

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: INDIAN RIDGE MIDDLE SCHOOL

District Name: Broward

Principal: Mr. Frank Zagari

SAC Chair: Jacqueline J. Jones & Daniel Gurtov

Superintendent: Mr. James Notter

Date of School Board Approval:

Last Modified on: 09-07-2009

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

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32395

VISION and MISSION STATEMENTS

Mission: We, the staff of Indian Ridge Middle School, are committed to the premise that educators, as agents of change, in conjunction with parents, businesses, and community members, will collaborate to foster the well being of our students and develop technologically informed self directed, lifelong learners each with unique talents who actively participate in their own educational process.

Vision: To provide a curriculum that transfers meaningful knowledge to our students that can be applied in the real world. The staff will weave pride, motivation, and passion into their work so that our students will leave with a spark to apply what they have learned.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Indian Ridge Middle School is located in Davie, Florida. The school opened in 1995. Indian Ridge serves a approximately 2300 students. Indian Ridge Middle School has been an "A" school for eight consecutive years.

Unique School Strengths for Next Year

Indian Ridge Middle School has achieved many awards and honors. It is an A+ School. The school has received the Five Star School Award and Golden School Award from 2000 to 2009. Indian Ridge Middle School currently has 16 National Board Certified Teachers. Under a Literacy initiative, the student body read over 20,000 books. Indian Ridge Middle School has the largest PTA in the state of Florida.

Unique School Weaknesses for Next Year

Next year budget cuts for the 2009-2010 school year will more than likely have a negative impact on the school's ability to provide a variety of FCAT practice materials to students.

Student Demographics

White 61.8%; Black 8.84%; Hispanic 22.6%; Asian 4.15%; Native 4.42%; Multi-Racial 2.47%; ELL 3.67%; ESE 11.2%; Free / Reduced Lunch 24.8.

Student Attendance Rates

Attendance Rate 93.4%

Student Mobility

Mobility 9.7%

Student Suspension Rates

Suspension Rate
In-School 17.8%
Out-of-School 3.7%

Student Retention Rates

2.8%

Class Size

21.8

Academic Performance of Feeder Pattern

Fox Trail, Silver Ridge, Country Isles, and Flamingo Elementary schools. The following delineates school grades and AYP status: Fox Trail: A/AYP-yes; Silver Ridge A/AYP-yes; Country Isles A/AYP-Economically Disadvantaged –no, Math-no; Flamingo A/AYP-Students With Disabilities Math-no

Partnerships and Grants

American TKA Universal Martial Arts; Barnes & Noble Booksellers; CopyBiz; Dockers Bar and Café; Ellis Realty Group Inc. Fire House Subs; First Class Inspections, Inc.; Galaxy Skateway, L.C.; I.I.W.L.L. Adjustment Group, Inc.; Juice Blendz; Kaboom's Amusement & Party Center; Matt Grosswald Financial Advisor; High Impact Shirts; Smoothie King; Temple Arts; The Roman Oven; Zuccarelli Pizza and Wings.

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	Mr. Frank Zagari	MS Program Development and Evaluation BA Liberal Arts Certified Educational Leadership, VE, Elementary Ed., Primary Ed.	6	16	Bennett Elementary 2000-2003 A Indian Ridge Middle School 2003-2009 A AYP: 2008-2009 Math for SWD did not make AYP 20007-2008: A AYP: Math and Reading for SWD and Reading Blacks did not make AYP 2007-2008: A AYP: Math for SDW did not make AYP
Assis Principal	Ms. Patty Brown	M. Ed. Psychological Counseling; M.A. in Counseling, Certified in Ed. Leadership	9	9	Indian Ridge Middle School 2003-2009 A AYP: 2008-2009 Math for SWD did not make AYP 20007-2008: A AYP: Math and Reading for SWD and Reading Blacks did not make AYP 2007-2008: A AYP: Math for SDW did not make AYP
Assis Principal	Ms. Sylvia D. Lewis	M.S. Administration and Supervision BA Foreign Languages Certified Language Arts Middle School Gifted Middle School	1	18	Seminole Middle – B AYP 2007-2008 Reading Math did not make AYP for Black students. Did not make AYP for Hispanic students in Math. Did not make AYP for Economically Disadvantaged, ELL, and SWD in Reading and Math. 2006-2007 B AYP: Did not make AYP for Black , Economically Disadvantaged, ELL and SWD in Reading and Math. 2005-2006 A School AYP: Did not make AYP for Black students Math. ELL Reading, and SWD Reading and Math. 2004-2005 B School AYP: Did not make AYP for Economically Disadvantaged in Reading, ELL Reading, and SWD Reading and Math. Indian Ridge Middle School 2008-2009: A AYP: Math for SDW did not make AYP
Assis Principal	Ms. Rhoda Gawlowski	MS Educational Leadership BA Elementary Ed. 1-6; Certified English 5-9 Science 5-9	2	17	New River Middle 2006-2007 A School AYP: Yes 2005-2006 A School A 2003-2004 B School AYP: Did not make AYP for SWD Reading and Math. Indian Ridge Middle School- 2003-2009 A AYP: 2008-2009 Math for SWD did not make AYP 20007-2008: A AYP: Math and Reading for SWD and Reading Blacks did not make AYP

					2007-2008: A AYP: Math for SDW did not make AYP
Assis Principal	Mr. Michael Lyons	MS Educational Leadership; BA History; Certified Social Studies	6	6	Indian Ridge Middle School- 2003-2009 A AYP: 2008-2009 Math for SWD did not make AYP 20007-2008: A AYP: Math and Reading for SWD and Reading Blacks did not make AYP 2007-2008: A AYP: Math for SDW did not make AYP

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

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Subject Area Reading	Ms. Marsha Klenetsky	Reading K-Junior College; Elementary Ed.; Gifted, and ESOL endorsed.	7	7	Indian Ridge Middle School 2003-2006 AYP met AYP: 2008-2009 Math for SWD did not make AYP 2007-2008 Math and Reading for SWD and Reading for Blacks did not make AYP 2006-2007 Math for SWD did not make AYP

* 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. New reading teachers are assigned peer teachers as mentors and partners.	Reading Coach Administration	On-going	
2. Staff development workshops are held in all subject areas.	In-service Coordinator/Department Heads	On-going	
3. Site based induction program	Mrs. Hale	On-going	
4. NESS	NESS Coordinator	On going	
5. Teachers will meet monthly with administration	Administration	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

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
117	0.03	0.36	0.3	32	20	100	0.08	18	29

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Carrie Hale	Courtney Skiff	Instructional coaches are highly qualified veteran teachers. When possible, mentees are assigned an instructional coach who	Meetings are held at least once a week; Mentors and Mentees work together preparing a NESS portfolio. Observations, workshops, and trainings are on-going activities and events for the mentees

		teaches the same subject area.	
Sharon Quinn	Trina Diya	Instructional coaches are highly qualified veteran teachers. When possible, mentees are assigned an instructional coach who teaches the same subject area.	Meetings are held at least once a week; Mentors and Mentees work together preparing a NESS portfolio. Observations, workshops, and trainings are on-going activities and events for the mentees
Linda Garner	Eve Sullentrop	Instructional coaches are highly qualified veteran teachers. When possible, mentees are assigned an instructional coach who teaches the same subject area.	Meetings are held at least once a week; Mentors and Mentees work together preparing a NESS portfolio. Observations, workshops, and trainings are on-going activities and events for the mentees.
Anita Cramer	Ana Escobar	Instructional coaches are highly qualified veteran teachers. When possible, mentees are assigned an instructional coach who teaches the same subject area.	Meetings are held at least once a week; Mentors and Mentees work together preparing a NESS portfolio. Observations, workshops, and trainings are on-going activities and events for the mentees.
Connie Schoonover	Stephanie Vereen	Instructional coaches are highly qualified veteran teachers. When possible, mentees are assigned an instructional coach who teaches the same subject area.	Meetings are held at least once a week; Mentors and Mentees work together preparing a NESS portfolio. Observations, workshops, and trainings are on-going activities and events for the mentees.
MaryEllen Falvey	Kevin Fair	Instructional coaches are highly qualified veteran teachers. When possible, mentees are assigned an instructional coach who teaches the same subject area.	Meetings are held at least once a week; Mentors and Mentees work together preparing a NESS portfolio. Observations, workshops, and trainings are on-going activities and events for the mentees.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Frank Zagari, Principal
School Psychologist
Nan Busjit, Guidance Director
Susan Perless, ESE Specialist
Dr. Hale-Haniff, Speech Pathologist
Marsha Klenetsky, Reading Coach
Classroom Teachers, TBA

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

Bi-weekly meetings

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

Department Heads provide information regarding their subject area's programs/interventions. The objectives of these programs/interventions become part of the School Improvement Plan. Administration monitors the implementation of the School Improvement Plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

Virtual Counselor, Student Filemaker Pro Database BAT, Accelerated Reader, River Deep, etc.

Describe the plan to train staff on RtI.

During the pre-planning week of the 2009-2010 school year, the Guidance Department along with the RtI Leadership Team will train the staff in RtI

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?

Reading

Sixth Grade:

Strength- Main Idea, Author's Purpose 80%

Weakness- Reference and Research 66%

Seventh Grade:

Strength Main Idea, Author's Purpose 80%

Weakness- Vocabulary 63%

Eighth Grade:

Strength Vocabulary, Reference and Research 75%

Weakness-Compare and Contrast 66%

Overall learning gains increased 5 points for the lowest 25th percentile in Reading.

Math

Sixth Grade:

Strength-Geometry 78%

Weakness-Number Sense, Measurement, Data Analysis 66%

Seventh Grade:

Strength- Data Analysis 78%

Weakness- Geometry 50%

Eighth Grade:

Strength- Number Sense 75%

Weakness- Measurement, Algebraic Thinking, Geometry 58%

Science

Eighth Grade:

Strength- Physical/Chemical 69%

Weakness- Life/Environment 62%

Language Arts

Eighth Grade:

Strength-Persuasive Writing 4.8

Weakness-Expository/Combined 4.7

Instructional Calendar Development

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

Reading, Writing, Mathematics, Science

The IFC's were created or revised in Reading, Math, Science, and Language Arts in July 2009 through the district. Each department will disaggregate FCAT Benchmark data. Each department will determine areas of need, develop IFC's and implement instruction based upon individual students' needs.

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

Reading

Sixth Grade:

Reference and Research

Seventh Grade:

Vocabulary

Eighth Grade:

Compare and Contrast

Math

Sixth Grade:

Number Sense, Measurement, Data Analysis

Seventh Grade:

Geometry

Eighth Grade:

Measurement, Algebraic Thinking, Geometry

Science

Eighth Grade:

Life/Environment

Language Arts

Eighth Grade:

Expository/Combined

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

Providing differentiated instruction; tutorials; administrators monitor instruction of teachers relative to student achievement needs.

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

Career Development through Social Studies in 7th grade. Timed Reading stories based on Science; Reading teacher addresses Science and Social Studies vocabulary; Content Area articles are read in Reading classes; use of distance learning and technology offering of research courses to increase meaningful learning.

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?

EPEP through Social Studies in 8th grade; . Career Exploration through 7th grade.

DO

Direct the Instructional Focus

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

Staff development training and opportunity provided for teachers to collaborate and plan during teacher planning days.

How are instructional focus lessons developed and delivered?

Lessons are developed and delivered collaboratively amongst core course teachers in accordance with the IFC's.

How will instructional focus lessons be revised and monitored?

Based upon student performance, benchmark and other performance indicators the lessons will be revised and monitored.

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.

Mini-Benchmarks, Chapter Tests, Diagnostic Assessment of Reading, In-house evaluations such as Degrees of Reading Powers (Pre, Post), Fluency Probes (Pre, Mid, Post), San Diego Word List (Pre, Post), IPT's and CELLA's

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

Enrichment, Technology Projects for those reaching mastery. Teacher interventions for those who do not. Results of achievement level tests to determine mastery.

Maintenance

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

Lesson Plans are based upon need, and review of each benchmark and student performance on intermittent indicators.

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.

All teams meet with their grade level administrator to review data on a monthly basis.

Monitoring

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

Administrative staff will monitor by conducting Classroom Walkthroughs. The Reading Coach meets with the Reading Department monthly and as needed. Leadership Teams meet with the Departments to share what is expected by Principals and discussed in Team meetings.

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading: Prentice Hall Literature and Novels, Intensive-Read XL, Rewards, Wilson, Jamestown.

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

Small group instruction, constant review of benchmarks, fluency, word building strategies.

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

Teacher surveys are administered, areas of need are targeted, and staff development is implemented based upon these needs. All Reading teachers having Reading Endorsement and Fluency or Reading certification. CWT's reveal needs to train teachers in targeted staff development and provide students with specialized programs.

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

Level one and two students are required to participate in intensive instruction in Reading.

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

Authentic assessments, Benchmark assessments.

Enrichment

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

Research classes are offered to level three and above students. All students receive enrichment activities in Reading.

Describe how students are identified for enrichment strategies.

Students who have mastered benchmarks.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
6th, 7th, & 8th grade Language Arts Math Social Studies Science	Ryan Haase Audrey Funderburk MaryEllen Falvey Madeline Benacquisto	Eight times a month	Tuesdays and Thursdays 8:30 am - 9:10 am	Best Practices, alignment of lesson plans, analyze assessment data, analyze effectiveness of FCIM calendars and modify as needed
6th, 7th, & 8th grade Reading	Marsha Klenetsky	Eight times a month	Tuesdays and Thursdays 8:30 am - 9:10 am	Best Practices, alignment of lesson plans, analyze assessment data, analyze effectiveness of FCIM calendars and modify as needed
6th, 7th, & 8th grade Electives	Sherry Hogg	Eight times a month	Tuesdays and Thursdays 8:30 am - 9:10 am	Best Practices, alignment of lesson plans, analyze assessment data, analyze effectiveness of FCIM calendars and modify as needed

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Black students need to achieve attainment of AYP criteria.		By May 2010, 63% of Black students will score a Level 3 or above 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 Black students will receive reading instruction through all content area classes using specific reading strategies and graphic organizers. Students requiring specialized reading instruction based upon low performance receive formal level specific instruction daily.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Mentoring Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing Portfolio Review
2	All Black students will participate in core curriculum with FCAT preparation through their content area classes. Teachers will use various reading strategies such as "CRISS" and "McRel" and the infusion of technology as applicable.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Mentoring Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing Portfolio Review
3	All Black students in reading classes will read a minimum of one hour a week at home, and keep a log that is signed by parents to enhance reading comprehension.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Mentoring Daily Tutorials	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers

			Small group instruction Individual Support	DAR Word List Fluency Probes Unit Tests Student Conferencing Portfolio Review
4	Black students will use Read XL as well as FCAT explorer.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Mentoring Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing Portfolio Review

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Economically Disadvantaged students need to continue to achieve attainment of AYP criteria.		By May 2010, 66% of Economically Disadvantaged students will score a Level 3 or above 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 Economically Disadvantaged students will receive specific reading instruction through all content area classes using individualized reading strategies such as using graphic organizers.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Benchmark Assessments/Weekly Benchmark Assessments/Bi-annually Administration will be aware of school's focus and monitor implementation through Classroom Walkthroughs/Bi-monthly Monitoring/on-going Re-evaluation of data through progress monitoring to target instructional focus Mentoring Daily Tutorials Small group instruction Individual support	Benchmark Assessment Test Mini Benchmark Assessment Tests Diagnostic Assessment of Reading DAR Word List Degrees of Reading Powers Unit Tests Portfolio Review Student Conferencing Fluency Probes
2	All Economically Disadvantaged students will participate in core curriculum with the infusion of FCAT preparation through their content area classes. Teachers will use various reading strategies such as "CRISS" and "McRel" and the integration of technology as applicable.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Benchmark Assessments/Weekly Benchmark Assessments/Bi-annually Administration will be aware of school's focus and monitor implementation through Classroom Walkthroughs/Bi-monthly	Benchmark Assessment Test Mini Benchmark Assessment Tests Diagnostic Assessment of Reading DAR Word List

			Monitoring/on-going Re-evaluation of data through progress monitoring to target instructional focus Mentoring Daily Tutorials Small group instruction Individual support	Degrees of Reading Powers Unit Tests Portfolio Review Student Conferencing Fluency Probes
3	All Economically Disadvantaged students in reading classes will read a minimum of one hour a week at home. They will keep a log that is signed by parents to enhance reading comprehension and to increase parent involvement.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Benchmark Assessments/Weekly Benchmark Assessments/Bi-annually Administration will be aware of school's focus and monitor implementation through Classroom Walkthroughs/Bi-monthly Monitoring/on-going Re-evaluation of data through progress monitoring to target instructional focus Mentoring Daily Tutorials Small group instruction Individual support	Benchmark Assessment Test Mini Benchmark Assessment Tests Diagnostic Assessment of Reading DAR Word List Degrees of Reading Powers Unit Tests Portfolio Review Student Conferencing Fluency Probes
4	Economically Disadvantaged students will use a variety of individualized programs such as Developmental Reading, Research, Wilson, Rewards, and Read XL. Other supplemental programs include FCAT Explorer, Timed Reading Plus, Jamestown Series, and Read for Real.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Benchmark Assessments/Weekly Benchmark Assessments/Bi-annually Administration will be aware of school's focus and monitor implementation through Classroom Walkthroughs/Bi-monthly Monitoring/on-going Re-evaluation of data through progress monitoring to target instructional focus Mentoring Daily Tutorials Small group instruction Individual support	Benchmark Assessment Test Mini Benchmark Assessment Tests Diagnostic Assessment of Reading DAR Word List Degrees of Reading Powers Unit Tests Portfolio Review Student Conferencing Fluency Probes

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ELL students need to achieve attainment of AYP criteria.		By May 2010, 50% of ELL students will score a Level 3 or above 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 ELL students will receive reading instruction through all content area classes using specific reading strategies and graphic organizers. Students requiring specialized reading instruction based upon low performance receive formal	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Small group instruction	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading

	level specific instruction daily.		Individual support Tutorials Mentoring	Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing
2	All ELL students will participate in core curriculum integrated with FCAT preparation through their content area classes. Teachers will use various reading strategies such as "CRISS" and "McRel" and the infusion of technology as applicable including Rosetta Stone.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Small group instruction Individual support Tutorials Mentoring	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing Portfolio Review
3	All ELL students in reading classes will read a minimum of one hour a week at home, and keep a log that is signed by parents to enhance reading comprehension.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Small group instruction Individual support Tutorials Mentoring	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing Portfolio Review
4	ELL students will use Read XL as well as FCAT explorer, Wilson, Rewards, and Developmental Reading.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Small group instruction Individual support Tutorials Mentoring	Benchmark Assessment Tests Mini Benchmark Assessments CELLA IPT Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests End of Chapter Reviews Student Conferencing Portfolio Review
5	A1 and A2 ELL students will participate in a Developmental Language Arts class through ESOL. Visions book series is utilized for instruction.	Classroom teacher Administration Reading Coach	Unit tests Mentoring Tutorials	Chapter tests Unit tests CELLA re-evaluations

			Individual support/instruction Classroom Walk Throughs/Bi-monthly Small group instruction Monitoring former ELL students through reading and content classes Provide translators for language barriers	IPT Teacher observations Student conferencing Teacher generated assessments
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Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
SWD students need to achieve attainment of AYP criteria.			By May 2010, 48% of SWD students will score a Level 3 or above 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 SWD students will receive reading instruction through all content area classes using specific reading strategies and graphic organizers. Students requiring specialized reading instruction based upon low performance receive formal level specific instruction daily.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Small group instruction Individual support Tutorials Mentoring	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing
2	All SWD students will participate in core curriculum infused with FCAT preparation through their content area classes. Teachers will use various reading strategies such as "CRISS" and "McRel" and the integration of technology.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Small group instruction Individual support Tutorials Mentoring	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing
3	Students with disabilities in reading classes will read a minimum of one hour a week at home. They will keep a log that is signed by parents to enhance reading comprehension and increase parent involvement.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Small group instruction Individual support Tutorials Mentoring	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing
4	SWD students will use Read XL as well as FCAT	Classroom Teachers	Mini Assessments/Weekly	Benchmark Assessment Tests

	Explorer, Wilson, Rewards, and Four Block are implemented in small group settings. Developmental Reading, Research, and Advanced reading are offered for Level 3 or above students.	Reading Coach Reading Department Head Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/On-going Small group instruction Individual support Tutorials	Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing
5	RTI Team will suggest interventions to meet student needs.	Guidance Director School Psychologist School Social Worker ESE Specialist Principal Guidance Counselors	Monitoring academic progress Student/Parent/Teacher Conferences Gathering data from multiple sources Obtain teacher and parent information Review interventions Recommend interventions Determine if testing or other services are needed	Psychological Evaluations

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based upon the needs of the lower 25th percentile, our programs provide 110 minute reading blocks which exceed state requirements. 73% of the lowest quartile showed learning gains on the 2009 FCAT Reading Test.		By May 2010, 74% of the lowest quartile students will make adequate progress 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	Students requiring specialized reading instruction based upon low performance receive formal level specific instruction daily. Indicators are FCAT results, county guidelines, and teacher input. Lower quartile students will receive reading instruction through all content area classes using specific reading strategies such as graphic organizers and other CRISS/McRel strategies.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Mentoring Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing Portfolio Review
2	Lower quartile students will receive core curriculum infused with FCAT preparation through their reading/content area classes. Teachers will use various reading strategies such as "CRISS" and "McRel" and the infusion of technology as applicable.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Mentoring Daily Tutorials Small group instruction	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List

			Individual Support	Fluency Probes Unit Tests Student Conferencing Portfolio Review
3	Lower quartile students in reading classes will read a minimum of one hour a week at home, and keep a log that is signed by parents to enhance reading comprehension. Independent reading will be scheduled monthly on a rotating basis through content area classes. Shared book talks and teacher read alouds will enhance student appreciation for literacy.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Mentoring Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing Portfolio Review
4	Lower quartile students will use Read XL as well as FCAT Explorer. Wilson, Rewards and Four Block are implemented in small group settings. Students are double blocked for reading as required.	Classroom Teachers Reading Coach Reading Department Head Administrators	Mini Assessments/Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Mentoring Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing Portfolio Review
5	Lower quartile students participate in a summer reading program.	Reading and Language Arts teachers.	Project based learning will be monitored.	Shared projects

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By May 2010, 63% of Black students will score a Level 3 or above on the 2010 FCAT Reading Test.	Reading comprehension, decoding skills, fluency, and vocabulary and study skills	Reading Coach Classroom teachers Reading Department Head	August 09	Classroom Walkthroughs Administration of diagnostic and assessment instruments Observations Teacher/Coach conferencing	Reading Coach Reading Department Head Administration
By May 2010, 66% of Economically Disadvantaged students will score a Level 3 or above on the 2010 FCAT Reading Test.	Infusion of research based programs and reading strategies through core curriculum	Reading Coach	August 2009 - May 2010	Classroom Walkthroughs Administration of diagnostic and assessment instruments Observations Teacher/Coach conferencing Student conferencing	Reading Coach Reading Department Head Administration
				Classroom	

By May 2010, 50% of ELL students will score a Level 3 or above on the 2010 FCAT Reading Test.	Infusion of research based programs and reading strategies through core curriculum, and Developmental Language Arts through ESOL	Reading Coach ELL Contact ClassroomTeacher	August 2009 - May 2010	Walkthroughs Administration of diagnostic and assessment instruments Observations Teacher/Coach conferencing Student conferencing	Reading Coach Reading Department Head Administration
By May 2010, 48% of SWD students will score a Level 3 or above on the FCAT Reading Test.	Infusion of research based programs and reading strategies through core curriculum. Continue with the development of the five components of reading including oral language, comprehension, decoding skills, fluency, vocabulary, and study skills.	Reading Coach Classroom Teachers Department Head ESE Specialist Support Facilitators	August 2009 - May 2010	Classroom Walkthroughs Administration of diagnostic and assessment instruments Observations Teacher/Coach conferencing Student conferencing	Reading Coach Reading Department Head Administration
By May 2010, 74% of the lowest quartile students will make adequate progress on the 2010 FCAT Reading Test.	Infusion of research based programs and reading strategies through core curriculum. Continue with the development of the five components of reading including oral language, comprehension, decoding skills, fluency, vocabulary, and study skills.	Reading Coach Classroom Teachers Department Head ESE Specialist Support Facilitators ELL Contact	August 2009 - May 2010	Classroom Walkthroughs Administration of diagnostic and assessment instruments Observations Teacher/Coach conferencing Student conferencing	Reading Coach Reading Department Head Administration

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

Reading Coach provides training on reading strategies and models instruction to all content area teachers. Teachers will be trained in McRel. Each participant will be monitored to insure the implementation of required strategies. The areas targeted are: vocabulary, comprehension, study strategies, oral communication and alternative assessments. Staff Development will include personalized assistance and accommodations on an individual basis. The sharing of best practices for the faculty and staff will be provided at monthly faculty meetings. Intervention strategies will be taught collaboratively with other Department Chairs. The Reading Coach will meet with department heads to disaggregate data as it becomes available. Information will be disseminated through respective departments. Differentiated instruction strategies will be shared with the entire faculty. The Reading Coach assumes the responsibility for providing information regarding new trends and research. In addition, the Reading Coach will provide information regarding the availability of staff development beyond the school.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Preparation/supplemental materials and programs (i.e. Wilson, Rewards)	General Budget	\$49,900.00
		Total: \$49,900.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards	PTA	\$8,000.00
		Total: \$8,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Trainings provided by Reading Coach, Technology Specialist and proficient teachers.	In-kind	\$0.00
		Total: \$0.00

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$57,900.00

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		
Black students need to increase attainment of AYP criteria.		By May 2010, 65% of Black students will score a Level 3 or above 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	Daily FCAT Warm-ups which include the strands of geometry, number sense, measurement, algebraic thinking, data analysis.	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students
2	Supplemental materials and ancillaries will provide additional reinforcement and remediation. Included in the core curriculum will be FCAT and testing strategies.	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students Teacher observation
3	The infusion of technology and website resources into the curriculum help remediate and reinforce mathematical concepts and skills.	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students Teacher observation
4	Hands on activities	Math Department Head Classroom Teachers	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly	Benchmark Assessment Test Teacher generated tests

		Administration	Monitoring/On-going Daily Tutorials Small group instruction Individual Support	BAT mini-assessments Unit Tests Student Conferencing Data chats with students Teacher observation
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ELL students need to continue to achieve attainment of AYP criteria.		By May 2010, 50% of ELL students will score a Level 3 or above 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	Supplemental materials and ancillaries will provide additional reinforcement and remediation. Included in the core curriculum will be FCAT and testing strategies.	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students
2	Hands on activities	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students
3	ELL students are provided with English/ Native Language Dictionaries to enrich math skills.	Math Department Head Classroom Teachers Administration ELL Contact	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students
4	ELL students will be paired with a non-ELL student to enhance learning.	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Economically Disadvantaged students need to continue to achieve attainment of AYP criteria.		By May 2010, 68% of Economically Disadvantaged students will score a Level 3 or above 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	Supplemental materials and ancillaries will provide additional reinforcement	Math Department Head	Mini Assessments Weekly Classroom Walkthroughs/Bi-	Benchmark Assessment Test

	and remediation. Included in the core curriculum will be FCAT and testing strategies.	Classroom Teachers Administration	monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students
2	Daily FCAT Warm-ups including number sense, algebraic thinking, geometry, data analysis, and measurement.	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students
3	The infusion of technology and website resources into the curriculum help remediate and reinforce mathematical concepts and skills.	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students
4	Hands on activities	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students with Disabilities need to achieve attainment of AYP criteria.		By May 2010, 46% of SWD students will score a Level 3 or above on the FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Hands on activities	Math Department Head ESE Department Head ESE Specialist Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students Teacher observation
2	Supplemental materials and ancillaries will provide additional reinforcement and remediation. Included in the core curriculum will be FCAT and testing strategies.	Math Department Head ESE Department Head ESE Specialist Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing

			Individual Support	Data chats with students Teacher observation
3	Daily FCAT Warm-ups which include the strands of geometry, number sense, measurement, algebraic thinking, data analysis.	Math Department Head ESE Department Head ESE Specialist Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students Teacher observation
4	The infusion of technology and website resources into the curriculum help remediate and reinforce mathematical concepts and skills.	Math Department Head ESE Department Head ESE Specialist Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students Teacher observation

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based upon the needs of the lower 25th percentile, 72% of the lowest quartile showed adequate progress on the 2009 FCAT Math Test.		By May 2010, 74% of the lowest quartile students will make adequate progress 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	Daily FCAT Warm-ups which include the strands of geometry, number sense, measurement, algebraic thinking, data analysis.	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students
2	Supplemental materials and ancillaries will provide additional reinforcement and remediation. Included in the core curriculum will be FCAT and testing strategies.	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing Data chats with students
3	The infusion of technology and website resources into the curriculum help remediate and reinforce mathematical concepts and skills.	Math Department Head Classroom Teachers Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit Tests Student Conferencing

			Individual Support	Data chats with students
4	Hands on activities	Math Department Head	Mini Assessments Weekly	Benchmark Assessment Test
		Classroom Teachers	Classroom Walkthroughs/Bi-monthly	Teacher generated tests
		Administration	Monitoring/On-going	BAT mini-assessments
			Daily Tutorials	Unit Tests
			Small group instruction	Student Conferencing
			Individual Support	Data chats with students

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 65% of Black students will score a Level 3 or above on the 2010 FCAT Math Test.	Weekly Learning Communities to discuss instructional strategies and share best practices.	Math Department Head	August 2009-May 2010	On-going assessments such as teacher made tests and quizzes; Mini-Benchmark Assessments; Benchmark Assessments; follow-up classwork; chapter tests; quarterly tests	Grade level administrators Department Head
By May 2010, 50% of ELL students will score a Level 3 or above on the 2010 FCAT Math Test.	Math teachers meet to review the use of Virtual Counselor, BEEP, and Instructional Focus Calendar.	Math Department Head	August 2009-May 2010	On-going assessments such as teacher made tests and quizzes; Mini-Benchmark Assessments; Benchmark Assessments; follow-up classwork; chapter tests; quarterly tests	Grade level administrators Department Head
By May 2010, 68% of Economically Disadvantaged students will score a Level 3 or above on the 2010 FCAT Math Test.	In-service teachers on aspects of Ruby Payne's Framework for Understanding Poverty.	Assistant Principal	August 2009-May 2010	On-going assessments such as teacher made tests and quizzes; Mini-Benchmark Assessments; Benchmark Assessments; follow-up classwork; chapter tests; quarterly tests	Grade level administrators Department Head
By May 2010, 48% of SWD students will score a Level 3 or above on the 2010 FCAT Math Test.	In-service teachers on accommodations and strategies for SWD students.	ESE Department	August 2009-May 2010	On-going assessments such as teacher made tests and quizzes; Mini-Benchmark Assessments; Benchmark Assessments; follow-up classwork; chapter tests; quarterly tests	Grade level administrators Department Head
By May 2010, 74% of the lowest quartile students will make adequate progress on the 2010 FCAT Math Test.	In-service teachers will provide study and skills strategies.	Department Head Math teachers	August 2009-May 2010	On-going assessments such as teacher made tests and quizzes; Mini-Benchmark Assessments; Benchmark Assessments; follow-up classwork; chapter tests; quarterly tests	Grade level administrators Department Head

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Math tutorials	General Budget	\$0.00
Glencoe	General Budget	\$0.00
Prentice Hall	General Budget	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
PHSchools	General Budget	\$0.00
Hippocampus.org	General Budget	\$0.00
Geogebra.org	General Budget	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Workshops on new standards with emphasis on "Big Idea"	In-kind	\$0.00
		Total: \$0.00
Other		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Mathematics Goal

Science Goal

Needs Assessment:	Based on School Grade Data: Did the total percent proficient increase or was the percent proficient maintained? What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
32% of eighth grade Black students scored a level 3 or above on the 2008-2009 FCAT.		By May 2010, 34% of eighth grade students will score a level 3 or above on the 2009-2010 Science FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will complete a daily Science warm-ups including reading concepts, skills, and strategies.	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing
2	Concepts will be reinforced using county mandated laboratory activities.	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation Small group instruction Peer collaboration Cooperative groups	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing Successful completion of data tables for lab activities
3	Technology is infused through out the curriculum by utilizing BEEP, UnitedStreaming and wireless class computers	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation Small group instruction Peer collaboration Cooperative groups	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing Successful completion of data tables for lab activities
4	Curriculum is supported with other content related materials such as current events taken from various science related sources (magazines, online, newspapers).	Science Department Head Administration	Classroom Walkthroughs/Bi-weekly Mentoring Individual Support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments

			Classroom participation Small group instruction Peer collaboration Cooperative groups	Unit tests Student conferencing
5	Curriculum is supported with other content related materials such as current events taken from various science related sources (magazines, online, newspapers).	Science Department Head Administration	Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation Small group instruction Peer collaboration Cooperative groups	Teacher generated tests and quizzes Comprehensive writing samples Unit tests Student conferencing

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
39% of eighth grade Economically Disadvantaged students scored a level 3 or above on the 2008-2009 FCAT.		By May 2010, 41% of eighth grade Economically Disadvantaged students will score a level 3 or above on the 2009-2010 Science FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All Economically Disadvantaged students will complete daily Science warm-ups including reading concepts, skills, and strategies.	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing
2	Concepts will be reinforced using county mandated laboratory activities for all Economically Disadvantaged students.	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing
3	Technology is infused through out the curriculum by utilizing BEEP, UnitedStreaming and wireless class computers for all Economically Disadvantaged students	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing
4	Curriculum is supported with other content related materials such as current events taken from various science related sources (magazines, online, newspapers).	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
24% of eighth grade ELL students scored a level 3 or above on the 2008-2009 FCAT.		By May 2010, 26% of eighth grade ELL students will score a level 3 or above on the 2009-2010 Science FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ELL students will complete a daily Science warm-ups including reading concepts, skills, and strategies making use of ancillary materials as needed.	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing
2	Concepts will be reinforced using county mandated laboratory activities for all ELL students.	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation Peer support	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing
3	Technology is infused through out the curriculum by utilizing BEEP, UnitedStreaming and wireless class computers for all ELL students.	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation Small group instruction Peer collaboration Cooperative groups	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing Successful completion of data tables for lab activities
4	Curriculum is supported with other content related materials such as current events taken from various science related sources (magazines, online, newspapers).	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation Small group instruction Peer collaboration Cooperative groups	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing Successful completion of data tables for lab activities

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
30% of eighth grade SWD students scored a level 3 or above on the 2008-2009 FCAT.		By May 2010, 32% of eighth grade SWD students will score a level 3 or above on the 2009-2010 Science FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	SWD students will complete a daily Science warm-ups including reading concepts, skills, and strategies	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly	Benchmark Assessment Test Teacher generated tests

	utilizing differentiated level ancillaries.		Mentoring Individual Support Classroom participation	BAT mini-assessments Unit tests Student conferencing
2	Concepts will be reinforced using county mandated laboratory activities for all SWD students.	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation Small group instruction Peer collaboration Cooperative groups	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing
3	Technology is infused through out the curriculum by utilizing BEEP, UnitedStreaming and wireless class computers for all SWD students.	Science Department Head Administration	Weekly assessments Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation Small group instruction Peer collaboration Cooperative groups	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing Successful completion of data tables for lab activities
4	Curriculum is supported with other content related materials such as current events taken from various science related sources (magazines, online, newspapers).	Science Department Head Administration	Classroom Walkthroughs/Bi-weekly Mentoring Individual Support Classroom participation Small group instruction Peer collaboration Cooperative groups	Benchmark Assessment Test Teacher generated tests BAT mini-assessments Unit tests Student conferencing

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By May 2010, 34% of eighth grade Black students will score a level 3 or above on the 2009-2010 Science FCAT.	Learning Communities to collaborate on best practices.	Science Department Head Science teachers	September 2009-May 2010	Classroom Walkthroughs	Grade level administrators
By May 2010, 41% of eighth grade Economically Disadvantaged students will score a level 3 or above on the 2009-2010 Science FCAT.	Reading strategies directed towards science content.	Reading Coach	September 2009-May 2010	Classroom Walkthroughs Observations/Modeling/Conferencing	Grade level administrators Reading Coach
By May 2010, 26% of eighth grade ELL students will score a level 3 or above on the 2009-2010 Science FCAT.	Demonstration/ use of Probeware equipment that interfaces with computers Advanced usage of UnitedStreaming for	Department Head	September 2009-May 2010	Classroom Walkthroughs Observations/Modeling/Conferencing	Grade level administrators Department Head

	classroom presentations				
By May 2010, 32% of eighth grade SWD students will score a level 3 or above on the 2009-2010 Science FCAT.	Integration of environmental issues with guest speakers from Nature Scape	Science Teachers	September 2009-May 2010	Observations/Modeling/Conferencing	Grade level administrators

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Holt Science-Regular	General Budget	\$2,000.00
McDougal Science-Adv.	General Budget	\$0.00
Supplemental FCAT Workbooks	General Budget	\$0.00
Materials for Labs	General Budget	\$600.00
		Total: \$2,600.00
Technology		
Description of Resources	Funding Source	Available Amount
UnitedStreaming	General Budget	\$0.00
Proeware	General Budget	\$0.00
Wireless carts	General Budget	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Workshops	In-kind	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,600.00

End of Science Goal

Writing Goal

Needs Assessment:	Based on School Grade Data: Did the total percent proficient increase or was the percent proficient maintained? What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
92% of Black students scored a 4.0 or better on the 2009 FCAT Writing test.		By May 2010, 93% of all Black students in 8th grade will score a 4.0 or above on the FCAT writing assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All Black students will maintain a writing portfolio containing writing samples throughout the year.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly	Rubric based grades Multi-genre writing samples
2	All Black students will be given the opportunity to use various technological applications during the writing process.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring Peer revisions

			Peer Collaboration/Conferencing	
3	All Black students will be instructed in and use the writing process daily.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring
4	The revision and editing process will be explicitly taught and seen in all Black student writing drafts.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring Peer revisions Self-reflection
5	All Black students will produce a final product based upon rubric specifications.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring Self-reflection

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
92% of Economically Disadvantaged students scored a 4.0 or better on the 2009 FCAT Writing test.		By May 2010, 93% of all Economically Disadvantaged students in 8th grade will score a 4 or above on the FCAT writing assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All Economically Disadvantaged students will maintain a writing portfolio containing writing samples throughout the year.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly	Rubric based grades Multi-genre writing samples
2	All Economically Disadvantaged students will be given the opportunity to use various technological applications during the writing process.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences Peer Collaboration/Conferencing	Classroom assessments Teacher monitoring Peer revisions
3	All Economically Disadvantaged students will be instructed in and use the writing process daily.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring
4	The revision and editing process will be explicitly taught and seen in all Economically Disadvantaged student writing drafts.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring Peer revisions Self-reflection
5	All Economically Disadvantaged students will produce a final product based upon rubric specifications.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support	Classroom assessments Teacher monitoring Self-reflection

			Writing Conferences	
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
79% of ELL students scored a 4.0 or better on the 2009 FCAT Writing test.		By May 2010, 80% of all ELL students in 8th grade will score a 4.0 or above on the FCAT writing assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All ELL students will maintain a writing portfolio containing writing samples throughout the year.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly	Rubric based grades Multi-genre writing samples
2	All ELL students will be given the opportunity to use various technological applications during the writing process.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences Peer Collaboration/Conferencing	Classroom assessments Teacher monitoring Peer revisions
3	All ELL students will be instructed in and use the writing process daily.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring
4	The revision and editing process will be explicitly taught and seen in all ELL student writing drafts.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring Peer revisions Self-reflection
5	All ELL students will produce a final product based upon rubric specifications.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring Self-reflection
6	All ELL students will receive bi-lingual dictionaries for their use in their classrooms.	Department Head Classroom Teachers Administrators ELL Contact	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
80% of SWD students scored a 4.0 or better on the 2009 FCAT Writing test.		By May 2010, 81% of all SWD students in 8th grade will score a 4.0 or above on the FCAT writing assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All SWD students will maintain a writing portfolio containing writing samples throughout the year.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly	Rubric based grades Multi-genre writing samples IEP

2	All SWD students will be given the opportunity to use various technological applications during the writing process.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences Peer Collaboration/Conferencing	Classroom assessments Teacher monitoring Peer revisions IEP
3	All SWD students will be instructed in and use the writing process daily.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring IEP
4	The revision and editing process will be explicitly taught and seen in all SWD student writing drafts.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring IEP Peer revisions Self-reflection
5	All SWD students will produce a final product based upon rubric specifications.	Department Head Classroom Teachers Administrators	Classroom Walkthroughs/Bi-monthly Monitoring/Weekly Individual Support Writing Conferences	Classroom assessments Teacher monitoring Self-reflection IEP

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 93% of all Black students in 8th grade will score a 4.0 or above on the FCAT writing assessment.	Sharing Best Practices Infusion of research based programs and writing strategies.	Language Arts Department Head Classroom teachers	August 2009-May 2010	Classroom Walkthroughs Observations Administration of diagnostic and assessment instruments	Language Arts Department Head Administration
By May 2010, 93% of all Economically Disadvantaged students in 8th grade will score a 4 or above on the FCAT writing assessment.	Sharing Best Practices Infusion of research based programs and writing strategies.	Language Arts Department Head Classroom teachers	August 2009-May 2010	Classroom Walkthroughs Observations Administration of diagnostic and assessment instruments	Language Arts Department Head Administration
By May 2010, 80% of all ELL students in 8th grade will score a 4.0 or above on the FCAT writing assessment.	Sharing Best Practices Infusion of research based programs and writing strategies. Offer HRD workshops for developmental language pertaining to ELL students.	Language Arts Department Head Classroom teachers	August 2009-May 2010	Classroom Walkthroughs Observations Administration of diagnostic and assessment instruments	Language Arts Department Head Administration
By May 2010, 81% of all SWD students in 8th grade will score a 4.0 or above on the FCAT writing assessment.	Sharing Best Practices Infusion of research based programs and writing strategies.	Language Arts Department Head Classroom teachers	August 2009-May 2010	Classroom Walkthroughs Observations Administration of diagnostic and assessment instruments	Language Arts Department Head Administration

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
Wireless Carts	In-kind	\$0.00
Promethean Boards	In-kind	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
In house staff development	In-kind	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

Parent Involvement Goal

Needs Assessment:	Based on information from School Grade and Adequate Yearly Progress Data: Were parent involvement activities and strategies targeted to areas of academic need? Based on information from surveys, evaluations, agendas, or sign-ins: Was the percent of parent participation in school activities maintained or increased from the prior year? Generally, what strategies or activities can be employed to increase parent involvement?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent participation in parent trainings, and school activities.		By May 2010 65% of parents will participate in decisions regarding their children's education as evidenced by attendance at parent trainings, PTA, participation in school activities, and SAC meetings.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math Night	Math Department Head	Sign-in Sheets	Parent Survey SAC Needs Assessment School Climate Survey
2	Science Night	Science Department Head	Sign-in Sheets	Parent Survey SAC Needs Assessment School Climate Survey
3	Reading Night	Reading Coach	Sign-in Sheets	Parent Survey SAC Needs Assessment School Climate Survey
4	Parent Counseling Programs	Guidance Director	Sign-in Sheets	Parent Survey SAC Needs Assessment School Climate Survey
5	PTA	PTA President	Sign-in Sheets	Parent Survey SAC Needs Assessment School Climate Survey
6	SAC Meetings	SAC Chairs	Sign-in Sheets	Parent Survey SAC Needs Assessment School Climate Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010 65% of parents will participate in decisions regarding their children's education as evidenced by attendance at parent trainings, PTA, participation in school activities, and SAC meetings.	Reading, Math, and Science	Reading, Math, and Science Department Heads, and Reading Coach Guidance	August/September 09	Monthly Meetings	Department Heads Guidance Director SAC Chairs PTA President Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Training materials to be developed	In-kind	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Wireless Carts	In-kind	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Workshops and trainings	In-kind	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parent Involvement Goal

Other Goals

AYP Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Reading scores for AYP subgroups need to improve in the areas of vocabulary, comparison, and reference and research.		To provide a comprehensive training for parents and students to help them to better understand the reading process, elements of reading and the impact of reading on student achievement.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	To select date and or dates of trainings	Reading Coach Reading Department Head SAC Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Parent Surveys
2	Develop training materials	Reading Coach Reading Department Head SAC Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Parent Surveys
3	Conduct training and workshops	Reading Coach Reading Department Head SAC Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Parent Surveys

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Math scores for AYP subgroups need to improve in the areas of geometry, number sense, measurement, data analysis, and algebraic thinking.		To provide a comprehensive training for parents and students to help them to better understand the process for solving mathematical functions as they relate to the real world and the impact of mathematics on student achievement.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	To select date and or dates of trainings	Math Department Head SAC Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support	Parent Surveys

			Math Department Head SAC Administration	
2	Develop training materials	Math Department Head SAC Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support Math Department Head SAC Administration	Parent Surveys
3	Conduct training and workshops	Math Department Head SAC Administration	Mini Assessments Weekly Classroom Walkthroughs/Bi-monthly Monitoring/On-going Daily Tutorials Small group instruction Individual Support Math Department Head SAC Administration	Parent Surveys

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
To provide a comprehensive training for parents and students to help them to better understand the reading process, elements of reading and the impact of reading on student achievement.	Workshops	Reading Coach Department Chair	September 2009-May 2010	Sign-in Sheets	Administration
To provide a comprehensive training for parents and students to help them to better understand the process for solving mathematical functions as they relate to the real world and the impact of mathematics on student achievement.	Workshops	Department Chair Math teachers	September 2009-May 2010	Sign-in Sheets	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Training materials to be developed	In-kind	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Wireless Carts	In-kind	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount

Workshops	In-kind	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of AYP Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Preparation/supplemental materials and programs (i.e. Wilson, Rewards)	General Budget	\$49,900.00
Mathematics	Math tutorials	General Budget	\$0.00
Mathematics	Glencoe	General Budget	\$0.00
Mathematics	Prentice Hall	General Budget	\$0.00
Science	Holt Science-Regular	General Budget	\$2,000.00
Science	McDougal Science-Adv.	General Budget	\$0.00
Science	Supplemental FCAT Workbooks	General Budget	\$0.00
Science	Materials for Labs	General Budget	\$600.00
Parental Involvement	Training materials to be developed	In-kind	\$0.00
AYP	Training materials to be developed	In-kind	\$0.00
			Total: \$52,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Promethean Boards	PTA	\$8,000.00
Mathematics	PHSchools	General Budget	\$0.00
Mathematics	Hippocampus.org	General Budget	\$0.00
Mathematics	Geogebra.org	General Budget	\$0.00
Writing	Wireless Carts	In-kind	\$0.00
Writing	Promethean Boards	In-kind	\$0.00
Science	UnitedStreaming	General Budget	\$0.00
Science	Proeware	General Budget	\$0.00
Science	Wireless carts	General Budget	\$0.00
Parental Involvement	Wireless Carts	In-kind	\$0.00
AYP	Wireless Carts	In-kind	\$0.00
			Total: \$8,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Trainings provided by Reading Coach, Technology Specialist and proficient teachers.	In-kind	\$0.00
Mathematics	Workshops on new standards with emphasis on "Big Idea"	In-kind	\$0.00
Writing	In house staff development	In-kind	\$0.00
Science	Workshops	In-kind	\$0.00
Parental Involvement	Workshops and trainings	In-kind	\$0.00
AYP	Workshops	In-kind	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$60,500.00

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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[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
No data submitted	

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

Trainings by District Personnel regarding new Policies. Training on disaggregating data; Team building activities; Parent Involvement Workshops

SAC Members

Members

- 1) Frank Zagari, Principal
- 2) Jacqueline J. Jones, SAC Chair
- 3) Daniel Gurtov, SAC Chair
- 4) Anita Cramer, Teacher
- 5) Ashleigh Foutch, Teacher
- 6) MaryEllen Falvey, Teacher
- 7) Matt Grosswald, Business Member
- 8) Sherrie Caldwell, Business Member
- 9) Cindy Black, Parent
- 10) Alexandria Dorsaneo, Parent
- 11) Beverly Rodriguez, Parent
- 12) Bonnie Glover, Parent
- 13) Craig Lojewski, Parent
- 14) Eileen Stephans, Parent
- 15) Eileen Stephans, Parent
- 16) Jacquie Cotugno, Parent
- 17) Efrain Figueoroa, Community Member
- 18) Nancy Bourbeau, School Support Personnel
- 19) Wade Brosz, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward INDIAN RIDGE MIDDLE SCHOOL 3471													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2245 Math: 2245		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	79	Y	79	Y			Y			NA	23	21	NA	24	21	NA	77	NA	80	NA			
WHITE	99	Y	100	Y	81	Y	83	Y			Y			NA	19	19	NA	20	17	NA	79	NA	83	NA			
BLACK	99	Y	99	Y	61	N	60	N			Y			NA	46	39	Y	46	40	Y	60	NA	62	NA			
HISPANIC	100	Y	100	Y	76	Y	77	Y			Y			NA	28	24	NA	28	23	NA	77	NA	78	NA			
ASIAN	100	Y	100	Y		NA		NA			Y			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	65	Y	66	N			Y			NA	41	35	NA	41	34	Y	64	NA	67	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA	87		Y			NA			NA			NA							
STUDENTS WITH DISABILITIES	99	Y	99	Y	46	N	44	N	90		Y			NA	62	54	Y	60	56	N	46	NA	45	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward INDIAN RIDGE MIDDLE SCHOOL 3471													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2206 Math: 2206		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	99	Y	77	Y	76	Y			Y			NA	24	23	NA	22	24	NA	70	NA	79	NA			
WHITE	100	Y	100	Y	81	Y	80	Y			Y			NA	21	19	NA	20	20	NA	71	NA	81	NA			
BLACK	99	Y	99	Y	54	N	54	N			Y			NA	34	46	N	41	46	N	50	N	62	Y			
HISPANIC	100	Y	99	Y	72	Y	72	Y			Y			NA	29	28	NA	24	28	NA	70	NA	76	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	59	Y	59	N			Y			NA	37	41	NA	40	41	N	54	NA	64	Y			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA	87	N				NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	38	N	40	N	84	90	Y			NA	63	62	N	63	60	N	43	N	51	N			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward INDIAN RIDGE MIDDLE SCHOOL 3471													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2096 Math: 2096		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	76	Y	78	Y			Y			NA	25	24	NA	24	22	NA	56	NA	73	NA			
WHITE	99	Y	100	Y	79	Y	80	Y			Y			NA	22	21	NA	20	20	NA	55	NA	73	NA			
BLACK	99	Y	99	Y	66	Y	59	Y	94		Y			NA	42	34	NA	45	41	NA	56	NA	63	NA			
HISPANIC	99	Y	99	Y	71	Y	76	Y	90		Y			NA	29	29	NA	30	24	NA	59	NA	75	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	98	Y	99	Y	63	Y	60	Y	91		Y			NA	40	37	NA	38	40	NA	52	NA	63	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	99	Y	51	Y	57	Y	80		Y			NA	48	49	NA	39	43	NA		NA					
STUDENTS WITH DISABILITIES	97	Y	98	Y	37	Y	37	N	74	84	Y			NA	60	63	N	62	63	N	48	N	54	N			

SCHOOL GRADE DATA

Broward School District INDIAN RIDGE MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	83%	84%	99%	61%	327
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	74%	79%			153
3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 					

Adequate Progress of Lowest 25% in the School?	73% (YES)	72% (YES)			145	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					625	
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 INDIAN RIDGE MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	81%	98%	59%	320	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	77%			148	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	68% (YES)			136	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					604	
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 INDIAN RIDGE MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	83%	98%	61%	324	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	67%	76%			143	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	65% (YES)			132	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					599	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested