

THE



PLAN

and

NO CHILD LEFT
BEHIND

Accountability in Florida's Public Schools

What is the No Child Left Behind **Act**?

The act contains **four** (4) basic education reform principles:

- stronger **accountability** for results,
- **increased** flexibility and local **control**,
- expanded **options** for parents, and
- an emphasis on **teaching methods** that have been proven to work.

How does **NCLB** differ from past **federal spending** laws?

The **main difference** is that this federal spending plan contains **sanctions** for schools that do not make the academic progress spelled out by Congress.

What are the implications for schools **not** meeting AYP?

- When writing the School Improvement Plan (SIP) for the following year, the school must address **each area** where AYP was **not met**.
- The SIP must include **specific objectives** and **strategies** in the School Improvement Plan for those areas not met.

What are the **implications** for **Title I** Schools that do not meet the **AYP** criteria?

- For **one** school year:
 - Same as for all schools
- For **two** consecutive school years:
 - Identified as “**In Need of Improvement**”.
 - Must write **2-year “Turn Around Plan”**.
 - Parents may transfer students to higher performing public school within geographic zone (North, Central, or South).
- For **three** consecutive school years:
 - Same as after **two years**, PLUS
 - Must offer parents choice of **Supplemental Education Services**.
- For **four** consecutive school years:
 - Same as for three years PLUS
 - District must implement corrective action, i.e. replace staff, implement new curriculum, etc.
- For **five** consecutive school years:
 - School identified for planning **restructuring**.
 - Plan must be developed for alternate governance, i.e., state takeover, private management, charter school, etc.
 - Parents still have **public school choice**.
 - Parents still have choice of **Supplemental Education Services**.

Where Do We Begin?

School Accountability Report - Windows Internet Explorer

http://schoolgrades.fldoe.org/default.asp?action=verifySelectionSchool&report=AYP&districts=13&schoolYear=2006-20078

School Accountability Report

2006-2007 Adequate Yearly Progress (AYP) Report - School Level - Page 1 **Date** []

[Click here to see a detailed report](#)

Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 95%		
Total Writing Proficiency Met:	YES	2006-2007 School Grade:	A	
Total Graduation Criterion Met:	NA			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	YES	YES	YES	NO
HISPANIC	YES	YES	YES	YES
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	YES	YES
ENGLISH LANGUAGE LEARNERS	YES	YES	NO	YES
STUDENTS WITH DISABILITIES	YES	YES	NA	NA

School Accountability Report Main
 2007 School Accountability Report Guide Sheet and Example Report
 School Grades Technical Assistance Paper 2006-07 (PDF)

Done Internet 100%

start Inbox - Mic... sini docs 2007-2008 ... SIP 2006-2... School Acco... Search Desktop 12:31 PM

Requirements 2007-2008

STATE REQUIREMENTS

Grading of Schools

- % of students achieving **level 3 (high standards)** in **reading, mathematics, and science**
- % of students showing **learning gains** in **reading and mathematics**
- % of students in **lowest 25 percentile** showing improvement (or lowest 30 students) in **reading and mathematics**
- average of % of students attaining a **3.5 or above** in **writing**

**ESE and LEP students' scores are computed in the reading and mathematics learning gains and lowest 25 percentile*

FEDERAL REQUIREMENTS

"No Child Left Behind" (NCLB/AYP)

- **58 %** of each subgroup achieving proficiency level in **Reading**
- **62 %** of each subgroup achieving proficiency level in **Math**
(or attainment of safe harbor for above requirements)
- **1% point** increase in students achieving proficiency in **Writing**
- **1% point** increase in graduation rate (high school only)
- **95%** of students **must be tested** in each subgroup

What are the **groups** and **subgroups** required by **NCLB**?

- Entire School Population (Grades 3-10)
- White subgroup
- Black subgroup
- Hispanic subgroup
- Asian subgroup
- American Indian subgroup
- Economically Disadvantaged (Free/Reduced Price Lunch) subgroup
- Limited English Proficient (LEP) subgroup
- Students with Disabilities (SWD) subgroup

Subgroups must have 30 or more students, but it must represent at least 15% of the total school population before the performance of the subgroup will impact the total school rating.

Proficiency Requirement Schedule for Florida

School Years	Percent Proficiency	
	Reading	Math
2001-02 through 2003-04	31%	38%
2004-05 through 2005-06	44%	50%
2006-07	51%	56%
2007-08	58%	62%
2013-14	100%	100%

How does a school make **AYP**?

CRITERIA

- **Ninety-five percent (95%)** of **ALL** students and all subgroups must participate in the state assessment program for reading and mathematics in order for a school or district to make AYP. (Totaling 18 elements)
- All students, as well as the **eight (8) subgroups**, must meet each proficiency target in order for a school to make AYP. (**Reading and Mathematics**) (Totaling 18 elements)
 - The school must demonstrate a **1- percentage point increase** in the percentage of students proficient in **Writing**.
 - **High schools** must also demonstrate a **1- percentage point** improvement in graduation rate.
 - Can not be graded a “D” or “F”.

When is SINI Status Calculated?

- After FCAT scores are calculated
- Status takes effect DAY 1 of NEXT school year
- Example: Dolphin Elementary is a SINI-3 in the school year (2006-07). It fails to make AYP based on the 2006-07 FCAT scores, it will become a SINI-4 when school begins for 2007-2008.

2007-2008 REVISED REPORTING TIMELINES

School Improvement Plans

Repeating F Schools and
Schools in Restructuring

July 23, 2007

F Schools, D former F (2005-2007),
all Schools In Need of Improvement (SINIs)
except schools in Restructuring

August 17, 2007

Approved by the District School Board

October 31, 2007

Reports

Progress Reports

October 25, 2007
January 24, 2008
May 1, 2008

Mid year Report

(F Schools, D former F (2005-2007), all Schools In
Need of Improvement (SINIs)

January 24, 2008

District Improvement Plan; Assistance and Intervention Plan; School Corrective Action Plan; and School Planned Restructuring Plan

District Restructuring for Repeating F Schools and 5-year SINIs

July 23, 2007

District Improvement & Assistance and Intervention Plans for
F Schools, D former F (2005-2007), and 3 & 4-year SINIs

August 17, 2007

FLORIDA DEPARTMENT OF EDUCATION *Bureau of School Improvement*

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- Assistance Plus Performance Updates
- Comprehensive School Reform (CSR) Database
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WWW bsi.fsu.edu

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News & Current Information

- NEW** 2007 DART Model
- NEW** 2007-2008 Reporting Timeline
- 2006-2007 Title I School Improvement Initiative
- On the Road to Improvement Newsletter
- Sunshine State - Lighting Best Practices

Conferences & Workshops

- 2007 K12 Conference
- Statewide School Improvement Workshops

Due dates presented in this page for 2007-2008 Reporting Timeline are PROPOSED - contingent upon final release of state data.

School Improvement Plan

Repeating F Schools and Schools in Restructuring	July 23, 2007
F Schools, D former F (2005-2007), all schools in In Need of Improvement (SINIs) except schools in restructuring	August 17, 2007
Approved by the District School Board	October 31, 2007

Reports

Progress Reports	October 25, 2007 January 24, 2008 May 1, 2008
Midyear Report (F Schools, D former F (2005-2007), all Schools In Need of Improvement (SINIs))	January 24, 2008

District Improvement; Assistance and Intervention; School Corrective Action Plan; and School Planned Restructuring Plan

District Restructuring for Repeating F Schools and 5-year SINIs	July 23, 2007
District Improvement & Assistance and Intervention Plans for F Schools, D former F (2005-2007), all Schools In Need of Improvement (SINIs)	August 17, 2007

Select District: [dropdown]

Select Type of Plan:
School Improvement [dropdown]

Select School:
A. L. MEBANE MIDDLE SCHOOL [dropdown]

Type Password: [input]

[Click To Login](#)

[Click to View School Improvement Plan \(Read-Only\)](#)

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Vision/Mission

Note: Graphs and images cannot be inserted into this textbox.

Note: Required for Title I

EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Allapattah Middle School will institute an instructional program with a strong focus on literacy from sixth to eighth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Data collected from Allapattah Middle School indicates that as students transition from one level to another academic achievement scores decrease. As a response to this data Allapattah Middle School will begin a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong

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Student Achievement Data

[Help](#)

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](#)

POPULATED BY FLDOE

2005-2006 Disaggregated Data

Note: The following links will open in a separate browser window and are in Microsoft Excel (.xls) format. If you do not have Microsoft Excel, a viewer is available for download [here](#).

Reading		Mathematics		Science	Writing
Grade 3 (463K)	Grade 3 NRT (362K)	Grade 3 (476K)	Grade 3 NRT (335K)	Grade 5 (391K)	Grade 4 (Alachua-Holmes) (879K)
Grade 4 (429K)	Grade 4 NRT (370K)	Grade 4 (485K)	Grade 4 NRT (341K)	Grade 8 (270K)	Grade 4 (Ind Rvr-Wash. Spec Sch) (830K)
Grade 5 (452K)	Grade 5 NRT (372K)	Grade 5 (487K)	Grade 5 NRT (342K)	Grade 11 (220K)	Grade 8 (1.04M)
Grade 6 (239K)	Grade 6 NRT (241K)	Grade 6 (273K)	Grade 6 NRT (195K)		Grade 10 (688K)
Grade 7 (236K)	Grade 7 NRT (200K)	Grade 7 (334K)	Grade 7 NRT (182K)		
Grade 8	Grade 8 NRT	Grade 8	Grade 8 NRT		

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His entire career has been devoted to serving middle school students. He was a physical education instructor for ten years, an assistant principal for seven years.

Waiting for CRRP state approval.

Comprehensive K-12 Research Based Reading Plan

Recruitment/Retention of Highly Qualified Teachers

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas.

Note: Required for Title I

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS.

Note: Please refer to the District K-12 Comprehensive Reading Plan

Note: Please refer to the **District K-12 CRP Contact** for content related questions.

Staff List

Please attach a copy of the Staff List in MS Word .doc format only!
(Name, Area(s) of Certification, Teaching Field(s), Professional or Temporary Certificate, N

Attach File : [Upload](#)

This will be sent to your school via email from SQL office.

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Additional Requirements

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School Wide Improvement Model

Describe the research-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Note: Required for Title I

The 8-Step Continuous Improvement Model (CIM) will be used at Allapattah Middle School. It is a data-driven, results oriented school reform that successfully integrates the philosophies of Total Quality Management (TQM) and Effective Schools Research.

Schools will participate in Action Research a process by which they will study their school situation in order to guide, correct, and evaluate decisions in order to improve the quality of instruction and impact student achievement.

NCLB Public School Choice

Describe the process used to provide parents with written notification on the academic progress of their child's school in a format and language parents can easily understand.

Note: Required for Title I

Allapattah Middle School provides current and pertinent information through a variety of formats which include school website, school newspaper, L & R Communication system, and written communication in home languages. The Community Involvement Specialist will also provide home visitation to ensure that parents receive information regarding parent conferences, exceptional student's staffing and reviews, Academic Improvement Plan (AIP) conferences, as well as special school district programs. A Parent Resource Center was established to further enhance the communication with parents in the school and community. Curriculum materials and brochures



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Please attach a copy of the Public School Choice Notice to Parents in MS Word .doc format only!

Attach File :

Notification of SINI Status

Please attach a copy of the Notification of SINI Status to Parents in MS Word .doc format only!

Attach File :

Both of these letters will be sent to your school site via email.

Preschool Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs.

Note: **Required for Title I (If Applicable)**

These sections will need to be updated as soon as you receive the revised CRRP from the District.

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Teacher Mentoring

Describe your school's Teacher Mentoring Program.

Note: Required for Title I

In an effort to retain quality teachers, a buddy system was implemented for the beginning teachers. This is in addition to the Professional Growth Team that is structured through PACES. The buddy system provides support and nurturing as the teachers become acquainted with the day-to-day challenges of teaching. The Professional Growth team also provides support in developing lesson plans, classroom management, technology training and instructional strategies. Additional professional development workshops are provided during early release days, teacher planning days and as directed through the School Improvement Zone.

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically

Note: Please refer to the District K-12 Comprehensive Reading Plan

Extended Learning Opportunities

Describe the programs that are provided before and after-school, during the summer, and during the extended school year.

Note: Required for Title I

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need. Allapattah Middle's mentoring program is 5000 Role Models.

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation

New State Requirement

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[Help](#)

Schools Graded C or Below (new State requirement, Sec. 1001.42(16)(a),F.S.)

Professional Development
Describe the professional development that supports enhanced and differentiated instructional strategies.

Disaggregated Data
Describe the use of student achievement data to determine the effectiveness of instructional strategies.

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Informal and Formal Assessments
 Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress.

Alternative Instructional Delivery Methods
 Describe the alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies.

Save

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 - Return on Investment
 - Objective
 - Additional Goals
 - 95 Percent Tested
 - Discipline and Safety

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

For each principle that is not checked, please address it in the text box below

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Check marks are for those addressed in other sections. Include in the narrative box where the information is found.

For all unchecked boxes, explain in the narrative box how you will address it.

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 - Objective
- Additional Goals
 - 95 Percent Tested
 - Discipline and Safety
 - Technology
 - Electives and Special Areas
 - Health and Physical Fitness
- School Advisory Council

Goal Reading

Needs Assessment

Note: **Required for Title I**

- Did all student subgroups meet AYP targets?
- Did 50% or more of lower 25% make learning gains?
- Did 50% or more make learning gains?
- Did the percent proficient increase?

Results of the 2006 FCAT Reading test indicate that substantial progress was made in the number of students meeting standards in Reading; however a vast majority of the students are deficient in reading. As per the No Child Left Behind (NCLB) adequate yearly progress report, students in all sub-groups did not attain the desired 31 percent of level 3 or above on the 2006 FCAT Reading test. After disaggregating of 2006 FCAT data, the results indicate only 27 percent met high standards in reading and there is no valid comparison that can be made among sub-group performances in the content clusters. All subgroups average of points gained in the content clusters was equally below standards. However, the two lowest performance areas that show a need for improvement are Words/Phrases and Reference/Research. This year a concerted instructional effort should result in an increase in student achievement in these areas.

Save

Make sure that you update all reading objectives to at least 58% and write one for each subgroup that did not make AYP.

Objectives for Reading

Note: **Required for Title I**

To add an objective to this goal, click the **Add Objective** button.

To edit an objective, click the **Edit** button.

To view strategies for an objective, click the **Show** button.

Add Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Show

Edit

Given instruction using the Sunshine State Standards, Hispanic students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Show

Edit

Given instruction using the Sunshine State Standards, Free and Reduced lunch students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Show

Edit

Given instruction using the Sunshine State Standards, Black students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Show

Edit

Given instruction using the Sunshine State Standards, Students with Limited English Proficiency (LEP) students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Show

Edit

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Show

Edit

Given instruction using the Sunshine State Standards, the lower

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 - Objective
 - Additional Goals
 - 95 Percent Tested
 - Discipline and Safety
 - Technology
 - Electives and Special

[Help](#)

ALLAPATTAH MIDDLE SCHOOL

- Vision/Mission
- School Profile/Demographics
- Student Achievement Data
- School Match
- Quality Staff
- Add'l Requirements**
 - CRP Related Items
 - Schools Graded C or Below
 - Schools Offering Any Grades 6 through 12
- Goals**
 - Reading**
 - Objective
 - Budget
 - Highly Qualified Instructors
 - Mathematics**
 - Objective
 - Budget
 - Highly Qualified Instructors
 - Writing**
 - Objective
 - Budget
 - Science**
 - Objective
 - Budget
 - Highly Qualified Instructors
 - Parental Involvement**
 - Objective
 - Budget
 - Return on Investment**
 - Objective
- Additional Goals**
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Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available <small>(Numbers Only)</small>
Research-based Program(s) / Material(s)	Soar To Success, Reading Libraries, Accelerated Reader Library,	School Improvement Zone Funded Title 1 Schoolwide Program	\$ 20000.00
Technology	Read 180 computers Academy of Reading additional licenses	School Improvement Zone Funded Title 1 Schoolwide Program	\$ 20000.00
Professional Development	Reading Leader, Reading Coach, Curriculum Mapping	Title 1 Schoolwide Program DOE Grant	\$ 120000.00
Other	Reading Teacher, Part-time Reading Teacher (2)	Title 1 Schoolwide Program	\$ 180000.00
			Total: \$340,000.00

UPDATE!!

- ALLAPATTAH MIDDLE SCHOOL
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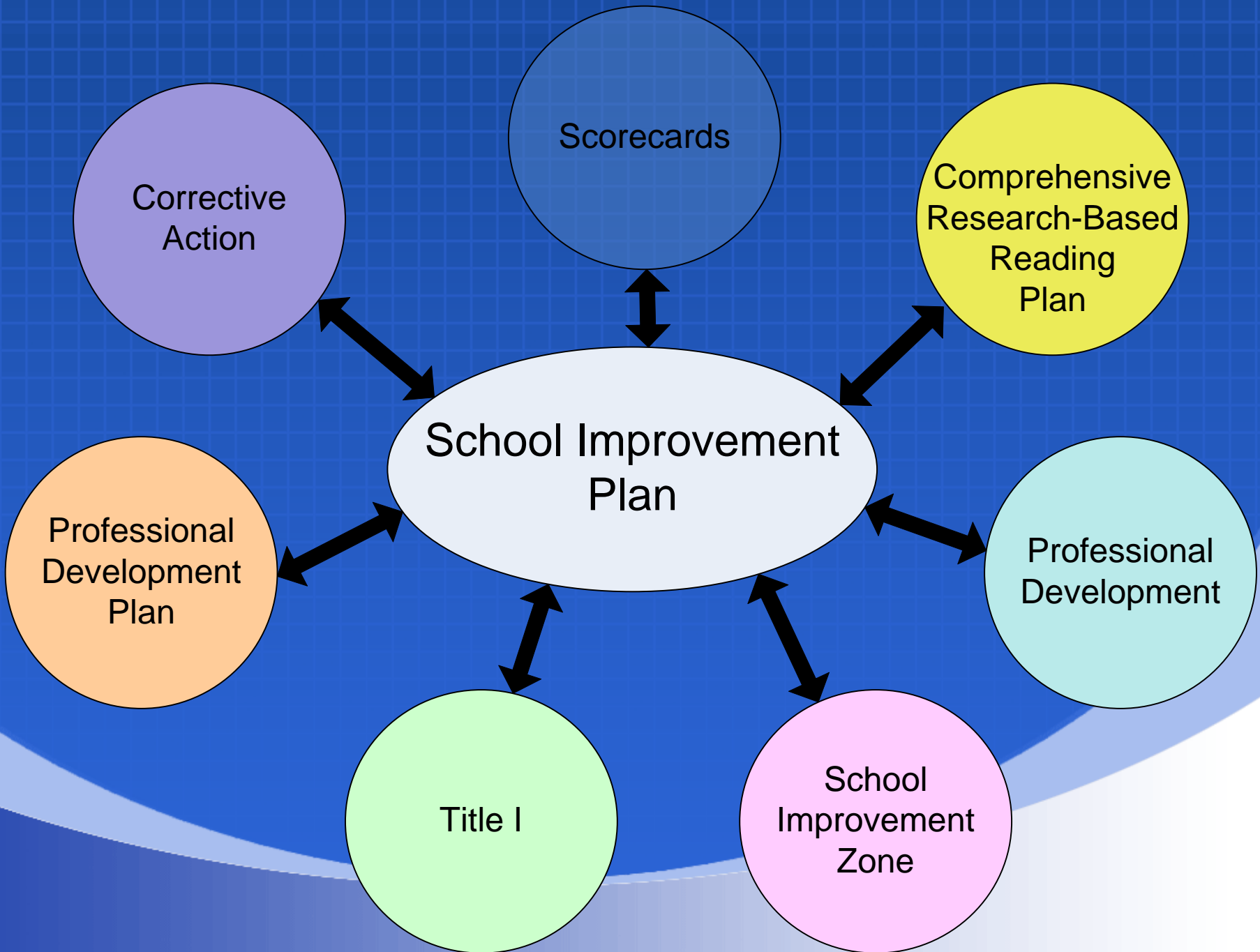
Highly Qualified Certified In-Field Instructors

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** qualified. Describe the support and professional development being planned and provided for these professionals.

Note: Required for Title I

The District has developed a Comprehensive Research-based Reading Plan (CRRP) that includes a roadmap for professional development to support specific reading initiatives. The plan emphasizes the expansion of district capacity by building a cadre of trainers that will provide additional training, follow-up support and teacher-to-teacher mentoring. In addition, the CRRP outlines a comprehensive professional development plan providing training for teachers, administrators and paraprofessionals on identified research-based interventions, as well as literacy training to foster student learning. The plan

The listing of teachers, etc. is only for those **NOT HQTs**. The narrative is from the CRRP that will be provided when updates are available.



Scorecards

Comprehensive
Research-Based
Reading
Plan

School Improvement
Plan

Professional
Development

School
Improvement
Zone

Title I

Professional
Development
Plan

Corrective
Action

NO CHILD LEFT BEHIND REQUIREMENTS

*No child should be
condemned to
educational failure
because of ethnicity,
economic background,
**disability, language
ability, or participation
in a **special program.*****



Accountability and Systemwide Performance

Dr. Felicia Gil

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