

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: FALCON COVE MIDDLE SCHOOL

District Name: Broward

Principal: Mark Kaplan

SAC Chair: Juan Ospina and Sandra Reynolds

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 09-18-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

Vision Statement

At Falcon Cove Middle School all subgroups will strive to reach a level 5 in the sunshine state standards.

Mission Statement

At Falcon Cove Middle School our mission is to ensure that all students are at or above grade level. In addition to making AYP in 2009-2010 via Safe Harbor.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Falcon Cove is a school with a grade of "A" for 2008-2009. Our 2008 demographics mirror the Weston community which is where Falcon Cove is located. The schools' colors are blue, gold and white and the mascot is the falcon. The total population is approximately 2,300. The school houses grades 6-8 in a building size of 200,000 sq ft.

Unique School Strengths for Next Year

The mission statement of Falcon Cove Middle School is to create a responsible, caring atmosphere of challenging and creative opportunities for all students: affectively and academically, through the use of modern technology and cooperative commitment

Unique School Weaknesses for Next Year

ESE math /Reading
Lowest 25% Math/Reading
ELL Reading

Student Demographics

Female Percentage 48.8
Male Percentage 51.3
White Percentage 42.6
Black Percentage 4.21
Hispanic Percentage 46.5
Asian Percentage 4.59
Native Percentage 4.21
Multi Percentage 1.94
Free Reduced Percent 10.2
ELL Percentage 8.39
ESE Percentage 8.05

Student Attendance Rates

94.20

Student Mobility

9.20

Student Suspension Rates

0.30 In-school
1.30 Out-of school

Student Retention Rates

0.40

Class Size

19.55

Academic Performance of Feeder Pattern

Everglades Elemenary School grade A
Manatee Bay Elementary School grade A
Gator Run Elementary School grade A
Imagine Charter School At Broward

Partnerships and Grants

State Farm Insurance, TD Bank, Publix, Costco, Boomers, Footprints, Galaxy Skateway, Xtreme Sports and Kabooms partner with Falcon Cove. The businesses and the community involved donate over \$1000 in the value of their donated hours and over \$8000 of in-kind contributions. Business representatives serve on the PTA as well as School Advisory Council. Partners also participate in the Innovation Zone Arts Showcase as a partner of Falcon Cove.

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	Mark Kaplan	EdS	6	10	05-06, AYP met, School grade A 06-07, AYP met, School grade A 07-08, AYP, School grade A
Assis Principal	Jonathan Leff	Masters	7	7	05-06, AYP met, School grade A 06-07, AYP met, School grade A 07-08, AYP, School grade A
Assis Principal	W. David Segarra	Masters	3	10	05-06, AYP met, School grade A 06-07, AYP met, School grade A 07-08, AYP, School grade A

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

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Laurie Reichow	MS.Ed., NBCT/Reading	10	2	School grade A 07-08, 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)
NESS	NESS Liaison	Ongoing	
Professional Development	Assistant Principal	Ongoing	

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
136	0	28	37.5	34.5	12.5	93	11	18	70.5

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

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.

Guidance Counselors: Randy Rosenberg, Jeffrey Showers, David Roca.
Data Specialist: Ruth Steinberg
Speech pathologist: Jennifer Egloff
ESE Specialist: Lisa Bandman
ESOL contact: Ilza Sterling
Gifted coordinator: Agar McNulty
Psychologist: Annette Rodriguez
Reading specialist: Laurie Reichow
Behavior Support: Scott Dermer

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

Meetings are the first and third Tuesday between 2:00-4:00 p.m

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

Assist teacher, parents and students with academic and behavior.
Provide services, interventions as needed to all parties and initiate needed evaluations.

RtI Implementation

Describe the data management system used to summarize tiered data.

The data management system used to group and organize in a data sheet and file. This data list is sorted by teacher name as the RtI Team supervises it.

Describe the plan to train staff on RtI.

The guidance director will train the staff in meetings and as part of the PLC program.

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?

6th grade Math Weaknesses: Measurement Strength: Number sense
7th grade Math Weaknesses: Geometry Strength: Data analysis
8th grade Math Weaknesses: Measurement: Strength: Number Sense

6th grade Reading: Weaknesses: Main Idea Strengths: Comparison
7th grade Reading : Weaknesses : Main Idea Strengths: Comparison
8th grade Reading : Weaknesses Main Idea: Strengths: Reference/Research
8th grade Science Weaknesses: Life and Environmental Strengths: Scientific thinking

Instructional Calendar Development

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

Each department helps develop a plan for the year. This plan is shared with department heads, who then inform the teachers in the team and discuss ways in which the plan will be implemented and monitored throughout the year.

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

MA.7.G.4.4
MA.7.G.2.1
LA.K.1.7.3

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

The schools action plan includes the steps to follow children on level, beyond level, or below level in each academic area in addition to a completion timeline for the strategies. Virtual data folders allow the teacher to see students' weaknesses, strengths, and improvement throughout the school year in virtual counselor. Students are properly assessed and placed to highly effective teachers.

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

Our approach is to have an integrative curriculum providing all students diverse learning opportunities that are relevant to their life. We also have an in house program where Peer counselors will tutor, counsel and exemplify social services acquired through their elective course. Another great resource to bring outside skills and diffused through different activities to prepare our students for real life are business partners.

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?

Our school incorporates students' academic and career planning in that the guidance counselors teach the 7th graders a career choice curriculum.

DO

Direct the Instructional Focus

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

Lesson plans and instructional objectives are aligned with state and county curriculum maps. Curriculum delivery and modification is achieved within each department.

How are instructional focus lessons developed and delivered?

Instructional focus is developed based on curriculum maps. Delivery methods vary according to the lesson, grade level and student needs.

How will instructional focus lessons be revised and monitored?

It will be determined based on the results of assessments by finding weaknesses and strengths in individual students and by adapting the curriculum to meet the school's educational goals. It will be monitored by the administrative review of lesson plans, classroom walk through, student work and unit tests.

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.

Responding to questions, Asking questions, Interacting with other students during activities including feedback from the teacher to the students.

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

Both standardized and non-standardized types of assessments are offered continuously throughout the curriculum in an effort to identify areas students perform at grade level and areas where they need additional help in order to master those areas.

Maintenance

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

Differentiation of instruction by individual teacher based on the students needs. In addition, to sustaining learning and creativity through hands on activities.

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.

The teacher will differentiate their instruction for students who are performing at a mastery level by work that meet individual student needs. Through projects, students are able to extend their learning and eventually excel to the next instructional level.

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.

Data analysis and assessment data discussion takes place by department heads in order to address students' needs. The leadership team will then meet and further develop an action plan. The Principal will monitor students' academic progress to ensure implementation of these plans.

ACT

Supplemental and Intensive Instruction/Interventions

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

Data available is reviewed for each student regularly. Based on student performance and needs, additional support and interventions are provided in conjunction of their team teachers and support staff.

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

The additional help and strategies are determined by the specific weak area of the student identified by the teachers and assessment results available.

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

The school identifies staff professional development needs based on current student achievement data. Data analyzed via Virtual Counselor, MIDAS, Data Warehouse, FLDOE.

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

Based on AYP, Math and Reading ESE students. Any other students or group identified by the Collaborative Problem Solving Team.

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

The effectiveness of these interventions is measured through data reviews in a regular basis. The interventions are aligned to mini BAT, BAT and other types of assessments.

Enrichment

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

Differentiated instruction.
Regular Classes
Advance classes

Gifted Classes

Describe how students are identified for enrichment strategies.

Teacher observations, testing criteria

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)
Language Arts	Rutledge, Jacquelyn	Weekly Monthly	Fridays 3rd Monday	Vertical and horizontal curriculum alignment; specific department professional development and trainings; website updates; data analysis
Mathematics	Stupp, Shari	Weekly Monthly	Fridays 3rd Monday	Vertical and horizontal curriculum alignment; specific department professional development and trainings; website updates; data analysis
Science	Johnson, Merilyn	Weekly Monthly	Fridays 3rd Monday	Vertical and horizontal curriculum alignment; specific department professional development and trainings; website updates; data analysis
Social Studies	Bryant, Steven	Weekly Monthly	Fridays 3rd Monday	Vertical and horizontal curriculum alignment; specific department professional development and trainings; website updates; data analysis
Reading	Reichow, Laurie	Weekly Monthly	Fridays 3rd Monday	Vertical and horizontal curriculum alignment; specific department professional development and trainings; website updates; data analysis
Special Interest (Electives)	Shamp, Shelley	Weekly Monthly	Fridays 3rd Monday	Vertical and horizontal curriculum alignment; specific department professional development and trainings; website updates; data analysis
Foreign Language	Bibiloni-Carr, Silvia	Weekly Monthly	Fridays 3rd Monday	Vertical and horizontal curriculum alignment; specific department professional development and trainings; website updates; data
Whole Faculty	Kaplan, Mark	Monthly	1st Monday	School-wide
Grade Level	Leff, Jonathan 6th Gordon, Kassandra 7th Segarra, W. David 8th	Monthly	2nd Monday	Grade-level specific dissemination of information
Team PLCs	Team leaders	Monthly	Biweekly	Parent conferences; team building; team discussions about students; data analysis
NESS	NESS Administrator and NESS Coaches	Monthly (as group) NESS Coach/NESS Teacher weekly meetings	n/a 0 new teachers	Data analysis of student progress; school policy and procedures; induction process; lesson plan implementation; SSS infusion; teaching/classroom management strategies;

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: 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		
At least 88% of Falcon Cove students meeting the FLDOE criteria will score level 3 or above on the 2010 FCAT Reading Test.		As measured by 2009-2010 FCAT, 78% of students scoring in the lowest quartile in reading will demonstrate a 3% increase.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Oral reading fluency practice a minimum of two times a week (Jamestown Fluency)	Classroom Teacher	CWT-periodically *Teacher monitoring of fluency progress graph-weekly	Florida Oral Reading Fluency probes-Pre and Post (FORF)
2	Computer lab once time a week (Successmaker/ Compass Odyssey)	Classroom Teacher -Reichow,Laurie	CWT-periodically *Weekly Compass Odyssey/ Successmaker Progress Reports	STAR Pre/Post assessment
3	Jamestown Critical Reading Series (twice a month)	Classroom Teacher	*CWT-periodically *Teacher Monitoring of student progress	*San Diego Quick Assessment Pre and Post *FCAT/BAT 2

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
At least 88% of Falcon Cove students meeting the FLDOE criteria will score level 3 or above on the 2010 FCAT Reading Test.		As measured by 2009-2010 FCAT, 72% of students in the ELL subgroup will score at or above grade level in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Oral reading fluency practice a minimum of two times a week (Jamestown Fluency)	Classroom Teacher	CWT-periodically *Teacher monitoring of fluency progress graph-weekly	*IPT Pre and Post Test *CELLA Test *Florida Oral Reading Fluency probes-Pre and Post (FORF)
2	Computer lab once a week (Successmaker/ Compass Odyssey) . ELLIS computer program – for A1/A2 students	-Classroom Teacher Reichow,Laurie Sterling,Ilza	CWT-periodically *Weekly Compass Odyssey/ Successmaker Progress Reports *Weekly ELLIS progress reports	STAR Pre/Post assessment
3	VISIONS textbook series	Classroom Teacher Sterling,Ilza	CWT-periodically *Teacher Monitoring of student progress	San Diego Quick Assessment Pre and Post *FCAT/BAT 2 *CELLA *IPT (Pre and Post)

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

As measured by 2009-2010 FCAT, 78% of students scoring in the lowest quartile in reading will demonstrate a 3% increase.	FCAT Test Specs /Cluster Question Stems	Reading coach	November 2009	Set of content area specific teacher created questions (using test spec and cluster question stem information).	Reichow, Laurie Segarra, David
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

The plan to ensure the responsibility of teaching reading for every teacher will begin with a strategy survey to see which reading strategies teachers are currently using in the content area classroom. This survey will then be used to guide professional development throughout the year.

Each content area teacher will start off the year with a booklet filled with ways to integrate reading strategies into content area classes. Teachers will then document the use of these strategies by using the Falcon Cove reading sunshine state standards /reading strategy documentation sheet. This sheet will be included weekly in teacher lesson plans.

Budget:

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

End of 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	
At least 92% of Falcon Cove students meeting the criteria of DOE Rule 6A-109981 will score level 3 or above on the 2010 FCAT Mathematics Test.		An increase of one percent will determine Falcon Cove's improvement for the 2009/2010 school year.	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	. All mathematics teachers will participate in staff development to address the	Stupp, Shari	Teachers will be given a pre and post in-service survey to determine use of
			Survey

	integration of technology to enhance learning in the mathematics classroom. 2009/2010.		technology in the classroom.	
2	All students, grades 6-8, will participate in FCAT test taking practices to reflect all 5 areas of the FCAT.	Stupp,Shari	School wide activities are used to incorporate test taking skills on Early Release Days.	FCAT 2010 Scores for all students and Mini-Bats for the Level One and Level Two students.
3	FCMS mathematics teachers will be trained on incorporating FCAT style questioning on all in class assessments.	Stupp,Shari	All FCMS teachers will submit 2 FCAT type questions each quarter to be used by all teachers in each grade level	.FCAT type questions

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
At least 80% of the number of students scoring in the lowest quartile on the Math SSS subtest (2009) will show learning gains on the 2010 FCAT Mathematics Test.		An increase of two percent will determine Falcon Cove's improvement for the 2009/2010 school year		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students scoring in the lowest 25% will be invited to attend weekly after school tutoring with the Cypress Bay High School Mu Alpha Theta.	Classroom Teacher	Classroom grades and attendance.	2010 FCAT
2	Students scoring in the lowest 25% will be assigned peer tutors on a weekly basis.	Shamp, Shelley and classroom teacher	Classroom grades and attendance.	2010 FCAT
3	Level 1 and Level 2 students will be invited to attend remediation on Saturday's twice a month	Administration	Grades	2010 FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
At least 91% of Falcon Cove students meeting the criteria of DOE Rule 6A-109981 will score level 3 or above on the 2010 FCAT Mathematics Test.	Mathematics	Mathematics Department	August 2009/June 2010	Monthly Classroom Walk Through	Stupp,Shari Leff,Jonathan
At least 91% of Falcon Cove students meeting the criteria of DOE Rule 6A-109981 will score level 3 or above on the 2010 FCAT Mathematics Test.	Mathematics	Mathematics Department	August 2009/June 2010	Monthly Classroom Walk Through	Stupp,Shari Leff,Jonathan

Budget:

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

Total: \$0.00

Final Total: \$0.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
A 2% increase of Falcon Cove's eighth graders will score a level 3.0 or above on the FCAT 2009/2010 Science Test.		At least 73% of Falcon Cove's eighth graders will score a 3.0 or above on the FCAT 2009/2010 Science test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All teachers will participate in staff development to address scientific thinking and process skills	Johnson, Marilyn	Students progress on an independent experimentally based research paper will be evaluated weekly by teachers.	Assessment tool consist of the school approved Experimentally based Research Paper Rubric.
2	Teachers will infuse the 9 High Yield Strategies into the daily structure of every lesson to enhance scientific literacy.	Johnson, Marilyn Segarra, David	Classroom Walk-Through	Assessment tool consist of Teacher designed assessments that are aligned to the science standards and Mini-BAT.
3	Students will engage in weekly inquiry based /hands-on lessons to improve scientific thinking and process skills.	Johnson, Marilyn Segarra, David	Teachers will evaluate weekly science lab reports.	Assessment tool consist of Teacher designed Assessment that are aligned to the science standards and Rubrics.
4	All students, grades 6-8, will participate in test taking practices to reflect their understanding of the state science standards and big ideas	Johnson, Marilyn	School wide practices are monitored periodically by having students complete practice tests on Early Release Days	Assessment Tool consist of State Science FCAT, Mock FCAT, and Mini-BAT
5	Teachers will provide remedial assistance to students demonstrating deficiencies in specific scientific concepts	Johnson, Marilyn Segarra, David	Interim Reports/Report Cards	Teacher designed assessments that are aligned to the science standards.
6	Teachers will provide remedial assistance to students performing at a level 1 or level 2 in reading	Johnson, Marilyn Segarra, David	School wide practices are monitored periodically by having students complete practice tests on Early Release Days	Compass Learning Software.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
At least 73% of Falcon Cove's eighth graders will score a 3.0 or above on the FCAT 2009/2010 science test	Science	Falcon Cove Science Department	Falcon Cove Science Department	Monthly Classroom Walk Through	Johnson, Marilyn Segarra, David

Budget:

Evidence-based Program(s) /Material(s)

Description of Resources	Funding Source	Available Amount
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No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
A 2% increase of Falcon Cove's eight graders will score a 4.0 or above on the FCAT 2009/2010 writing test.		At least 92% of Falcon Cove's eighth graders will score a 4.0 or above on the FCAT 2009/2010 writing test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All language arts teachers will participate in staff development to address writing, grammar, vocabulary, mechanics, and other language arts skills in 2009/2010.	Rutledge, Jacquelyn	Writing samples are evaluated weekly/monthly by peers and teachers. Students and teachers are able to measure students' writing ability by using a rubric.	Assessment tool consists of Pre and Post Diagnostic Writing Test
2	All students, grades 6-8, will participate in test taking practices to reflect vocabulary building, reading comprehension, grammar achievement and essay writing.	Rutledge, Jacquelyn	School wide writings are monitored periodically by having students perform writing samples on Early Release Days.	Diagnostic Test
3	All students will enhance their writing and grammar skills by maintaining a portfolio.	Rutledge, Jacquelyn	Grammar skills are taught daily by using Daily Language Practice lessons.	Teacher evaluation
4	All eighth grade students will be invited to participate in an after school writing camp tutorial program.	Rutledge, Jacquelyn	Book Reports are assigned each quarter to instill reading knowledge and skills.	Teacher evaluation

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At least 92% of Falcon Cove's eighth graders will score a 4.0 or above on the FCAT 2009/2010 writing test.	Language Arts/Writing	Broward County Language Arts Department	August 2009/June 2010	Monthly Classroom Walk Through	Rutledge, Jacquelyn Leff, Jonathan

Budget:

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

End of 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?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Solicit Business Partnerships to assist in the construction of an ECO classroom			Science ECO Classroom	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Brainstorm essential steps, professions and materials needed for construction	Dempsey, Jeannie SAC Chairpersons	List is created	List
2	Proactively seek out community partnerships with school goals in mind.	Dempsey, Jeannie SAC Chairpersons	Were partnerships secured?	Number of Business Partnerships increased
3	Ask the community/ business partner for their support.	Dempsey, Jeannie SAC Chairpersons	Was support given?	Amount of business support increased

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Develop a comprehensive school public relations program			Develop a comprehensive school public relations program	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Write media releases for local newspapers/ radio/tv	Dempsey, Jeannie Principal/Assistant Principals	Year-end survey	Year-end survey
2	Develop a communications plan for staff and community; develop a crisis communication plan.	Administrative Team	Plan creation	Communications Plan completion

3	Continuously publicize student and staff achievement	Dempsey, Jeannie Principal/ Assistant principals	Increased publicity	Community Survey
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increased student achievement by increasing family involvement		Increased student achievement by increasing family involvement		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Survey families to determine their interests, talents, and availability	Administrative Team	Survey results	Results
2	Design a system to contact all families throughout the year.	Administrative Team and Erdman, Jason Gershwin, Jeremy	System is created and functioning	Survey
3	To accommodate working parents, create opportunities for family members to volunteer offsite and during nights and weekends	Dempsey, Jeannie school staff	Volunteer hours will be tracked to determine time and place of volunteer activities	School Checking and STAR Data

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Partnerships	Partnerships 101	Generalist/Partnership Liaison	October 2009	Appraisal	Dempsey, Jeannie
Public Relations Program	Customer Friendliness	Generalist/Partnership Liaison	August 2009	Customer Survey	Dempsey, Jeannie

Budget:

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

Other Goals

ESE Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On 2010 Reading FCAT, SWD students will increase 3 scaled score points.		At least 90% of SWD students will increase 3 scaled scored points		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Fluency 2X week	ESE Teacher	Fluency Folders/ORFP	CWT Observations monthly
2	SRA/REWARDS/Phonics for Reading 1-2X week	General Education Reading/LA Teacher	Work Samples	Periodic grade report checks
3	Use of technology COMPASS Odyssey, FCAT Explorer, Successmaker	Bandman, Lisa and Reichow, Laurie	Observations/ Computer generated reading results reports	Review work samples

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On 2010 Mathematics FCAT, SWD students will increase 3 scaled score points.		At least 90% of SWD students will increase 3 scaled scored points		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Interactive write boards for problem solving	ESE Teacher	Observations /computer generated math results reports	CWT Observations monthly
2	Supplemental materials used for instruction FCAT Explorer, Compass Odyssey, Successmaker	General Education Math Teacher	Work samples	Periodic grade report checks
3	Test corrections as a tool for remediation	Bandman, Lisa and Stupp, Shari	Quizzes/tests	Review work samples

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On 2010 Writing FCAT, 92 % SWD students will score 3.5		90% of SWD students will score 3.5 on a writing sample.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Graphic organizers/ framework used for generating ideas and sentence formation	ESE Teacher	Work samples	CWT Observations monthly
2	Use of laptops to complete writing assignments/ essays/projects	General Education Reading/LA Teacher	Printed essays/assignments reports	Periodic grade report checks
3	Checklist provided to monitor for proofreading/editing/use of varied word choice and vocabulary	Bandman, Lisa Rutledge, Jacquelyn	Portfolio with various written assignments	Review work samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
BEEP	Reading/LA	ESE Provider	Dec.2009	Lesson demonstrated from BEEP	Bandman, Lisa

COMPASS ODYSSEY	Reading/Math	ESE Provider	January 2010	Check computer reports	Bandman, Lisa
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Budget:

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

End of ESE Goal

ESOL Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
By June 2009-2010 there will be 2% increase of FC students meeting high standards in reading as measured on the FCAT.		By June 2009-2010, 78% all of students scoring in the lowest quartile in reading will demonstrate a 3% increase as measured on the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Oral Reading Fluency Practice a minimum of 2x per week (Jamestown Fluency)	Classroom Teacher	Periodically CWT Teacher monitor weekly fluency graph	ORF (pre and post)
2	Reading Computer Lab a minimum of 1 x per week (Successmaker, Compass Odyssey)	Classroom Teacher and Reichow, Laurie	Weekly Compass Odyssey, Successmaker progress report	STAR (pre and post assessment)
3	Jamestown Critical Reading Series a minimum of 2x per month)	Classroom Teacher	Teacher monitoring of student progress	San Diego Quick Assessment (pre and post) FCAT BAT 2

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
By 2009-2010, there will be a 2% decrease of ELL students cited as being below grade level in reading.		By June 2009-2010, 72% of ELL students will score at or above level in reading as measured on the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Oral Reading Fluency Practice a minimum of 2x per week (Jamestown Fluency)	Classroom Teacher	Periodically CWT Teacher monitor weekly fluency graph	ORF (pre and post) IPT (pre and post) CELLA

2	.Reading Computer Lab a minimum of 1 x per week (Successmaker/Compas Odyssey). ELLIs computer program for A1-A2 ELL students.	Classroom Teacher and Reichow,Laurie Sterling, Ilza	Weekly Compass Odyssey, Successmaker progress report Weekly ELLIS Report	STAR (pre and post assessment)
3	Visions Textbook Series	Classroom Teacher and Sterling, Ilza	Teacher monitoring of student progress	San Diego Quick Assessment (pre and post) FCAT BAT 2 CELLA IPT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
ELLs below grade level in reading	ESOL Matrix	ESOL Coordinator	September	CWT	Gordon, Kassandra

Budget:

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

End of ESOL Goal

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

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

To facilitate the development of the School Improvement Plan (SIP), to monitor implementation of the SIP, to evaluate the effectiveness of the SIP, to provide assistance in the preparation of the school's annual budget, and to make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP.

SAC Members

Members

- 1) KAPLAN, MARK , Principal
- 2) REYNOLDS, SANDRA , SAC Chair
- 3) OSPINA, JUAN, SAC Chair

- 4) Bibiloni-Carr, Silvia, Teacher
- 5) CARETSKY, ROSANNE, Business Member
- 6) GASPARETTO, CRISTIANE, Parent
- 7) ALVARES-POL, ANA MARIA, Parent
- 8) SISKIND, AMY, Parent
- 9) PACHARDOL, PATRIA, Parent
- 10) BERARDELLI-MICHAELIDES, LYNN, Parent
- 11) MAYOL, MARICEL, Parent
- 12) LEVINSON, LAURIE, Community Member
- 13) POTES, JAIME, School Support Personnel
- 14) HEDRICK, JARROD, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward FALCON COVE MIDDLE SCHOOL 3622													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2368 Math: 2368		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	87	Y	91	Y			Y			NA	15	13	NA	12	9	NA	2009	NA	2009	NA	91	NA	
WHITE	100	Y	100	Y	89	Y	93	Y			Y			NA	12	11	NA	9	7	NA	2009	NA	2009	NA	93	NA	
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA	2009	NA	2009	NA		NA	
HISPANIC	100	Y	100	Y	85	Y	90	Y			Y			NA	17	15	NA	14	10	NA	2009	NA	2009	NA	90	NA	
ASIAN	100	Y	100	Y	92	Y	93	Y			NA			NA		8	NA		7	NA	2009	NA	2009	NA		NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA	2009	NA	2009	NA			
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	76	Y	81	Y			Y			NA	27	24	NA	22	19	NA	2009	NA	2009	NA	83	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	70	Y	81	Y			Y			NA	34	30	NA	22	19	NA	2009	NA	2009	NA	82	NA	
STUDENTS WITH DISABILITIES	99	Y	99	Y	53	N	57	N	91	91	Y			NA	42	47	N	40	43	N	2009	NA	2009	NA	59	N	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward FALCON COVE MIDDLE SCHOOL 3622													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2323 Math: 2323		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		YES							
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	100	Y	85	Y	88	Y			Y			NA	17	15	NA	14	12	NA	2008	NA	2008	NA	88	NA	
WHITE	100	Y	100	Y	88	Y	91	Y			Y			NA	13	12	NA	11	9	NA	2008	NA	2008	NA	91	NA	
BLACK	100	Y	100	Y		NA		NA			Y			NA			NA			NA	2008	NA	2008	NA		NA	
HISPANIC	100	Y	99	Y	83	Y	86	Y			Y			NA	19	17	NA	15	14	NA	2008	NA	2008	NA	86	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA	2008	NA	2008	NA		NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA	2008	NA	2008	NA			
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	73	Y	78	Y			Y			NA	30	27	NA	26	22	NA	2008	NA	2008	NA	81	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	66	Y	78	Y			Y			NA	28	34	NA	17	22	NA	2008	NA	2008	NA	83	NA	
STUDENTS WITH DISABILITIES	98	Y	98	Y	58	Y	60	N	88	91	Y			NA	53	42	NA	49	40	Y	2008	NA	2008	NA	65	NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward FALCON COVE MIDDLE SCHOOL 3622													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2222 Math: 2222		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		YES							
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	100	Y	100	Y	83	Y	86	Y			Y			NA	20	17	NA	15	14	NA	2007	NA	2007	NA	79	NA	
WHITE	100	Y	100	Y	87	Y	89	Y			Y			NA	16	13	NA	12	11	NA	2007	NA	2007	NA	80	NA	
BLACK	100	Y	100	Y		NA		NA			Y			NA			NA			NA	2007	NA	2007	NA		NA	
HISPANIC	100	Y	100	Y	81	Y	85	Y			Y			NA	24	19	NA	19	15	NA	2007	NA	2007	NA	78	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA	2007	NA	2007	NA		NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA	2007	NA	2007	NA			
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	70	Y	74	Y	93		Y			NA	40	30	NA	27	26	NA	2007	NA	2007	NA	71	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	72	Y	83	Y			Y			NA	35	28	NA	25	17	NA	2007	NA	2007	NA	80	NA	
STUDENTS WITH DISABILITIES	98	Y	98	Y	47	Y	51	Y	91	88	N			NA	47	53	N	45	49	N	2007	NA	2007	NA	58	N	

SCHOOL GRADE DATA

Broward School District FALCON COVE MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	91%	94%	100%	76%	361
% of Students Making Learning Gains	71%	80%			151
	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.				
	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 				

Adequate Progress of Lowest 25% in the School?	75% (YES)	83% (YES)			158	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					670	
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 FALCON COVE MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	91%	100%	67%	347	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%	82%			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?	72% (YES)	77% (YES)			149	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					649	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District FALCON COVE MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	90%	100%	62%	340	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	72%	83%			155	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?	75% (YES)	77% (YES)			152	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					647	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested