FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: COUNTRY CLUB MIDDLE SCHOOL

District Name: Dade

Principal: Jose Bueno

SAC Chair: Linda Belkin

Superintendent: Alberto M. Carvalho

Date of School Board Approval:

Last Modified on: 08-21-2009

VISION and MISSION STATEMENTS

VISION:
Country Club Middle School is committed to serving our students' educational needs in an exemplary and appropriate manner. Country Club Middle School believes that students are our first priority and excellent service to our students involves providing developmentally appropriate instruction.

MISSION:
Country Club Middle School will provide a positive learning environment that will inspire students to reach their maximum potential and to achieve their academic goals.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Country Club Middle School, built in 2005, is located in Northwest Miami Dade, Florida on a thirteen acre campus. The architecture of the building is typical of the new school trend with pre-fabricated walls. The campus consists of three buildings: main office building (including the music and band rooms), cafetorium building, and a three-story high main classroom building. Covered walkways identify the directions to each building and a large outdoor pavilion for students to congregate is located in between all three buildings. The school has a population of approximately 1483 students in grades six, seven, and eight. Of the entire population, approximately 73% (1125) of the student body is eligible to receive free or reduced lunch.

Unique School Strengths for Next Year

Country Club Middle School enters the next school year with renewed confidence after earning 533 accountability points on the 2009 FCAT and ultimately earning a grade of "A". In addition, Country Club Middle School's first eighth grade group earned an initial FCAT Writing mean score of 4.1, which sets the standard for the 2009-2010 school year. The school's Mathematics department also ranked seventh in the state in the Florida Math Mania Challenge, correctly answering within a span of two consecutive days 455,946 mathematics problems and received a monetary reward to be utilized within the school's Intensive Mathematics program that benefits FCAT Level 1 and 2 students. Moreover, the suspension rates have decreased by 54% In-door and by 27% Out-door from the previous year. Country Club Middle School's instructional staff consists of 92.06% highly qualified teachers. The school also increased its student attendance rate in comparison to the 2007-2008 school year, and exceeded its United Way student and staff goal of $8,321 by ultimately contributing a total of $9,593 making Country Club Middle School 1 out of 6 District members of the Goal Busters Club and 1st place for the North Regional Center.

Unique School Weaknesses for Next Year

During the 2007-2008 school year, Country Club Middle School was a receiving school for NCLB students within Region I. Two years later, the increase in enrollment from NCLB will now result in a very large incoming 8th grade class.

During the 2008-2009 school year, reduction in force caused Country Club Middle School to lose its third assistant principal and due to budget constraints, it will remain with only two assistant principals for the 2009-2010 school year. This has caused an augment of responsibilities for the remaining assistant principals who must cope with a large enrollment of 1483 students. Budget cuts have also jeopardized the school's ability to create an alternative to suspension program through its Saturday School program.

Student Demographics

The student population consists of 1483 standard curriculum students, 233 Special Education (SWD) students and approximately 118 English Language Learners (ELL) students. Of the total student population, 71 percent are Hispanic, 23 percent Black, 4 percent White Non-Hispanic, and 2 percent Asian, Indian or Multiracial. Students identified as LEVEL 1 and LEVEL 2 in mathematics, total approximately 621 students; in reading, a total of 692 students will receive additional instruction through intensive courses. In science, 38 percent of the students received a Level 1. Additionally, students identified as gifted also receive services to meet and enhance their academic needs.

Student Attendance Rates

The attendance rate for Country Club Middle School in 2008-2009 was 96.23%, which is an increase from the 2007-2008 rate of 96.10%. In 2006-2007 the attendance rate was 96.35%, which was the school's first year of operations with only a 6th grade class. For these years, Country Club Middle School has exceeded the district's averages as follows: 2006-2007: 94.97%, 2007-2008: 95.45%, and 2008-2009: 95.19%.
Additionally, Country Club Middle School has also surpassed the feeder pattern averages which are as follows: 2006-2007: 95.35%, 2007-2008: 96.05%, and 2008-2009: 95.69%

Student Mobility

The mobility rate of Country Club Middle School is 4.8%. This rate is predominantly a result from the instability in our current economy causing numerous home foreclosures thus forcing families to relocate. Additionally, during the 2007-2008 school year, Country Club Middle School was a part of the NCLB scholarship. Therefore, there were approximately 150 students that were not from our area. Some of those students still remain in our current eighth grade class, however, many have left either due to promotion or personal reasons.

For the 2008-2009 school year, the enrollment during the October 2008 FTE was 1,549 versus the February 2009 FTE which was 1,540 students. This data reflects a low and stable mobility rate.

Student Suspension Rates

2006-2007: In-door 107, Out-door 78

2007-2008: In-door 355, Out-door 350

2008-2009: In-door 164, Out-door 256
The suspension rate increased from the 2006-2007 school year to 2007-2008, however decreased by 54% for in-door suspensions and by 27% for out-door suspensions from 2007-2008 to 2008-2009. Country Club Middle School will continue to implement its progressive discipline plan - (a) parent contact, (b) detention, (c) referral to counselor, (d) referral to administrator, (e) disciplinary action as prescribed by administrator. Similarly, the school will continue to utilize the student services department to support the academic, social, and emotional needs of the student body.

Student Retention Rates

For the 2008-2009 school year, Country Club Middle School developed into a complete middle school offering with the addition of its eighth grade class. Due to the increase in enrollment, the retention rate increased from 11 students out of 1,080 during the 2007-2008 school year to 44 students out of 1,560 during the 2008-2009 school year.
The Student Services department conducted classroom visits and educated students in reference to the Pupil Progression Plan and requirements for promotion. Secondly, each student's academic record was reviewed and those students who were in jeopardy of retention individually met with the counselor prior to the completion of the academic year. Students were enrolled in summer sessions and virtual classes for credit recovery. Those students still in need of a course credit and whose academic status allows, will be enrolled in PLATO, a course recovery program, in place of an elective course.

Class Size

The average class size for general education courses is 20.52. The average class size in general education classrooms is: 6th Grade: 21.04 students; 7th Grade: 20.44 students; 8th Grade: 20.07 students. The overall teacher to student ratio is 1 to 18.77 (79 teachers for 1483 students).

The total number of instructional staff is 79 with 24.05% of teachers having 15 plus years of experience; 32.91% of the teachers have advanced degrees; 92.06% of teachers are highly qualified and 1.27% are National Board Certified teachers.

Country Club Middle School offers tutoring to ELL students through the Home Language Assistance Program (HLAP). Tutoring for ELL students is offered in the areas of mathematics, reading, science, and social studies. This tutoring service is provided Monday through Thursday from 3:50 p.m. to 4:50 p.m. All teachers that service our ELL population are highly qualified teachers.

In addition to having highly qualified teachers servicing the SWD population, the school has established an inclusion/co-teaching model to better meet the needs of these students.

Academic Performance of Feeder Pattern

The elementary schools that feed into Country Club Middle School have maintained or improved their FCAT school grades. Joella C. Good Elementary increased its grade from a "B" to an "A", however did not meet AYP, earning a status of Correct I school under the Differentiated Accountability Plan. Palm Springs North Elementary School increased its grade from a "B" to an "A" and did meet AYP. Charles D. Wyche, Jr. maintained its C grade and met AYP. Spanish Lakes earned an initial grade of an "A" and met AYP.

During the 2008-2009 academic year collaborative efforts among the American Senior High Feeder Pattern included

professional development with designated team members from each content area from all feeder pattern schools to develop the Feeder Pattern Alignment Team. This team was responsible for the development and implementation of standardize articulation procedures and providing professional development opportunities in the area of literacy. The team also hosted a "Feeder Pattern Curriculum Fair" at American Senior High to showcase the various academic opportunities available throughout the feeder pattern.

Partnerships and Grants

Country Club Middle School's Science department is involved with the University of Miami's Rosenstiel School of Marine and Atmosphere Science National Aplysia Resource Center for biomedical research. A member of our Science department holds a joint position as an Adjunct Professor in the Division of Marine Biology and Fisheries at the University of Miami's Rosenstiel School of Marine and Atmosphere Science. Country Club Middle School will continue to expand the number of Dade Partners associated with the school. In addition, Country Club Middle School has added a Community Involvement Specialist to our staff in an effort to significantly increase the community relations and partnerships.

Through Title I funds, Country Club Middle School provides Saturday School tutoring for the entire student population. An after school tutoring program is funded through the Title III grant in the areas of Mathematics, Reading, and Science for ELL students. Also, Country Club Middle School's Science department has a grant pending with the Captain Planet Foundation to fund an "Outdoor Classroom" to promote understanding of environmental issues.

Country Club Middle School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngster (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school revenues funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

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	Jose Bueno	-Bachelor of Science in Social Studies -Master of Science in Educational Leadership	3	12	Principal of Country Club Middle School in 2008-2009: Grade: A, Reading Mastery: 54%, Mathematics Mastery: 59%, AYP: Black, Hispanic, ED, and SWD students did not meet AYP in Reading. SWD students did not meet AYP in Mathematics. Principal of Country Club Middle School in 2007-2008: Grade: A, Reading Mastery: 59%, Mathematics Mastery: 50%, AYP: ELL students did not meet AYP in Reading. Black students did not meet AYP in Mathematics. Principal of Country Club Middle School in 2006-2007: Grade: D, Reading Mastery: 48%, Mathematics Mastery: 42%, AYP: Black, ED, and Hispanic students did not meet AYP in Reading. Black, ED, and Hispanic did not meet AYP in Mathematics. Principal of Jose Marti Middle School in 2005-2006: Grade: A, Reading Mastery: 45%, Mathematics Mastery: 45%, AYP: ELL and SWD students did not meet AYP in Reading. ED, Hispanic, ELL, and SWD did not meet AYP in Mathematics.

					Principal of Jose Marti Middle School in 2004-2005: Grade: C, Reading Mastery: 34%, Mathematics Mastery: 39%, AYP: ED, Hispanic, ELL, and SWD students did not meet AYP in Reading. ED, Hispanic, ELL, and SWD did not meet AYP in Mathematics.
Assis Principal	Viviana Lebena	-Bachelor of Science in Special Education -Master of Science in Special Education -Educational Leadership Certification	2	2	Assistant Principal of Country Club Middle School in 2008-2009: Grade: A, Reading Mastery: 54%, Mathematics Mastery: 59%, AYP: Black, Hispanic, ED, and SWD students did not meet AYP in Reading. SWD students did not meet AYP in Mathematics. Assistant Principal of Country Club Middle School in 2007-2008: Grade: A, Reading Mastery: 59%, Mathematics Mastery: 50%, AYP: ELL students did not meet AYP in Reading. Black students did not meet AYP in Mathematics.
Assis Principal	Dr. Mia Merritt	-Bachelor of Science in Elementary Education -Master of Science in Exceptional Education -Educational Specialist Degree in Educational Leadership -Doctorate in Organizational Leadership	1	7	Assistant Principal of Country Club Middle School in 2008-2009: Grade: A, Reading Mastery: 54%, Mathematics Mastery: 59%, AYP: Black, Hispanic, ED, and SWD students did not meet AYP in Reading. SWD students did not meet AYP in Mathematics. Assistant Principal of Skyway Elementary School in 2007-2008: Grade: C, Reading Mastery: 66%, Mathematics Mastery: 50%, AYP: Black, ED, Hispanic, and ELL students did not meet AYP in Mathematics. Assistant Principal of Skyway Elementary School in 2006-2007: Grade: I Assistant Principal of Skyway Elementary School in 2005-2006: Grade: A, Reading Mastery: 80%, Mathematics Mastery: 57%, AYP: Mathematics and Reading AYP was met. Assistant Principal of Skyway Elementary School in 2004-2005: Grade: A, Reading Mastery: 83%, Mathematics Mastery: 69%, AYP: 100% AYP Status

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 *
Mathematics	Ronald Marcelo	-Bachelor's in Mathematics -Master's in Mathematics 7-12 -Middle Grades Mathematics Certification	2		Mathematics Teacher at Country Club Middle School in 2008-2009: Grade: A, Reading Mastery: 54%, Mathematics Mastery: 59%, AYP: Black, Hispanic, ED, and SWD students did not meet AYP in Reading. SWD students did not meet AYP in Mathematics. Mathematics Teacher at Shenandoah Middle School 2007-2008: Grade: C, Reading Mastery: 49%, Mathematics Mastery: 43%, AYP: ED students did not meet AYP in Reading. ED, Hispanic, and ELL students did not meet AYP in Mathematics. Mathematics Teacher at Shenandoah Middle School 2006-2007: Grade: C, Reading Mastery: 41%, Mathematics Mastery: 38%, AYP: ED, Hispanic, and ELL students did not meet AYP in Reading. ED, Hispanic, and ELL did not meet AYP in Mathematics. Mathematics Teacher at Shenandoah Middle School 2005-2006: Grade: B, Reading Mastery: 43%, Mathematics Mastery: 34%, AYP: ELL and SWD students did not meet AYP in Reading. ED, Hispanic, ELL, and SWD did not meet AYP in Mathematics. Mathematics Teacher at Shenandoah Middle School

| Reading | Karen House | -Bachelor's in Elementary Education and Mental Retardation
-Master Psycho Educational Services
-Specialist in Computer Applications
-ESOL, Reading, and Gifted Endorsed | 3 | 5 | 2004-2005:
Grade: C, Reading Mastery: 34%, Mathematics Mastery: 30%,
AYP: ED, Hispanic, ELL, and SWD students did not meet AYP in Reading.
ED, Hispanic, ELL, and SWD did not meet AYP in Mathematics.

Reading Coach at Country Club Middle School in
2008-2009:
Grade: A, Reading Mastery: 54%, Mathematics Mastery: 59%,
AYP: Black, Hispanic, ED, and SWD students did not meet AYP in Reading.
SWD students did not meet AYP in Mathematics.
Reading Coach at Country Club Middle School in
2007-2008:
Grade: A, Reading Mastery: 59%, Mathematics Mastery: 50%,
AYP: ELL students did not meet AYP in Reading.
Black students did not meet AYP in Mathematics.
Reading Coach at Country Club Middle School in
2006-2007:
Grade: D, Reading Mastery: 48%, Mathematics Mastery: 42%,
AYP: Black, ED, and Hispanic students did not meet AYP in Reading.
Black, ED, and Hispanic did not meet AYP in Mathematics.

Reading Coach at Jose Marti Middle School in
2005-2006:
Grade: A, Reading Mastery: 45%, Mathematics Mastery: 45%,
AYP: ELL and SWD did not meet AYP in Reading.
ED, Hispanic, ELL, and SWD did not meet AYP in Mathematics.
Reading Coach at Jose Marti Middle School in
2004-2005:
Grade: C, Reading Mastery: 34%, Mathematics Mastery: 39%,
AYP: ED, Hispanic, ELL, and SWD students did not meet AYP in Reading.
ED, Hispanic, ELL, and SWD did not meet AYP in Mathematics. |

* 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. Providing supplemental stipends.	Principal	On-going	
2. Facilitating Professional Development opportunities.	Principal	On-going	
3. Soliciting National Board Certified teachers.	Principal	On-going	
4. Accommodating teacher's instructional preferences.	Assistant Principal	June 2009	

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
79	0	43.04	32.91	24.05	32.91	92.06	3.8	1.27	16.46

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lisa Spicer Science	Lydia Goodin (Science)	Although Mrs. Goodin is a veteran teacher she transferred from an alternative school setting and has exhibited difficulty in transitioning to the conventional classroom. Mrs. Spicer is also a veteran teacher who possesses experience in various classroom settings and is the science department	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies. The mentor and mentee will be given release time to observe and reflect the usage of evidence-based strategies.
Raphael Gonzalez Science	Freddy Aguirre (Science)	Mr. Aguirre is entering his 2nd year of teaching. His students have shown below average performance levels in Science. Additionally, classroom management is an area of concern. Mr. Gonzalez is a veteran teacher who possesses experience in various classroom settings.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies. The Reading Coach is also modeling content-area strategies to teach science concepts.
Ronald Marcelo Mathematics Coach	Walter Howard (Mathematics)	Mr. Howard is entering his 3rd year of teaching. His students have shown below average performance levels in Mathematics. Additionally, classroom management is an area of concern. Mr. Marcelo is a veteran teacher who possesses experience in various classroom settings and is the mathematics coach	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies. The Reading and Mathematics Coach are also modeling content-area strategies to teach mathematics concepts. The mentor and mentee will be given release time to observe and reflect the usage of evidence-based strategies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

At Country Club Middle School, services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early

intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach programs. Country Club Middle School refers students and parents to several local outreach programs when necessary.

Title II

The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

At Country Club Middle School, services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Country Club Middle School provides after school tutoring, monthly parent outreach meetings held in the cafetorium, and in-house professional development on best practices for ESOL and content area teachers. In addition, the ELL students currently utilize the Achieve 3000 language program here at Country Club Middle School.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Country Club Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Country Club Middle School provides a part-time TRUST counselor which oversees non-violence and anti-drug programs to students that incorporate Red Ribbon Week, community service and counseling. These programs prevent the use of drugs and violence to ensure a safe learning environment supporting student achievement.

Nutrition Programs

1) Country Club Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statue, is taught through physical education.
3) The School Food Service Program, school breakfast and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Country Club Middle School provides Career Cruiser which uses FACT.org to help compile information from a variety of resources to create a four year academic and elective plan that supports their internal post-secondary goals.

Using the Career Cruiser, students will complete a survey through social studies that will help determine a compatible career field based on certain personal interest and how they relate to various career opportunities. By promoting career pathways and high school programs of study students will take ownership as to what career or technical pathway they should consider in high school and post-secondary education. Additionally, this will provide the students a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Job Training

N/A

Parental
Involvement Program Description

Country Club Middle School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Parents contribute in the decision making for the School Improvement Plan, as well as creating common goals, visions, and missions through the School Advisory Council meetings and discussions.

Country Club Middle School will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Country Club Middle School will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parents Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement and participation in their child's education.

School Improve Grant Fund/School Improvement Grant Initiative

Country Club Middle School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, and classroom libraries. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.
Title III funds also provide after school tutoring, monthly parent outreach meetings held in the cafetorium, in-house professional development on best practices for ESOL and content area teachers. In addition, the ELL students currently utilize the Achieve 3000 language program here at Country Club Middle School.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal- Jose Bueno: Ensures commitment of school-based team, skills of school staff, implementation of intervention support and documentation, allocates resources, provides adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Department Chairpersons- Gyovania Marante (Mathematics), Linda Belkin (Language Arts), Lisa Spicer (Science), and Guillermo Ramos (Social Studies): Provide information about core instruction, contribute to the collection of student data, implement Tier 1 instruction/intervention, conspire with other staff to deliver Tier 2 interventions, and incorporate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Education Teacher- Viviana Arias: Contributes in the collection of student data, implements core instructional materials/experiences into Tier 3 instruction, and conspires with general education teachers through co-teaching and consultation.

Reading and Mathematics Coaches- Karen House (Reading), Ronald Marcelo (Mathematics): Develop, imply, and assess school core content standards/programs; identify and analyze existing information on scientifically based curriculum/behavior assessment and intervention methods. They identify diagnostic patterns of student need while working with district personnel to determine appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the planning and implementation for progress monitoring, data collection, and data analysis; participate in the planning and delivery of professional development; and provide support for assessment implementation monitoring.

Exceptional Education Coordinator- Yolanda Acevedo: Educates the team in the role exceptionalities play in curriculum, assessment, and instruction, as a foundation for appropriate program design; assists in the selection of screening measures; and helps identify diagnostic patterns of student need with respect to exceptionalities.

School guidance counselor/Community Involvement Specialists- Sonia O'Farrill (Counselor), Faye Monghbeh (Community): Provide exceptional services and knowledge on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, community involvement specialists continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Media Specialist, Peter Uttal: Establishes or intermediates technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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

The Leadership Team will focus meetings around the following questions: How do we enhance data collection, data analysis, problem-solving, differentiated assistance, and progress monitoring to elicit the best in our teachers and students?

Data will be gathered and analyzed with such instruments as needs assessment surveys in order to determine appropriate professional development for faculty. The RtI Leadership Team will meet regularly and maintain communication with staff for input and feedback, as well as updating staff on procedures and progress. In addition, the RtI Leadership Team will support the process to design, implement, and evaluate both daily instruction and specific interventions. Clear indicators of student needs and student progress and assistance in examining the validity and effectiveness of program delivery will also be provided.

Finally, the RtI Leadership Team will also assist in monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

The RtI Leadership Team met with the School Advisory Council (SAC) to discuss the monitoring and adjustments to the school's academic and behavioral goals through data gathering and data analysis. The team provided data on the 2008-2009 FCAT areas of weakness and determined which strategies were most effective at improving student achievement. The RtI Leadership Team will provide levels of support and interventions to students based on data in order to assist in setting clear expectations for instruction. Additionally, the RtI Leadership Team will facilitate the development of a systematic approach to teaching that aligns to processes and procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

Managed data will include:

Academic
• FAIR assessment
• Interim assessment
• State/Local Mathematics and Science assessments
• FCAT
• Student grades
• School site specific assessments
• Baseline Data
• Monthly Progress Monitoring
• Mid-term
• Final

Behavior
• Attendance
• Detentions
• Administrative Detentions
• Student Case Management System
• Suspensions/expulsions
• Referrals to alternative education
• Referrals to special education programs
• School climate surveys

In addition, Dashboard will be used to analyze individual student data for the previous three years to determine individual areas of weakness. Edusoft will be used to disaggregate and summarize tiered data.

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time, on early release days and in small sessions during department meetings throughout the year.

The RtI Leadership Team will also discuss and address additional professional development staff needs after reviewing collected data during the regularly scheduled RtI meetings. Such development training will address problem solving and data analysis for all administrators as well as offer the staff a clear understanding of basic RtI principles and procedures and provide a network of ongoing support organized through feeder pattern.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths:
In Reading, as per the 2009 FCAT data, students in grade 6 demonstrated strength in Main Idea/Purpose, scoring an average of 70%, students in grade 7 demonstrated strength in Words/Phrases, scoring an average of 71%, and students in grade 8 also demonstrated strength in Words/Phrases scoring an average of 63%.

In Mathematics, as per the 2009 FCAT data, students in grade 6 demonstrated strength in the area of Geometry, scoring an average of 67%, students in grade 7 demonstrated strength in Data Analysis, scoring an average of 67%, and students in grade 8 demonstrated strength in Number Sense scoring an average of 58%.

In Science, as per the 2009 FCAT data, eighth grade students demonstrated strength in Physical/Chemical and Life/Environmental scoring an average of 54%.

In Writing, as per the 2009 FCAT data, eighth grade students are performing above district and state averages. 88% of students met standards in Writing.

Weaknesses:
In Reading, as per the 2009 FCAT data, students in grade 6 demonstrated weaknesses in Words/Phrases scoring an average of 63%, students in grade 7 demonstrated weakness in Comparisons scoring an average of 64%, and students in grade 8 demonstrated weaknesses in Reference/Research scoring an average of 50%.

In Mathematics, as per the 2009 FCAT data, students in grade 6 scored an average of 63% and grade 8 scored an average of 42% demonstrating that Measurement was the weakest cluster/strand. While students in grade 7 demonstrated weaknesses in Geometry scoring an average of 50%.

In Science, as per the 2009 FCAT data, eighth grade students demonstrated Earth/Space as the weakest cluster/strand scoring an average of 45%.

Instructional Calendar Development

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

The Instructional Focus Calendars will be created in August 2009 and will be based on the Scope and Sequence; Pacing Guides developed by the district for each subject area, and data driven benchmarks. Adjustments will be made in October 2009, after the initial Interim assessment data is analyzed and again in January 2010, after the Winter Interim Assessments.

The leadership team, composed of administration, department chairs, coaches, SWD coordinator, and guidance counselor, develop the focus calendars for each nine-week period and reviews it with their respective departments to make final modifications.

Three benchmarks reflected as areas of weakness as measured by the 2009 FCAT data are selected for concentration during the three-week period. A monthly benchmark test is administered to monitor students' progress toward mastery of the designated benchmarks.

Teachers analyze the data which drives classroom instruction ensuring that all students indicate progress. Data will also report benchmarks that require further reviewing or re-teaching.

Administration will ensure that the implementation of such procedures take place with continuous classroom visits, lesson plan inspections, and discussions at department meetings.
Mathematics and Reading coaches will also work diligently with teachers who are demonstrating difficulties with implementing the Instructional Focus Calendar.

New and struggling teachers will be assigned a mentor and will participate in the process of observing other veteran teachers. Those teachers will also participate in Professional Learning Communities to acquire support and guidance from their colleagues.

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

The state tested benchmarks will be focused upon during each nine week period with specific emphasis on the benchmarks not mastered as measured by the 2009 administration of the FCAT. Adjustments will be made after analyzing each tri-weekly assessment data for the following nine weeks.

Reading: Words and Phrases and Reference and Research were the least proficient strands and will be given priority focus.

Science: Scientific Thinking was the least proficient strand and will be given priority focus.

Writing: Expository Writing was less proficient than Persuasive and will be given priority focus.

Mathematics: Geometry and Measurement were the least proficient strands and will be given priority focus.

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

At the administration level, student learning gains from the 2009 FCAT administration were analyzed in order to pair the strongest teachers with the lowest performing students. Low performing teachers were identified and paired with a mentor to address specific weaknesses. At the classroom level, teachers will utilize class work assignments, baseline data, dashboard reports, and monthly assessment results to determine the individual needs of students.

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

Country Club Middle School offers students electives in art, music, home economics, computers, physical education, journalism, speech and debate and writing courses which focus on job and life skills. Additionally, Country Club Middle School offers a gifted resource class which is involved in Learning for Life through character education. On a daily basis, the teacher and students discuss the importance and relevance the lesson has or will have in their career and/or personal life.

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?

The school offers students electives in art, music, home economics, computers, physical education, journalism, speech and debate and writing courses which focus on job and life skills. Annually, each content area organizes an evening function where current and upcoming curriculum is presented to the students, parents and the community. After FCAT testing is complete, students meet with each teacher to discuss subject selection for the approaching year. Counselors are also available to meet with students and parents who have specific concerns. For the 8th graders, FACTS.org, an online service which compiles a variety of resources to create a four year academic and elective plan that supports the students' intended post-secondary goals.

DO

Direct the Instructional Focus

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

Inter-departmental planning and grade-level planning weekly ensure that instructional focus is aligned to the benchmark across the curriculum. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, including below mastery, ELL, and SWD students. Departmental and faculty meetings will serve as a platform for teachers to share best practices and resources with their colleagues.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are created by teachers through the process of grade-level planning and delivered through classroom instruction, group-workshop instruction, and individual instruction. Focus lessons will be taught regularly and will cover the benchmarks tested annually in the FCAT. Reading and Mathematics coaches will model differentiated instruction approaches within departmental meetings, to ensure best practices among teachers. Additionally, the reading and mathematics coaches, along with the department chairpersons for math and Language Arts, will assist with the delivery of the focus lessons.

How will instructional focus lessons be revised and monitored?

The administration will meet with the content area department chairpersons to discuss the data from the interim assessments and the monthly assessments. The department chairpersons will then meet with their respective teachers to discuss successes and to identify changes that need to be implemented based on students' performance on each Assessment. Each focus lesson will be incorporated in a mini-assessment to assist in determining which ones will need to be reviewed or re-taught.
Proficiency of skills and benchmarks should also be evident in skills and benchmarks that are taught as part of the whole group instruction.

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.

Formative Assessments will include:

• FAIR Assessment: Administered three times a year
• Baseline Assessment-Administered within the first two weeks of school

- District Interim Assessment Tests-Administered in October and January
- Monthly Assessments-Administered monthly in all content areas
- Mid-term Exam- Administered the second week of January
- Final Exam-Administered at the end of the fourth nine weeks
- Students in both Reading and/or Mathematics Intensive classes will also take progress monitoring assessments throughout the year.

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

Mastery will be set at 70%. Teachers will use the data from the above stated assessment to drive classroom instruction and develop individual learning plans when indicated. Data manager will provide Item-Analysis report to each teacher for review to identify benchmarks and content clusters that will benefit from being re-taught. Teachers will differentiate instruction based on the needs of their students to revisit questions missed most frequently.

Maintenance

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

Monthly exams are scheduled in addition to Interim Assessment Tests. The data manager will provide Item-Analysis reports to individual teachers and meet to discuss the data's findings.
Individually teachers will plan enrichment opportunities for those students who are at or above mastery level. Hands-on activities, project activities, and peer tutoring within the class room setting will provide such students with enhancement opportunities.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly, to discuss areas of weakness and work with the subject area coach and department chairperson. Notes will be taken during these meetings to be submitted along with the agenda to administration.

After each assessment, teachers will meet with their departments and grade-levels to determine modifications that need to be implemented. These meetings will be overseen by an assistant principal.

Monitoring

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

The Principal and Leadership Team will meet to review data and make suggestions for improved classroom instruction and enhanced student learning during departmental meetings. The instructional coaches will have one-on-one data chats with teachers to discuss assessment data results and student progress. They will assist in the revision of IFC's and the focus lessons when needed. Counselors will also be met with to discuss the progress of special needs populations such as neglected and delinquent students and additional support will be organized if necessary. Special attention will be given to special needs populations.

ACT

Supplemental and Intensive Instruction/Interventions

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

Level 1 students will receive additional instruction in intensive classes which offer Voyager interactive programs and Achieve 3000 will be utilized by ELL students.
Tutoring and Saturday School will also be provided to supplement classroom instruction and address areas of weakness. District pacing guides will be used to drive instruction and Regional center support materials will be used throughout the year.

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

Computerized programs or instructional software (e.g. VMATH, Achieve 3000), in addition to Internet instructional websites such as FCAT Explorer and Success Maker will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in need of remediation. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in small-group tutorial sessions after school, pull-out, or on Saturdays. Intensive Reading/Mathematics classes and the reading/mathematics coach will provide in-class coaching and modeling for reading and mathematics teachers.

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

FCAT data as well as teacher-selected professional development needs guide professional development programs. New, transferring and early-career teachers are also provided additional professional development in a variety of instructional strategies. Administrators will also identify needs based on IPEGS observations, needs assessment surveys and classroom walkthroughs. Professional development will also be determined by the identified needs of the students.

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

Students scoring Levels 1 and 2 on the FCAT as well as below mastery level on Interim Assessments will be targeted for interventions. SPED and ELL students will also be targeted. Students not making mastery will be offered after school tutoring and pull-out tutoring by teachers, and coaches. Students demonstrating non-mastery of benchmarks will receive additional instruction in those areas. Additionally, SES services will be available for students.

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

General Education Teachers, Counselor, and Assistant Principal for appropriate grade level will meet to discuss any evidence and documentation of strategies and interventions that have previously been utilized for students who are not making mastery. Attendance, behavior, and special services provided or lack of will be addressed to ensure the most appropriate action plan. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Effectiveness of interventions will be measured by mini-assessments, monthly exams, and Interim Assessment Tests. Data from Interim Assessments and classroom assessments will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

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

Gifted classes and advanced level classes will be provided to support acceleration.
Within these classes alternative instruction and assessments will include: curriculum movie trailers, project–based activities, portfolios, inventions, hands-on activities, and role playing.

Describe how students are identified for enrichment strategies.

FCAT scores primarily determine students who will be placed in advanced academic classes.
Identified students will also be subject to a review of progress in the recommended advanced course for the previous two years. Additionally, baseline assessment results that demonstrate consistent proficiency/mastery will be used to determine placement in the appropriate higher level course. Teacher recommendation will also be taken into consideration.
Once the student has been selected, a parent conference will be held that will include: recommending teacher, counselor, special program director and an assistant principal. The parents are advised on the expectations and challenges for the student in the higher level course, as well as the importance of their continued parental involvement.

Teacher Mentoring Program

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Science and Mathematics Teachers Grades 6, 7, & 8	Math Department Chair & Science Department Chair	Bi-weekly	One virtual and One face-to-face on Wednesdays after school	-Topics vary according to lesson study, instructional pacing guides, and curriculum focus. -Interdisciplinary Planning -Short and Long Term Planning -Data Chats
Language Arts, Social Studies, Reading, and Writing Teachers Grades 6, 7, & 8	Language Arts Lead Teacher & Social Studies Department Chair	Bi-weekly	One virtual and One face-to-face on Wednesdays after school	-Topics vary according to lesson study, instructional pacing guides, and curriculum focus. -Interdisciplinary Planning -Short and Long Term Planning -Data Chats
Elective Teachers Grades 6, 7, & 8	Electives Department Chair	Bi-weekly	One virtual and One face-to-face on Wednesdays after school	-Topics vary according to lesson study, instructional pacing guides, and curriculum focus. -Interdisciplinary Planning

				-Short and Long Term Planning -Data Chats

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
  Show Attached Notification of (School in Need of Improvement) SINI Status

- Public School Choice with Transportation (CWT) Notification
  Show Attached Public School Choice with Transportation (CWT) Notification

- Notification of (School in Need of Improvement) SINI Status
  Show Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

N/A

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8 56% of students achieved mastery in the 2009 administration of the FCAT Reading test. This is a decrease of 3 percentage points compared to 59% of students who achieved mastery in 2008. NEEDS ASSESSMENT: 6th, 7th, and 8th grade Comparison, Main Idea/ Purpose, Words and Phrases		Given instruction using the Sunshine State Standards, 72% of the students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. Data Chats will be conducted to address deficiencies and to inform instructional decisions.	Principal, Assistant Principal, Reading Coach	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	Print out of FAIR (Florida Assessment for Instruction in Reading) assessments.
2	Focus on Words/ Phrases and Comparison and Contrast. Utilize a variety of strategies to analyze words and texts, draw conclusions, use context and word content clues, and recognize organizational patterns. Implement a variety of strategies to recognize the use of comparison and contrast in text.	Principal, Assistant Principal, Reading Coach, Language Arts Department Chair	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	Effectiveness will be determined through FAIR assessments.
3	Focus on Comparison and Contrast. Students will utilize a variety of strategies to recognize the use of comparison and contrast in text.	Principal, Assistant Principal, Reading Coach, Language Arts Department Chair	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	Effectiveness will be determined through FAIR assessments.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 6-8 50% of Black students achieved mastery in the 2009 administration of the FCAT Reading test. This is a decrease of 3 percentage points compared to 53 % of students who achieved mastery in 2008. NEEDS ASSESSMENT: 6th, 7th, and 8th grade Comparison.	Given instruction using the Sunshine State Standards, 72% of Black students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teach students to graphically depict comparison-and-contrast relationships by using graphic organizers (i.e. Venn diagrams, two-column notes) in order to help students understand these concepts.	Reading Coach, Language Arts Department Chair	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of student making adequate progress toward benchmark is calculated.	FAIR OPM data will be used to determine progress.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 6-8 58% of Hispanic students achieved mastery in the 2009 administration of the FCAT Reading test. This is a decrease of 3 percentage points compared to 61% of students who achieved mastery in 2008. NEEDS ASSESSMENT: 6th, 7th, and 8th grade Comparison.	Given instruction using the Sunshine State Standards, 72% of Hispanic students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers should emphasize identifying words and clue words that signal cause and effect/compare-contrast relationships.	Reading Coach, Language Arts Department Chair	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of student making adequate progress toward benchmark is calculated.	FAIR OPM data will be used to determine progress.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 6-8 34% of Students With Disabilities (SWD) achieved mastery in the 2009 administration of the FCAT Reading test. No data is available to compare to the 2008 FCAT because SWD was not a subgroup as delineated by the No Child Left Behind Act. NEEDS ASSESSMENTS: 6th, 7th, and 8th Words and Phrases	Given instruction using the Sunshine State Standards, 72% of Students With Disabilities in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question.	Reading Coach, Language Arts Department Chair	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days.	FAIR OPM data will be used to determine progress.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 6-8 55% of Economically Disadvantaged students achieved mastery in the 2009 administration of the FCAT Reading test. This is a 1 percentage point decrease compared to 56 % of students who achieved mastery in 2008. NEEDS ASSESSMENT: 6th, 7th, and 8th grade Comparison	Given instruction using the Sunshine State Standards, 72% of Economically Disadvantaged students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teach students to use graphic organizers to understand comparison-and-contrast relationships.	Reading Coach, Language Arts Department Chair	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days.	FAIR OPM data will be used to determine progress.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 72% of the students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading.	FAIR assessment	Reading Coach	October 2009	Classroom visits	Principal, Assistant Principal, Reading Coach
Given instruction using the Sunshine State Standards, 72% of the students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading.	CRISS training	Language Arts Dept. chair	November 2009	Classroom visits, lesson plans	Principal, Assistant Principal

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

Every teacher at Country Club Middle School is provided with reading strategies to be implemented during classroom instruction. Additionally, through the use of CRISS strategies, teachers have the ability to contribute to every student's reading improvement. Teachers receive training on how to appropriately adjust their strategies and instructional materials to meet the various needs of all students. The Reading Coach provides modeling and coaching for all classroom teachers regardless of subject area. Teachers are supplied with classroom libraries which contain a variety of books at various reading levels.
Additionally, Country Club Middle School is implementing vocabulary activities school-wide. The purpose of these activities is to expand on the students' current vocabulary.

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
Given instruction using the Sunshine State Standards, 72% of the students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading.	CRISS Differentiated Instruction PLCs	$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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
	In grades 6-8, 59% of the students at Country Club Middle School achieved mastery on the 2009 administration of the FCAT Mathematics Test. This is an increase of 9 percentage points comparing to 50% of students who achieved mastery in 2008. NEEDS ASSESSMENT: 6th, 7th, and 8th grade - Number Sense, Measurement, and Geometry & Spatial Sense		Given instruction using the Sunshine State Standards, 74% of students will score or above on the 2010 administration of the FCAT Mathematics.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Focus on Number Sense. Increase the use of manipulative and hands-on activities to reinforce mathematics concepts. Use small group guided instruction to address hands on, interactive mathematical lessons, and differentiated instruction.	Principal, Assistant Principal, Mathematics Coach & Mathematics Department Chair	Focused walkthroughs by administration will be used to ensure all mathematics teachers are using the District provided Scope and Sequence.	District Interim Assessments
2	Focus on Measurement. Provide students with a variety of measurement activities, incorporate the use of cooperative learning in order for students to discuss and solve real-life problems.	Principal, Assistant Principal, Mathematics Coach & Mathematics Department Chair	The data from District Interim Assessments will be analyzed by the Mathematics Department to make adjustments to instruction as needed.	District Interim Assessments
3	Focus on Geometry and Spatial Sense. Incorporate the use of technology such as Success Maker and Smart Boards, which provide students within an interactive approach to address the strand. Data from the District Interim Assessments will identify students in need of intervention and enrichment.	Principal, Assistant Principal, Mathematics Coach & Mathematics Department Chair	The data from District Interim Assessments will be analyzed by the Mathematics Department to make adjustments to instruction as needed. Monthly review of ongoing progress described on report generated from Success Maker.	Reports generated from both the Interim Assessments and Success Maker.

	Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
	In grades 6-8 22% of Students with Disabilities (SWD) achieved mastery in the 2009 administration of the FCAT Mathematics test. No data is available to compare to the 2008 FCAT because SWD did not qualify as a subgroup as delineated by the No Child Left Behind Act. NEEDS ASSESSMENT: 6th, 7th, and 8th Grade- Number Sense, Measurement, Geometry and Spatial Sense, Algebraic Thinking, Data Analysis and Probability.		Given instruction using the Sunshine State Standards, 74% of Students with Disabilities in grades 6-8 will achieve mastery in Mathematics on the 2010 FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Focus: Number Sense, Measurement, Geometry and Spatial Sense, Algebraic Thinking, Data Analysis and Probability. Increase the use of manipulative and hands-on activities to reinforce mathematics concepts. Use small group guided instruction to address hands-on, interactive mathematical lessons, and differentiated instruction	Mathematics Coach, Mathematics Department Chair, and Mathematics teachers.	Mathematics Coach will assist teachers in the creation of interactive activities and assessments. Maintain a record of strategies implemented and results of corresponding assessments.	Report of progress of students on assessments.

lessons.				

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 74% of the students in grades 6-8 will achieve mastery for Mathematics on the 2010 FCAT Mathematics.	Success Maker	Mathematics Department Chair	September 2009	Classroom Visits/ Reports generated from Success Maker	Assistant Principal, Mathematics Department Chair, Mathematics Coach

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:

What clusters/strands showed decrease in proficiency?

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

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
No data submitted					

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

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?

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
No data submitted					

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?

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
No data submitted					

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 Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

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

Goal	Description of Resources	Funding Source	Available Amount
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
Reading	Given instruction using the Sunshine State Standards, 72% of the students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading.	CRISS Differentiated Instruction PLCs	$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

🔲 Intervene	🔲 Correct II	🔲 Prevent II	🔲 Correct I	🔳 Prevent I	🔲 NA

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.

✖ No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
No data submitted	

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

SAC Members

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2 — Dade COUNTRY CLUB MIDDLE SCHOOL 6611

Number of students enrolled in the grades tested:

[Click here to see Number of students in each group]

Read: 1527 Math: 1527 | 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%? 2009	Y/N	Math Tested 95%? 2009	Y/N	65% Reading? 2009	Y/N	68% Math? 2009	Y/N	Writing 2008	2009	Y/N	Grad 2007	2008	Y/N	Below Reading 2008	2009	SafeHarbor Reading Y/N	Below Math 2008	2009	SafeHarbor Math Y/N	OnTrack Reading 2009	Y/N	OnTrack Math 2009	Y/N
TOTAL[4]	100	Y	100	Y	56	N	59	N			Y			NA	41	44	N	50	41	Y	57	N	62	NA
WHITE	100	Y	100	Y		NA		NA			NA			NA			NA			NA				
BLACK	100	Y	100	Y	50	N	50	N			Y			NA	47	50	N	57	50	Y	50	N	53	NA
HISPANIC	100	Y	99	Y	58	N	61	N			Y			NA	39	42	N	47	39	Y	59	N	65	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	55	N	58	N		94	Y			NA	44	45	Y	53	42	Y	55	N	61	NA
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	45	N	49	N			NA			NA	64	55	Y	57	51	Y	55	NA	60	NA
STUDENTS WITH DISABILITIES	99	Y	99	Y	34	N	22	N			NA			NA		66	NA		78	NA	36	N	27	N

(Rightmost "Growth model reading" / "Growth model math" columns are cut off at the page edge and contain no data.)

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2 — Dade COUNTRY CLUB MIDDLE SCHOOL 6611

Number of students enrolled in the grades tested:

[Click here to see Number of students in each group]

Read: 1065 Math: 1065 | 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%? 2008	Y/N	Math Tested 95%? 2008	Y/N	58% Reading? 2008	Y/N	62% Math? 2008	Y/N	Writing 2007	2008	Y/N	Grad 2006	2007	Y/N	Below Reading 2007	2008	SafeHarbor Reading Y/N	Below Math 2007	2008	SafeHarbor Math Y/N	OnTrack Reading 2008	Y/N	OnTrack Math 2008	Y/N
TOTAL[4]	100	Y	100	Y	59	Y	50	N			NA			NA	52	41	NA	58	50	Y	56	NA	56	NA
WHITE	100	Y	100	Y		NA		NA			NA			NA			NA			NA				
BLACK	100	Y	100	Y	53	N	43	N			NA			NA	55	47	Y	57	57	N	50	NA	50	N
HISPANIC	100	Y	100	Y	61	Y	53	N			NA			NA	51	39	NA	57	47	Y	58	NA	58	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	56	N	47	N			NA			NA	56	44	Y	62	53	Y	53	NA	54	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	36	N	43	N			NA			NA		64	NA		57	NA	55	N	69	Y
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA			NA			NA			NA				

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2 — Dade COUNTRY CLUB MIDDLE SCHOOL 6611

Number of students enrolled in the grades tested:

[Click here to see Number of students in each group]

Read: 400 Math: 400 | 2006-2007 School Grade[1]: D | 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%? 2007	Y/N	Math Tested 95%? 2007	Y/N	51% Reading? 2007	Y/N	56% Math? 2007	Y/N	Writing 2006	2007	Y/N	Grad 2005	2006	Y/N	Below Reading 2006	2007	SafeHarbor Reading Y/N	Below Math 2006	2007	SafeHarbor Math Y/N	OnTrack Reading 2007	Y/N	OnTrack Math 2007	Y/N
TOTAL[4]	100	Y	100	Y	48	N	42	N			NA			NA		52	NA		58	NA	34	NA	38	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK	100	Y	100	Y	45	N	43	N			NA			NA		55	NA		57	NA	29	NA	43	NA
HISPANIC	100	Y	100	Y	49	N	43	N			NA			NA		51	NA		57	NA	34	NA	37	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	44	N	38	N			NA			NA		56	NA		62	NA	33	NA	35	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA				

SCHOOL GRADE DATA

Dade School District
COUNTRY CLUB MIDDLE SCHOOL
2008-2009

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	63%	92%	30%	243	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	65%	74%			139	3 ways to make gains: • 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)	76% (YES)			151	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
COUNTRY CLUB MIDDLE SCHOOL
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	54%	92%	39%	248	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	69%			139	3 ways to make gains: • 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)	69% (YES)			141	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					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
COUNTRY CLUB MIDDLE SCHOOL
2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	46%	90%	34%	223	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	50%	48%			98	3 ways to make gains: • 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?	58% (YES)	52% (YES)			110	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					431	
Percent Tested = 100%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested