of same subject and grade level 4. Professional Learning Communities	Katherine Donovan  Frances McMahon Darlene Collins Yasemin Long Horace Henry Linda DiCarlo Pat Hall-Howell Judith Barcel Assistant Principal Administrators	Weekly with mentor and monthly with grade level administrator.	N/A

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
None	None	None	None

### 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
79	0	20	32	48	48	100	13	15	100

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Frances McMahon	Richard Wiggans	Same subject area and grade level. Experienced matched with new teacher. Matching 2nd year teacher with experienced.	Modeling, meet weekly, release time for classroom visits, co-teaching
		Same subject area and grade level.	

Eva Hendler	Sarah Kelsey	Experienced matched with new teacher. Matching 2nd year teacher with seasoned veteran.	Modeling, meet weekly, release time for classroom visits, co-teaching
Judy Barcel	Dariel Haggerty	Same subject area. Experienced matched with new teacher. Matching 2nd year ESE teacher with ESE Specialist.	Modeling, meet weekly, release time for classroom visits, co-teaching

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Saturday School for Level 1 and AYP students will be offered. Saturday FCAT Camps will be created and offered to 8th grade students in Science and Writing tutorials leading up the FCAT tests.

Violence Prevention Programs

Coral Springs Police Department: Anti-gang and drug awareness program

Nutrition Programs

Free and Reduced Lunch

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.

Ron Pearlman (Guidance Coordinator and RtI Facilitator), John White (6th Grade Guidance Counselor), Judy Barcel (ESE Specialist), Susan Barbakoff (8th Grade Guidance Counselor), Ivette Figueroa (8th Grade Assistant Principal), Matthew Bianchi (7th Grade Assistant Principal), Katherine Donovan (6th Grade Assistant Principal), Sophia Loubeau (Social Worker), Katherine Keller (School Psychologist), and an academic team representative.

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

Administration and guidance have weekly meetings with each team of teachers. During those team meetings, teachers would suggest students who should be referred to RtI. The RtI team meets weekly to discuss students of concern.

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

The RtI team monitors the interventions that the students receive through the RtI meetings to assure that the students needs are being met.

### RtI Implementation

Describe the data management system used to summarize tiered data.

Interventions are put in place that are consistent with the behavior to help extinguish or reduce the number of undesired behaviors. The RtI team reviews the plan and modifies as needed.

Describe the plan to train staff on RtI.

Every year the process of bringing a child to the RtI team is reviewed.

## 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 above district and state averages in the Main Idea/Purpose Reading Strand. In Math, all students are performing at a high level in the Number Sense/Operation Strand and Data Analysis and Probability Strand. In 7th grade math the lowest 25% went from 45% proficient as 6th graders to 88% proficient as 7th graders.

Weaknesses: Across all grade levels, the lowest content area in math is Measurement. SSMS also scored below the state average in Geometry in the 8th grade. Across all grade levels, the lowest cluster in reading is Words and Phrases. SSMS was below the state average in Words and Phrases for the 6th and 7th grade and below the state average in Reference/Research in the 6th and 8th grade.

### Instructional Calendar Development

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

The Math, Reading, Science, and Language Arts departments receive the county IFC's and will modify to fit the needs of our 2009-2010 students per the 2008-2009 FCAT data. The IFC's will be updated in 2009 as needed and determined by disaggregated Benchmark and Mini-BATS. Classroom walkthroughs will be used to assure that all teachers are following the IFC's and Department Heads will ensure that all teachers understand the IFC's and stay inline with them.

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

Reading – Words and Phrases was the least proficient strand and will be given priority focus.

Math - Measurement was the least proficient strand and will be given priority focus.

Writing - Persuasive was the least proficient strand and will be given priority focus.

Science – Life and Environmental Sciences was the least proficient strand and will be given priority focus.

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

There is time allotted in the master schedule for teachers to re-teach and reassess as needed for mastery.

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

As an environmental magnet school, environmental awareness and how the environment affects lives is infused into everyday curriculum. Special events are also scheduled throughout the year expanding learning as to how the environment impacts student lives as a culmination of what they have learned across all subject areas.

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

Students create an EPEP by the time they graduate 8th grade to explore various careers. Students choose their elective class from a wide variety of choices, including Spanish, physical education, peer counseling, peer tutoring, health, business/keyboarding, careers, home economics, life skills etc. SSMS works hard at adhering to the true middle school model by providing students with many elective choices which exposes them to multiple experiences to assist them in pursuing their potential career interests. We also help to promote environmental awareness and environmental careers through the magnet program.

DO

Direct the Instructional Focus

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

Teachers will meet in grade level and department meetings to coordinate lessons so instruction follows the county IFC and the specific needs of our students. Administration and department heads conduct Class Room Walkthroughs to ensure instruction is given in accordance with the IFCs.

How are instructional focus lessons developed and delivered?

Instructional focus is created through the use of the county Instructional Focus Calendar, Benchmarks and student needs. Teachers are also trained on how to use BEEP which includes lessons that follow the IFCs.

How will instructional focus lessons be revised and monitored?

After disaggregating assessment results, lessons are remediated and/or enriched. Differentiated instruction is incorporated to assure success for more students.

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.

Common assessments, BAT, DAR, Mini-BATS, CELLA, IPT, FCAT, San Diego, FORP, DRP, SRI.

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

Those not reaching percent or level cut-offs are re-taught and retested. 80-80 rule. Data from the assessments is disaggregated and analyzed to ensure that instruction is delivered to meet the student needs.

Maintenance

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

Instructional Focus Calendar?

Mini-Benchmarks are given as Warm-Ups.

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.

Grade level subject area teachers meet weekly to discuss data, modifications and best practices are used. The data is shared and appropriate modifications are met to re-teach and enrich knowledge.

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.

Offering staff development through a needs assessment.  
Placing teachers on Professional Development Plan as needed.  
Weekly Classroom Walkthroughs  
Department Chair Meetings

ACT

Supplemental and Intensive Instruction/Interventions

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

Unique Skills, ALP, Speech, ESE, VE, course recovery, Intensive Math, Intensive Reading, Before and After School program, Saturday School, and the AOK program will be used for students who are struggling. We will also incorporate a failure prevention program to reduce the number of students who will have to recover courses.

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

FCAT and BAT data is disaggregated and weaknesses are remediated. Level I reading and math students will be placed into intensive classes. Level II reading and math students will be double dosed through our AOK program as well.

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

Staff Development needs are assessed annually through FCAT data and teacher needs assessments.

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

FCAT Level 1 and Level 2 reading students

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

Through BAT, Mini-BAT, and common assessments.

Enrichment

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

Instructional delivery methods include: academic competitions, Lego robotic competitions, hands-on activities, technology assisted programs, teacher/student mentoring, tutoring with the use of peer counselors, and differentiated instruction.

Describe how students are identified for enrichment strategies.

All students are encouraged to participate in multiple enrichment programs.

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)
	Grade Level			

Grade Level	Administrators: Ivette Figueroa, Katherine Donovan, Matthew	Weekly	2nd Monday 8:10am–8:50am All year.	Teachers will meet by grade level for dissemination of information focusing on data analysis and curriculum instruction.
Subject Area	Department Chairs: Kathi A. Randolph, Darlene C. Collins, Frances L. McMahon, Horace H. Henry, Yasemin Long, Patricia M. Hall- howell, Linda K. Decarlo, Judith A. Barcel	Monthly	4th Monday 8:10am–8:50am All year.	Department Chair delivers county updates on subject area. Guides department in analysis of the effectiveness of the FCIM calendars. Discuss mini-BATS, common assessment, tutorials, and enrichments to determine any necessary changes. Teachers share strategy, best practices.
Technology	Tech Specialist: Marc Desruisseaux	Bi-weekly	Every other Friday 8:10am–8:50am All year.	Teachers will be trained on a variety of new or advanced technology to use with students in order to enhance instruction. Teachers will also be trained in how to better use technology in their classroom.
Leadership Meetings	Principal: Adeline Andreano	Monthly	1st Monday 8:10am–8:50am All year.	Department heads meet with Administration to focus on curriculum development and delivery and receive county updates
Faculty Meetings	Principal: Adeline Andreano	Bi-weekly	1st & 3rd Wednesday All year.	Principal delivers information and updates from the county. Whole Group Discussions are led on what's working, what's not, and what needs adjusting.
Staff Development	Grade Level Administrators: Ivette Figueroa, Katherine Donovan, Matthew	Bi-weekly	2nd & 4th Wednesday All year.	Various presenters educate teachers and inform teacher groups on new programs, techniques, and strategies to be used in the classroom to enhance student engagement and success.

### 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.

n/a

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
79% of students in grades 6-8 achieved mastery on the 2009 administration of the FCAT Reading Test		In grades 6-8 , 82% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All 6th, 7th, and 8th grade students will be enrolled in a Reading class with a highly qualified Reading teacher to enforce Reading skills and strategies in order to improve the 5 basic components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Reading Coach: Darlene Collins	Classroom walkthrough and Implementation of reading instructional focus into daily lesson.	Mini-BAT, BAT, and Common Assessment in Reading
2	Reading teachers will be trained monthly by the Reading Coach on research-based differentiated strategies to include setting up learning centers, classroom libraries, cooperative groups, literature circles, oral and silent reading drills. CRISS and Mcrel, and individual and group testing procedures.	Reading Coach: Darlene Collins	Students will be continuously monitored through mini assessments.	Student progress will be assessed by the results of the BAT, mini-BATs, DAR, San Diego, FORP, DRP, and SRI.
3	A before school Reading Club will be used as enrichment. Students will attend and independently read, share and discuss their novels promoting independent reading.	Reading Coach: Darlene Collins	The success of program will be evaluated by attendance and group discussions.	FCAT Reading Results
4	Renzulli Learning will be used to identify student learning needs for reading.	Reading Coach: Darlene Collins	Renzulli reports will monitor growth.	FCAT Reading Results

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
67% of the lowest 25% made learning gains on the 2009 administration of the FCAT Reading Test.		By June 2010, 70% of the lowest 25% will make learning gains on the 2009-2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	ESE students will receive instruction, remediation and enrichment in our Unique Skills lab, and additional phonics/word attack help through the Wilson and Rewards programs.	Reading Coach: Darlene Collins ESE Specialist: Judy Barcel	Students will be continuously monitored on speed, fluency, and comprehension	The DAR will be used for Students with Disabilities as identified on the Struggling Readers Chart.
2	Targeted low level ESE students who are functioning below grade level will be placed in VE ESE classes for Reading instruction.	Reading Coach: Darlene Collins ESE Specialist: Judy Barcel	Student progress will be assessed using the Continuous Improvement Model.	BAT 1 and 2 and FCAT
3	A Development LA class for eligible students taught by dynamic Reading and ESOL certified/endorsed teacher using District provided materials. Teachers implementing interactive multimedia and multimodal strategies and testing accommodations.	Reading Coach, Darlene Collins. ESOL teacher, Nancy Manney	Students will be continuously monitored on speed, fluency, and comprehension	DAR, BAT 1 and BAT 2, FCAT Reading assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
51% of our Students with Disabilities scored at or above grade level in 2009.		By June 2010, 60% of our Students with Disabilities will score at or above grade level.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ESE students will receive instruction, remediation and enrichment in our Unique Skills lab, and additional phonics/word attack help through the Wilson and Rewards programs. A push in model will be incorporated into reading classes.	Reading Coach: Darlene Collins ESE Specialist: Judy Barcel	Students will be continuously monitored on speed, fluency, and comprehension	DAR

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
59% percent of the Black subgroup scored at or above grade level on the on the 2008-2009 FCAT Reading Test.		By June 2010, 66% of the Black student subgroup scored at or above grade level on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Level 1 and Level 2's will receive a double dose of Reading through an Intensive Reading Class.	Reading Coach, Darlene Collins	Stuents will be continuously monitored on speed, fluency, and comprehension	DAR, BAT 1 and BAT 2, 2010 FCAT Reading.
2	Level 2 and Low Level 3 students will be pulled out for mentoring every other day through the in-school mentoring program.	Reading Coach, Darlene Collins, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa.	Progress in mentoring program on speed, fluency and comprehension	Study Island Assessment results, DAR, BAT 1 and BAT 2.

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, 82% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Reading Across the Curriculum	Darline Collins	August-October 2009	Classroom Walkthroughs, Lesson Plan Monitoring	Reading Coach and Grade Level Administrator
By June 2010, 70% of the lowest 25% will make learning gains on the 2010 FCAT	AYP Data Chats	Darline Collins	August-October 2009	Classroom Walkthroughs, Lesson Plan Monitoring	Reading Coach and Grade Level Administrator

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

All teachers will participate in content area reading strategy staff development.

Administration will look for strategies during classroom walkthroughs.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Books for Go-pher Reading Club	PTA	\$500.00
Content related novels	Accountability/Media Funds	\$2,500.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Renzulli learning software.	Magnet Funds	\$2,000.00
Accelerated Reader Program	Media and ESE Funds	\$400.00
		Total: \$2,400.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Renzulli training and coaching.	Magnet Funds	\$800.00
		Total: \$800.00
Other		
Description of Resources	Funding Source	Available Amount
Performance Incentives for students.	Accountability	\$500.00
		Total: \$500.00
		Final Total: \$6,700.00

*End of Reading Goal*

## Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
80% of grades 6-8 students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 6-8 , 83% of the students will achieve mastery on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The math teachers will use the curriculum focus calendar to follow the district's Scope and Sequence and its	Math Department Head: Frances McMahon, Grade Level Administrators, Katherine Donovan,	Increased achievement between assessments.	Weekly class room walkthroughs, mini-BATs, BAT and common assessments will be reviewed to determine

	correlation to the Sunshine State Standards. They will start each lesson with a "DO NOW". All Math teachers will be trained in the use of Odyssey Curriculum, Renzulli Learning, and FCIM model.	Matthew Bianchi, Katherine Donovan		effectiveness and progress.
2	The math teachers will use the curriculum focus calendar to follow the district's Scope and Sequence and its correlation to the Sunshine State Standards.	Math Department Head: Frances McMahon, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Katherine Donovan	Increased achievement between assessments.	Class Walkthroughs, mini-BATs, BAT and common assessments will be reviewed to determine effectiveness and progress.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
65% of the lowest 25% made learning gains on the 2009 administration of the FCAT Math Test.		By June 2010, 67% of the lowest 25% will make learning gains on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Level I students will receive a double dose of Math Instruction, while enrolled in an intensive Math class.	Math Department Head: Frances McMahon, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Katherine Donovan	Scores from mini-BATs, BAT and common assessments will be reviewed to determine effectiveness and progress.	Increased achievement between BAT's and teacher created common assessments.
2	A-OK program will be implemented to assist our Level II math students. Through a pull out program students will be mentored and re-taught.	Math Department Head: Frances McMahon, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Katherine Donovan	Student progress will be assessed using the Continuous Improvement Model.	Mini-BAT, BAT, Teacher created Common Assessments, and FCAT.
3	Implementation of interactive multimedia and multimodal strategies and testing accommodations for ESOL students.	Math Department Head: Frances McMahon ESE Specialist: Judy Barcel; Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa ESOL Teacher, Nancy Manney	Scores from mini-BATs, BAT and common assessments will be reviewed to determine effectiveness and progress.	Mini-BAT, BAT, Teacher created Common Assessments, and FCAT.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students with Disabilities: 43% scoring at or above grade level in Math on the 2009 FCAT.		By June 2010, 53% of students with disabilities will score at or above grade level on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ESE students will receive instruction, remediation and enrichment in our Unique Skills lab. We will also incorporate a push in model for the students who qualify.	Math Department Head: Frances McMahon ESE Specialist: Judy Barcel; Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Bi-weekly Classroom Walkthroughs. Scores from mini-BATs, BAT and common assessments will be reviewed to determine effectiveness and progress.	Increased achievement between BAT assessments and teacher created common assessments.
2	All mathematics students will receive instruction in the use of manipulatives, calculators and computers to investigate and verify findings in solving real world problems. the Continuous Improvement Model.	Math Department Head: Frances McMahon ESE Specialist: Judy Barcel; Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Bi-weekly Classroom Walkthroughs. Scores from mini-BATs, BAT and common assessments will be reviewed to determine effectiveness and progress.	Increased achievement between BAT assessments and teacher created common assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
60% of Blacks in grades 6-8 scored at or above grade level on the 2008-2009 FCAT Math Test.		By June 2010, 67% of Blacks in grades 6-8 scored at or above grade level on the 2009-2010 FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Level 1 students will receive a double dose of Math through and Intensive Math class.	Math Department Head, Frances McMahon, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Scores for BAT's, Mini BAT's, and teacher created common assessments.	Increased achievement scores, and decreased weaknesses between assessments.
2	Level 2 and low Level 3 students will be pulled out and mentored through an in-school mentoring program, A-OK	Math Department Head, Frances McMahon, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Increased achievements of Study Island and teacher made tests, BAT 1, BAT 2, FCAT Math Test.	Increased achievement score, and decreased weaknesses between assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 6-8, 79% of the students will achieve mastery on the 2010 FCAT Math Test.	Effective Implementation of Math Focus Calendar	Department Head: Frances McMahon	August – October 2009	Lesson Plan Monitoring Classroom Walkthrough	Department Chair, Frances McMahon Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa
By June 2010, 67% of the lowest 25% will make learning gains on the 2010 FCAT Math Test.	Differentiated instruction in Math New FCAT Test Specifications Training	Department Head: Frances McMahon	August – October 2009	Lesson Plan Monitoring Classroom Walkthrough	Department Chair, Frances McMahon Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa
By June 2010, 53% of Students with Disabilities will score at or above grade level on the FCAT Math Test.	Using manipulatives and hands-on activities in the classroom.	Department Head: Frances McMahon	August – October 2009	Lesson Plan Monitoring Classroom Walkthrough	Department Chair, Frances McMahon Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa

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
Renzulli learning software.	Magnet Funds	\$2,500.00
Total: \$2,500.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Renzulli training and coaching.	Magnet Funds	\$700.00
Total: \$700.00		
Other		
Description of Resources	Funding Source	Available Amount
Performance Incentives for students.	Accountability	\$500.00
Total: \$500.00		
<b>Final Total: \$3,700.00</b>		

## Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 8, 51% of students achieved mastery on the 2009 administration of the FCAT Science Test.		In grade 8, 54% of the students will achieve mastery on the 2010 FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Development and use of the curriculum maps and instructional focus calendars that will be revised to provide in-depth investigation in areas of deficiency. Formative and cumulative assessments identified by the science department will be used consistently in every grade level to assess specific benchmark objective mastery.	Science Department Head Grade Level Administrator	Increased achievement between assessments	Mini-BATs , common assessments, BEEP, and Science FCAT results assessments will be reviewed to determine effectiveness and progress.
2	Teachers will incorporate ESE and ELL strategies throughout the content area making modifications through modified assessments, extra time, peer buddy, support facilitators, and hard copy of notes.	Science Department Head, ESE Facilitator, Grade Level Administrator	Instruction will include re-teaching of deficient skills using differentiated instruction and alternative assessments.	Mini-BATs , common assessments, BEEP, and Science FCAT results assessments will be reviewed to determine effectiveness and progress.
3	Students will be encouraged to participate in Science Clubs and competitions like: Critter Club, Science Fair, Gardening Club, Recycling Club, Week of the Ocean, Legos Club, etc.	Science Department Head, Club Sponsors, Administration	Attendance of students who participate and compete in clubs.	Students who participate in the Science Clubs will be tracked and their Science FCAT scores will be examined.
4	Students will participate in a variety of environmental magnet theme enrichment activities and lessons.	Science Department Head, Magnet Coordinator, Administration	Science FCAT based questions will accompany the environmental magnet theme activities and enrichment.	Mini-BATs , common assessments, BEEP, and Science FCAT results assessments will be reviewed to determine effectiveness and progress.
5	Saturday FCAT Camps will be created and offered to 8th grade students in Science and Writing tutorials leading up the FCAT tests.	8th grade Assistant Principal and Department Heads.	Students will be assessed continually during the FCAT Camps to determine areas of concern. Areas of concern are re-taught to create proficiency.	Science FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 8, 54% of the students will achieve mastery on the 2010 FCAT Science Test.	Teacher Training on Science Test Item and Performance Task Specifications for Grade 8 (FCAT TEST Specs)	Science Department Chair, Linda DeCarlo	August – September 2009	Lesson Plan Monitoring Classroom Walkthrough	Department Chair Grade, Linda DeCarlo Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figuero
	Best Practices (benchmark				

In grade 8, 54% of the students will achieve mastery on the 2010 FCAT Science Test.	lesson presentations, experiments, hands-on activities, use of outdoor classroom including Endangered Tortoise Preserve, Butterfly Garden, and Hydroponic Garden Center)	Science Department Chair, Linda DeCarlo Department Chair	August – September 2009	Lesson Plan Monitoring Classroom Walkthrough	Department Chair Grade, Linda DeCarlo Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figuero
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Saturday School supplies and teacher pay	Accountability	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Renzulli learning software.	Magnet Funds	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Renzulli training and coaching.	Magnet Funds	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Performance Incentives for students.	Accountability	\$1,000.00
		Total: \$1,000.00
		Final Total: \$2,500.00

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 8, 97% of students showed proficiency in Writing.		By June 2010, 98% of students will be proficient on the Writing portion of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Grade 6-8 demand writing prompts will be given three times during September through January by language arts teachers. The prompts will be used to identify strengths and weakness in students' writing skills. Language Arts teachers will use the prompts in whole group and small group instruction to assist the students in identifying elements of a high level demand writing prompt. Two of the three demand writing prompts will be Persuasive Writing, which is more of a challenge than the expository for our students. Writing drafts and revisions	Language Arts Department Heads, Horace Henry and Yasemin Long. Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Writing prompts will be graded and revisions will be submitted.	The 6 Traits Writing Rubric and Florida Writes Rubric for baseline and mid-year reports.

	will be done in Language Arts classes twice a month. Writing magazines will be used for writing enhancement.			
2	A Literary Fair will be coordinated to represent students from all three grades levels to submit their writings for school and district awards and recognition. We have a Literary Fair night once a year and invite the parents of our winning students to share the writing pieces submitted. Students will learn to present PowerPoint presentations through the use of wireless carts and computer labs.	Department Representative, TBD	Student work will be judged by a panel according to the 6 Traits of Writing rubric	6 Traits of Writing rubric
3	Grade 6-8 students, Through Media Orientation, students are provided lessons and orientation on research on the Internet to contribute to their writing skills for research papers as well as learning writing process skills from prewriting through the publishing stages.	Media Specialist, Gayle Gellers, Department Heads Horace Henry and Yasemin Long, and Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Students work will be examined for effectiveness in the writing process.	Student Writing portfolio.
4	Students will participate in District and School-wide contests i.e. essays, poetry, short stories to encourage and ease the writing process. Students will use technology as a motivational tool for writing i.e. wireless carts and distance learning.	Department Heads, Horace Henry and Yasemin Long	Essay Contest Awards will be given by a panel of judges who evaluate each essay for its effectiveness	Essay Contest Awards

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 98% of students will be proficient on the Writing portion of the FCAT.	6 Traits of Writing Writers Workshop	Language Arts Department Head	September-October	Lesson Plan Monitoring Classroom Walkthrough	Department Chair Grade Level Administrator ESE Specialist

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Saturday School supplies and teacher pay	Accountability	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Renzulli learning software.	Magnet Funds	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Renzulli training and coaching.	Magnet Funds	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Performance Incentives for students.	Accountability	\$1,000.00
		Total: \$1,000.00

## 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?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Increase parent participation in school related activities.			Increase parent participation in school related activities.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	School will notify parents through phone calls of school events.	7th Grade Assistant Principal	Sign in lists, increased number of volunteers, increase in conferences, increase in parents at day and evening activities	SSMS Parent Needs Assessment
2	School will notify parents through website of school events and school newsletter.	7th Grade Assistant Principal	Website will be updated daily, and the morning announcements will be streamed.	SSMS Parent Needs Assessment
3	School will send home fliers for school events.	6th Grade Assistant Principal	Sign in lists, increased number of volunteers, increase in conferences, increase in parents at day and evening activities	SSMS Parent Needs Assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent participation in school related activities	Open House / Student Orientation	6th Grade Administrator	September	Parent Sign in and Needs Assessment	Guidance

Budget:

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



# 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	Books for Go-pher Reading Club	PTA	\$500.00
Reading	Content related novels	Accountability/Media Funds	\$2,500.00
Writing	Saturday School supplies and teacher pay	Accountability	\$1,500.00
Science	Saturday School supplies and teacher pay	Accountability	\$1,500.00
			Total: \$6,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Renzulli learning software.	Magnet Funds	\$2,000.00
Reading	Accelerated Reader Program	Media and ESE Funds	\$400.00
Mathematics	Renzulli learning software.	Magnet Funds	\$2,500.00
Writing	Renzulli learning software.	Magnet Funds	\$0.00
Science	Renzulli learning software.	Magnet Funds	\$0.00
			Total: \$4,900.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Renzulli training and coaching.	Magnet Funds	\$800.00
Mathematics	Renzulli training and coaching.	Magnet Funds	\$700.00
Writing	Renzulli training and coaching.	Magnet Funds	\$0.00
Science	Renzulli training and coaching.	Magnet Funds	\$0.00
			Total: \$1,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Performance Incentives for students.	Accountability	\$500.00
Mathematics	Performance Incentives for students.	Accountability	\$500.00
Writing	Performance Incentives for students.	Accountability	\$1,000.00
Science	Performance Incentives for students.	Accountability	\$1,000.00
			Total: \$3,000.00
			Final Total: \$15,400.00

## 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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No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Saturday School supplies and teacher pay.	4500

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

The School Advisory Council (SAC) is the governing body charged with final decision making at our school with regards to implementation of the provisions of Sections 1001.42(18) and 1008.341,345, Florida Statutes on School Improvement. The School Advisory Council meets monthly and insures implementation of our SIP objectives. Training is provided for all SAC members. The SAC committee includes parents, business partners, and members of the community and faculty who have expertise in specific areas. The Council delineates committees to develop school improvement objectives including strategies and recommendations for staff development and budget. Once plans are approved it is shared with all members of the staff as well as parents, guardian and community stakeholders. During the year the SAC committee oversees the implementation of the action steps, conducts a needs assessment, designs the new SIP objectives for the following school year, and establishes committees as needed for school improvement. The at the beginning of each new school year the SAC schedules events for parents, stakeholders and students in order to support student achievement and success.

## SAC Members

### Members

- 1) Adeline Andreano, Principal
- 2) Frances McMahon, SAC Chair
- 3) Marissa Walters, Student
- 4) Kristopher Cordova, Student
- 5) Linda Derogene, Teacher
- 6) Horace Henry, Teacher
- 7) Patricia Walters, Teacher
- 8) Sharon Murray, Teacher
- 9) Abel Pena, Business Member
- 10) Michael Bush, Business Member
- 11) Marcia Cordova, Parent
- 12) Cheryl De Gol, Parent
- 13) Dineen Fogel, Parent
- 14) Sharla Slappy, Parent
- 15) Rhonda Adelstein, Parent
- 16) Grace Levy, Parent
- 17) Sandy Goodman, Parent
- 18) Robin Reccasina, Community Member
- 19) Mila Vinas, School Support Personnel
- 20) Patricia Hall-Howell, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward SAWGRASS SPRINGS MIDDLE SCHOOL 3431													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1338 Math: 1338		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 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 <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
TOTAL <sup>4</sup>	100	Y	100	Y	74	Y	76	Y			Y			NA	28	26	NA	28	24	NA	73	NA	78	NA			
WHITE	100	Y	100	Y	82	Y	81	Y			Y			NA	20	18	NA	21	19	NA	79	NA	82	NA			
BLACK	100	Y	100	Y	59	N	60	N	91		Y			NA	43	41	N	49	40	Y	57	N	63	NA			
HISPANIC	99	Y	99	Y	72	Y	73	Y	94		Y			NA	34	28	NA	32	27	NA	72	NA	75	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	63	N	67	N	91		Y			NA	41	37	N	42	33	Y	62	N	70	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA	75	90	Y			NA						NA							
STUDENTS WITH DISABILITIES	100	Y	99	Y	41	N	43	N	85	91	Y			NA	62	59	N	60	57	N	39	N	45	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward SAWGRASS SPRINGS MIDDLE SCHOOL 3431													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1298 Math: 1298		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 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 <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	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	72	Y	72	Y			Y			NA	32	28	NA	28	28	NA	66	NA	76	NA			
WHITE	100	Y	99	Y	80	Y	79	Y			Y			NA	25	20	NA	21	21	NA	72	NA	80	NA			
BLACK	100	Y	100	Y	57	N	51	N	91		Y			NA	51	43	Y	46	49	N	52	NA	63	Y			
HISPANIC	100	Y	99	Y	66	Y	68	Y	94		Y			NA	40	34	NA	36	32	NA	60	NA	72	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	59	Y	58	N	91		Y			NA	47	41	NA	43	42	N	56	NA	67	Y			
ENGLISH LANGUAGE LEARNERS	100	Y	99	Y		NA		NA	75	N				NA						NA							
STUDENTS WITH DISABILITIES	100	Y	99	Y	38	N	40	N	94	85	N			NA	68	62	N	62	60	N	36	N	50	N			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward SAWGRASS SPRINGS MIDDLE SCHOOL 3431													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1367 Math: 1367		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 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 <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	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	68	Y	72	Y			Y			NA	30	32	NA	28	28	NA	53	NA	70	NA			
WHITE	100	Y	100	Y	75	Y	79	Y			Y			NA	23	25	NA	21	21	NA	55	NA	75	NA			
BLACK	100	Y	100	Y	49	N	54	N	94		Y			NA	47	51	N	49	46	N	48	N	64	Y			
HISPANIC	100	Y	100	Y	60	Y	64	Y			Y			NA	40	40	NA	35	36	NA	49	NA	62	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	53	Y	57	Y	94		Y			NA	46	47	NA	43	43	NA	51	NA	61	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	35	N	48	N	89		Y			NA	55	65	N	45	52	N	45	N					
STUDENTS WITH DISABILITIES	99	Y	98	Y	32	N	38	N	81	94	Y			NA	65	68	N	62	62	N	39	N	53	N			

## SCHOOL GRADE DATA

Broward School District SAWGRASS SPRINGS MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	79%	80%	97%	51%	307
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	68%	73%			141
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>					

Adequate Progress of Lowest 25% in the School?	67% (YES)	64% (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					579	
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 SAWGRASS SPRINGS MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	76%	91%	46%	290	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	70%	73%			143	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>
Adequate Progress of Lowest 25% in the School?	66% (YES)	64% (YES)			130	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					563	
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 SAWGRASS SPRINGS MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	77%	91%	50%	290	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	72%			134	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>
Adequate Progress of Lowest 25% in the School?	63% (YES)	61% (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					548	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested