

**FLORIDA DIFFERENTIATED
ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT
PLAN**

**School Name: FORT CLARKE MIDDLE
SCHOOL**

District Name: Alachua

Principal: DONNA KIDWELL

SAC Chair: Suzanne Gardiner

Superintendent:

Date of School Board Approval:



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

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

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

SCHOOL PROFILE DEMOGRAPHICS

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

No Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

School Wide Improvement Model

Note: Required for Title I

NCLB Public School Choice

Note: Required for Title I

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

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

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	Forty percent of all sixth graders, 43% of all seventh graders and 46% of all eighth graders scored aLevel 1 or 2 on FCAT Reading.
*Objective:	Thirty seven percent of all African American, Economically Disadvantaged and Students With Disabilities subgroups will score at least a Level 3 on FCAT Reading.
*Strategies:	<ul style="list-style-type: none"> * Block scedule the READ 180 classes for SWD. * Level 1 students will be served in smaller classes with alternative curriculum materials emphasizing decoding, fluency, comprehension and vocabulary skills. * Level 1 students (not in ESE) will receive double Reading classes and a Language Arts class. * Level 2 students will be served in smaller classes with alternative curriculum materials emphasizing fluency, comprehension and vocabulary skills. * Frequent progress monitoring of fluency and comprehension skills for all Level 1 and 2 students. Data will be used to plan instruction. * Provide class assignments, HW and class assessments using FCAT style test items. * Provide a framework for the integration of literacy skills across all content areas, including P.E. and Exploratory classes. * Increase the use on non-fiction text across all content areas, particularly Langugae Arts. * Pre and Post test grade level students using the SRI Lexile Index.
*Evaluation:	<ul style="list-style-type: none"> *Level 1 and 2 students will be assessed for fluency and comprehension growth four times a year. * Level 3, 4, 5 students will be assessed twice a year for comprehension skills.
*Evidence-based Program(s):	<ul style="list-style-type: none"> * SRA Corrective Reading Program * SRA Reasoning and Writing Program * READ 180 * Bridges to Literature series
*Professional Development:	<ul style="list-style-type: none"> * Fifteen on-site staff development sessions designed by the reading coach and/or administration dealing with effective instructional strategies, differentiated instruction and analysis of student data. * At least one book club sharing opportunity: "Do I Really Have To Teach Reading?" by Chris Tovani. * Summer Literacy Institute for the Literacy Committee to write a school-wide Literacy Plan. * District READ 180, Corrective Reading, Reasoning & Writing, Brdiges and CRISS Strategies.
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	
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No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

Non-Highly Qualified Instructors:	<p> Beverly Jones, (Master's), Sara Zambroski (Master's), Robert Carroll (PhD in Reading), Debra Krank (PhD in Reading), Corinne Keller (Master's), and Linda Everett (Master's) are certified in Reading.</p> <p>* Susan Petit (Master's), Nancy Lynn Bramlett, Lisa Bailey, Jana Jones, Michelle Amos (Master's), Jordan Pearce and Sara Wellman are certified in English. All have begun the Reading Endorsement process.</p> <p>* Linda Williams has attended all site-based staff development sessions hosted by the Reading Coach and two district level Corrective Reading trainings.</p> <p>* Cathy Guy, Patricia Parker and Andrea Guy are certified in Exceptional Student Education. They have begun the Reading Endorsement process.</p> <p>* Theresa Flamand is certified in Specific Learning Disabilities and Christina Rawlings is certified in Mental Handicaps. They have begun the Reading Endorsement process.</p>
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End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

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

Final Total: \$0.00

***Non-Highly Qualified Instructors:**

End of Mathematics Goal

Goal: Writing

***Note: Required for Title I
Scroll down for school data**

***Needs Assessment:**

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 Writing Goal

Goal: Science

*Note: Required for Title I
Scroll down for school data

*Needs Assessment:

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

***Non-Highly Qualified Instructors:**

End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

***Needs Assessment:**

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 Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:

End of Return on Investment Goal

ADDITIONAL GOALS

No Additional 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
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			

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

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, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

SAC Involvement

SAC Members

IMPLEMENTATION EVALUATION

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

*End of **Baseline Data Report***

AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2														Alachua FORT CLARKE MIDDLE SCHOOL 0481													
Number of students enrolled in the grades tested: Click here to see the number of students in each grade level.										Read: 830 Math: 830		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?				NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math			
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N			
4	100	Y	100	Y	70	Y	66	Y					NA	36	30	NA	39	34	NA	66	NA	70	NA				
E	100	Y	100	Y	85	Y	84	Y					NA	21	15	NA	20	16	NA	78	NA	83	NA				
	99	Y	99	Y	42	N	29	N					NA	63	58	N	75	71	N	44	N	45	N				
NIC	100	Y	100	Y		NA		NA					NA			NA			NA		NA		NA				
	100	Y	100	Y		NA		NA					NA			NA			NA		NA		NA				
CAN N		NA		NA		NA		NA					NA			NA			NA		NA		NA				
DOMICALLY VANTAGED	99	Y	99	Y	47	N	37	N					NA	58	53	N	66	63	N	49	N	45	N				
SH JAGE ERS		NA		NA		NA		NA					NA			NA			NA		NA		NA				
ENTS WITH ILITIES	99	Y	99	Y	45	N	40	N	92	87	N		NA	59	55	N	61	60	N	48	N	50	N				

2007 Adequate Yearly Progress (AYP) Report - Page 2														Alachua FORT CLARKE MIDDLE SCHOOL 0481													
Number of students enrolled in the grades tested: Click here to see the number of students in each grade level.										Read: 832 Math: 832		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?				NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math			
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N			
4	100	Y	100	Y	64	Y	61	Y					NA	39	36	NA	39	39	NA	53	NA	66	NA				
E	100	Y	100	Y	79	Y	80	Y					NA	25	21	NA	23	20	NA	57	NA	73	NA				
	100	Y	99	Y	37	N	25	N					NA	69	63	N	73	75	N	42	N	50	N				

NIC	99	Y	100	Y		NA		NA			NA			NA		NA	43		NA		NA		
		NA		NA		NA		NA			NA			NA		NA			NA		NA		
CAN		NA		NA		NA		NA			NA			NA		NA			NA		NA		
OMICALLY VANTAGED	99	Y	99	Y	42	N	34	N			Y			NA	64	58	N	65	66	N	46	N	54
SH JAGE ERS		NA		NA		NA		NA			NA			NA		NA		20		NA		NA	
ENTS WITH ILITIES	99	Y	99	Y	41	N	39	N	94	92	Y			NA	65	59	N	64	61	N	43	N	54

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2															Alachua FORT CLARKE MIDDLE SCHOOL 0481							
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 836 Math: 836		2005-2006 School Grade ¹ : A			Did the School make Adequate Yearly Progress? ⁵ PRO							
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).							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math		
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N		
TOTAL ⁴	100	Y	100	Y	61	Y	61	Y			Y			NA	41	39	NA	40	39	NA		
WHITE	100	Y	100	Y	75	Y	77	Y			NA			NA	26	25	NA	22	23	NA		
BLACK	99	Y	99	Y	31	N	27	N			Y			NA	71	69	N	77	73	N		
HISPANIC	100	Y	100	Y	69	NA	57	NA			NA			NA			NA	38	43	NA		
ASIAN	100	Y	100	Y	68	NA		NA			NA			NA			NA	9		NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	36	N	35	N	90		Y			NA	64	64	N	67	65	N		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		
STUDENTS WITH DISABILITIES	99	Y	99	Y	35	N	36	N	89	94	Y			NA	72	65	N	73	64	Y		

SCHOOL GRADE DATA

Alachua School District
 FORT CLARKE MIDDLE SCHOOL
 2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	72%	98%	61%	308	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	73%			143	3 ways to make gains: <ul style="list-style-type: none"> • 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?	66% (YES)	67% (YES)			133	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					584	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District FORT CLARKE MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	

% Meeting High Standards (FCAT Level 3 and Above)	71%	67%	96%	51%	285	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	63%	72%			135	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	74% (YES)			140	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					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District FORT CLARKE MIDDLE SCHOOL 2005-2006					
	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	67%	96%	231	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

% of Students Making Learning Gains	67%	72%		139	<p>3 ways to make gains:</p> <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)			75	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				445	
Percent Tested = 100%					Percent of eligible students tested
School Grade				A	Grade based on total points, adequate progress, and % of students tested