

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: LAUDERDALE LAKES MIDDLE SCHOOL

District Name: Broward

Principal: Angela Jackson

SAC Chair: Marianne McCullough

Superintendent: James Notter

Date of School Board Approval: 12/01/09

Last Modified on: 08-31-2009

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

Dr. Frances Haithcock, Chancellor  
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Florida Department of Education  
325 West Gaines Street  
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## VISION and MISSION STATEMENTS

Vision: To empower individuals to become productive citizens by developing life-long learning skills necessary to succeed in a global society.

Mission: To teach, train, and transform students to succeed in a global society.

Motto: Teach, Train, and Transform: T3

Core Beliefs and Actions:

- To create an equitable, risk-free environment, which facilitates the development of students' individuality and self-confidence in order to increase student achievement.
- We will provide all students with literacy and problem-solving skills to increase student achievement in all content areas.
- We believe that all students can achieve in a culturally diverse, student-centered learning environment that incorporates a quality, real-world, technologically-advanced experience, in a safe and civil setting.
- We believe that the development of communication skills is a central part of all disciplines.
- We believe that a holistic education that addresses all areas of a student's development leads to student success.
- We believe that curriculum that allows students to explore topics of intercultural awareness permits students to become true global citizens.
- We believe that Lauderdale Lakes Middle School is a learning community in which all staff members are dedicated to the advancement of student learning, as well as our own professional growth and development.
- We believe an ongoing partnership with the home and community is vital to student achievement.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Lauderdale Lakes Middle School is a neighborhood school located in the city of Lauderdale Lakes that opened in the 1960's and is still in the original building. The demographics of the city have changed dramatically during the 1980's with the school becoming an urban, majority minority school with a diverse school staff as well. In 1999, the school incorporated and International Baccalaureate Middle Years Magnet Program into the school. The program began the authorization process and became authorized in 2004.

#### Unique School Strengths for Next Year

- Consistent School leadership; Principal in her fourth year; two Intern Principals; all school level AP's have been at school for two or more years
- Minimal overturn of staff; strong, consistent leadership of department Chairs
- Addition of Science Coach; Math coach in 2nd year; Reading coach in fourth year

#### Unique School Weaknesses for Next Year

- Teachers ability to differentiate their instruction to meet needs of students in their classes
- Ability of teachers to add rigor to their instruction and challenge the students to achieve higher
- Ability to utilize mini assessment data to adjust instructional needs of their students; to remediate and enrich when needed.

#### Student Demographics

Female Percentage: 46.7 49.2 48.1  
Male Percentage: 53.2 50.7 51.8  
White Percentage: 4.02 3.21 2.88  
Black Percentage: 83.5 83.1 83.1

2007 2008 2009  
Hispanic Percentage: 8.72 9.53 10.4  
Asian Percentage: 1.34 1.77 1.39  
Native Percentage: 0.38 0.22 0.29  
Multi Percentage: 2.01 2.10 1.88  
Free Reduced Percent: 74.0 59.5 81.3  
ELL Percentage: 5.17 11.1 14.0  
ESE Percentage: 11.2 11.7 9.64

#### Student Attendance Rates

2007: 92.70  
2008: 93.20  
2009: 93.20

#### Student Mobility

2007: 38.60  
2008: 37.80  
2009: 33.90

#### Student Suspension Rates

**In-School Suspension Rate**  
2007: 7.90; 2008: 21.00; 2009: 28.10  
  
**Out of School Suspension Rate**  
2007: 6.90; 2008: 15.30; 2009: 26.40

#### Student Retention Rates

2007: 1.37  
2008: 2.02

#### Class Size

2007: 21.42  
2008: 19.59  
2009: 19.76

#### Academic Performance of Feeder Pattern

**Boyd Anderson High**

- 2007-08 Grade = D
- Reading Proficiency = 25%; Learning Gains = 42%; Bottom 25% Learning Gains = 42%
- Math Proficiency = 54%; Learning Gains = 69%; Bottom 25% Learning Gains = 71%
- Writing proficiency = 87%
- Science Proficiency = 19%

**Oriole Elementary**

- 2007-08 Grade = B
- Reading Proficiency = 54%; Learning Gains = 57%; Bottom 25% Learning Gains = 65%
- Math Proficiency = 66%; Learning Gains = 57%; Bottom 78% Learning Gains = 88%
- Writing proficiency = 92%
- Science Proficiency = 16%

**Park Lakes Elementary**

- 2007-08 Grade = C
- Reading Proficiency = 54%; Learning Gains = 56%; Bottom 25% Learning Gains = 57%
- Math Proficiency = 61%; Learning Gains = 57%; Bottom 66% Learning Gains = 75%
- Writing proficiency = 86%
- Science Proficiency = 28%

#### Partnerships and Grants

- City of Lauderdale Lakes
- Starting Place
- Humane Society

## 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	Angela Jackson	Ed Leadership (K-12); Chemistry (6-12)	9	9	Data includes School (six) years 03-04 through 08-09, respectively, at Lauderdale Lakes Middle. <ul style="list-style-type: none"> <li>• School Grade: C; C; B; D; C; B</li> <li>• Reading Proficiency: 42; 40; 47; 49; 52; 53</li> <li>• Math Proficiency: 40; 46; 47; 48; 54; 54</li> <li>• Writing: 89; 86; 75; 89; 95; 93</li> <li>• Science: 20; 29; 33</li> <li>• Reading Learning Gains: 62; 55; 71; 52; 63; 63</li> <li>• Reading Learning Gains Bottom 25%: 65; 64; 80; 55; 64; 72</li> <li>• Math Learning Gains: 65; 67; 64; 58; 66; 63</li> <li>• Math Learning Gains Bottom 25%: 59; 65; 67</li> <li>• AYP Percent Criteria Met: 93; 70; 87; 77; 79; 79</li> </ul>
Assis Principal	Angeline Willen	Ed Leadership (K-12); Elementary Ed (1-6); Math (5-9)	3	6	Lauderdale Lakes Middle-Science <ul style="list-style-type: none"> <li>• 2006-2007, 19% proficiency in Science</li> <li>• 2007-2008, 29% proficiency in Science</li> <li>• 2008-2009, 335 Rickards Middle-Math</li> <li>• 2003-2004, 57% proficiency in Math</li> <li>• 2004-2005, 60% proficiency in Math</li> </ul>
Assis Principal	Belinda Hope	Ed Leadership (K-12); English (5-9)	4	4	Assistant Principal at Lauderdale Lakes Middle <ul style="list-style-type: none"> <li>• 75% of our students scoring a 3.5 and above in 2006</li> <li>• 87% of our students scoring a 3.5 and above in 2007</li> <li>• 91% of our students scoring a 3.5 and above in 2008.</li> </ul> Curriculum Specialist at Sunrise Middle <ul style="list-style-type: none"> <li>• 69% of our students scoring a 3.5 and above in 2004</li> <li>• 74% of our students scoring a 3.5 and above in 2005.</li> </ul>
Assis Principal	Ducarmel Augustin	Ed Leadership (K-12); Elementary Ed (K-6); Math (5-9)	2	2	Assistant Principal Lauderdale Lakes Middle-Math <ul style="list-style-type: none"> <li>• 07-08 Math Proficiency = 54%; Learning Gains = 66%; Bottom 25% = 65%</li> </ul> Learning Gains <ul style="list-style-type: none"> <li>• 08-09 Math Proficiency = 54%; Learning Gains = 63; Bottom 25% = 67</li> </ul> Math Teacher, Margate Middle <ul style="list-style-type: none"> <li>• In the 2005-2006 school year 52% of the 6th grade students were proficient while 68% of his students made learning gains.</li> <li>• During the 2006-2007 school year, 57% of the 8th grade students were proficient while 87% of his students made learning gains.</li> </ul>
Assis Principal	Debra Clark	Ed Leadership (K-12); Math (6-12)	1	10	Mrs. Clark prior to the 08-09 school year has never worked administratively in a traditional school; Presently, Mrs. Clark is Assistant Principal in the Area Alternative to Suspension Program.

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

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Janett Codling	Reading Endorsed; Elementary Ed (K-6); ESOL; Ed Leadership	3	3	Lauderdale Lakes Middle School <ul style="list-style-type: none"> <li>• 2008-2009 Grade = B</li> <li>Reading Proficiency = 54;</li> <li>Learning Gains = 63;</li> <li>Bottom 25% = 72</li> <li>• 2007-08 Grade = C; Reading Proficiency = 52; Learning Gains = 63; Bottom 25% Learning Gains = 64%</li> <li>• 2006-07 Grade = D; Reading Proficiency = 49; Learning Gains = 52; Bottom 25% Learning Gains = 55%</li> </ul> Deerfield Beach Middle, Reading Teacher <ul style="list-style-type: none"> <li>• Year 2003-2004 my school had a letter grade of "C" with 45% of students meeting high standards.</li> <li>• 2004-2005 my school had a letter grade of "C" with 43% of students meeting high standards.</li> <li>• 2005-2006 my school received a letter grade of "B" with 53% of students meeting high standards.</li> </ul>
					• 2008-2009 school grade B;

Math	Randall Barr	Math (5-9)	10	1	Proficiency 54% Learning Gains 63% Bottom 25% LG 67% • 2007-2008 school grade C; 40% Learning Gains • 2006-2007 school grade D; 87% Learning Gains • 2005-2006 school grade B; 64% Learning gains
Science	Channale Williams	Biology (6-12); Ed Leadership (K-12)	5		• Science: 20; 29; 33

\* 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)
Potential Teachers are interviewed by a team of administrators and teacher leaders	Principal	8/24/09	
Teachers are trained continuously throughout the year	Leadership Team and Department Chairs	6/7/09	
Teachers are trained during the summer through district workshops and at the school a week before they return and pre-planning week.	Leadership Team	8/21/09	

### 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
72	1	35	32	32	42	100	19	6	61

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nicole Brown	Tameka Gray	Reading Teachers; Mentor is National Board Certified	NESS Learning Community Monthly Meetings; Classroom observations; modeling; Coaching
Olga Angella Coy	Sparkle Brunache	Social Studies Teacher; National Board Certified	NESS Learning Community Monthly Meetings; Classroom observations; modeling; Coaching
Channale Williams	Alex Castillo	Science; Instructional Coach	NESS Learning Community Monthly Meetings; Classroom observations; modeling; coaching
Randall Barr	Agueda DeLos Santos	Math; Instructional Coach	NESS Learning Community monthly meetings; Classroom observations; modeling; coaching
Olga Angella Coy	Corinth Evans	Business; NESS Liaison; Instructional Coach	NESS Learning Community monthly meetings; Classroom observations; modeling; coaching
Randall Barr	Marie Gordon	Math; Instructional Coach	NESS Learning Community monthly meetings; Classroom observations; modeling; coaching
			NESS Learning

Randall Barr	Tercini Leveille	Math; Instructional Coach	Community monthly meetings; classroom observations; modeling; coaching
Olga Angella Coy	Natasha Pugh	Social Studies; NESS Liaison	NESS Learning Community monthly meeting; classroom observations; modeling; coaching
Rebecca Zahler	Alejandro Ruiz	Magnet Coordinator	NESS Learning Community monthly meetings; classroom observations; modeling; coaching
Randall Barr	Morgan Somers	Math; Instructional Coach	NESS Learning Community monthly meetings; classroom observations; modeling; coaching
Janett Codling	Ivorie Stewart	Reading Instructional Coach	NESS Learning Community monthly meetings; classroom observations; modeling; coaching

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

- Funds provided to smaller class sizes by funding teacher salaries
- Funds provide for a community liaison
- Funds provide for an additional teacher assistant
- Funds provide parental involvement activities
- Funds provide additional training money which is used to bring teachers in for a week of training before school begins

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

- Provided funds to give core department chairs an additional period off for instructional coaching and support

Title III

- Provided funds for additional ELL Software

Title X- Homeless

- At the district level provides training for the Homeless liaison and funding for transportation to keep student at their current school

Supplemental Academic Instruction (SAI)

- Provides funding for additional staff to lower class size; provides for instructional supplies

Violence Prevention Programs

- Provides training for the administrative staff for bullying prevention
- Provides training for the Liaison to work with students and staff at school to provides support and programs to decrease violence

Nutrition Programs

- Since most of our students are eligible for Free and Reduced lunch, 82% of our children get free or reduced-price breakfast and lunch daily

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

[Empty text box]

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

[Empty text box]

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

[Empty text box]

RtI Implementation

Describe the data management system used to summarize tiered data.

[Empty text box]

Describe the plan to train staff on RtI.

[Empty text box]

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Reading:  
 Weakness: 6th Grade proficiency and Learning Gains  
 Subgroups: Black, FRL, ELL, ESE  
 Strength: Main Idea and Author's Purpose  
 Weakness: Words/Phrases and Reference Research

Math:  
 Weakness: 6th Grade proficiency and Learning Gains  
 Subgroups: Black, FRL, ELL, ESE  
 Strength: Number Sense and Data Analysis  
 Weakness: Measurement

Science:  
 Weakness: Proficiency and Earth and Space  
 Strength: Physical and Chemical

Writing:  
 Weakness: ELL and ESE  
 Strength: Proficiency

Instructional Calendar Development

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

Utilizing District IFC's; will adjust for the secondary focus using our school data

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

Reading: Words/Meaning and Reference Research  
Math: Measurement  
Writing: Support  
Science: Earth and Space

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

Mini assessments will be given weekly on Friday. The data will be collected by Monday and during Tuesday's team meeting (during planning) the team will identify students in need of remediation (red); On Thursday's the teachers on the team with assistance from other support and administrative staff will regroup to re-teach the benchmark(s). Math and Science teachers will reteach for Math; Reading, Language Arts, Social Studies will reteach for Reading; 8th grade reteaching: Math for Math, Language Arts for writing, Reading and Social Studies for Reading, and Science for science with assistance from other staff. The reteaching will be done via differentiated instruction during class.

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

Students take applied technology and business classes and integrated science curriculum.

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?

Students begin their academic/career planning during 7th grade through either Electives classes or Social Studies classes with leadership from the grade-level Guidance counselor. During the spring, students complete their course selection form with assistance from their teachers, parents, and guidance counselor to ensure that they are taking appropriate classes.

DO

Direct the Instructional Focus

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

School is utilizing the District IFC's. The lessons are aligned across grade levels through the department PLCs which meet a minimum of twice per month.

How are instructional focus lessons developed and delivered?

Lessons are developed collaboratively among same grade teachers in each subject area.

How will instructional focus lessons be revised and monitored?

Department Chairs and coaches as well as administrators will monitor the lessons and their delivery for feedback.

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.

Reading (Level 1, 2, 3) will be utilizing the FAIR Assessment to identify student placement and status (Red, Yellow, Green). Students will utilize district mini assessments weekly on Fridays. All students will participate in the two BAT assessments.

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

Students scoring below 70% (Red); 71 – 79% (Yellow); 80% and higher (Green)

#### Maintenance

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

Using District IFC's. Mini assessments are built into the calendar weekly. Maintenance days are spiraled throughout the year.

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.

Mini assessment data will be monitored weekly on Tuesday and Thursday during team meetings; Summative data will be reviewed quarterly on planning days.

#### 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.

Each Assistant Principal will be leading the team meetings during on Tuesdays and Thursdays. The Principal will meet with the Leadership team once per week to review the mini assessment and classroom walkthrough data. The Principal will lead the Curriculum Council once per month (all day) to review department data and any adjustments to the secondary focus on the IFC. All administrators will complete 20 classroom walkthroughs per week.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

All non-proficient students based on FCAT and BAT as well as FAIR and mini assessments. Bubble students are identified for interventions. ELL, ESE, and bottom 25% students will be identified for additional interventions.

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

The afterschool tutorials (Non-proficient) and Saturday School (Bubble students) create a separate IFC to cover the benchmarks with emphasis on the students' weak areas.

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

The weaknesses identified in the student/school data as well as the data from classroom walkthroughs are the major sources to identify professional development.

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

All non-proficient students, Bubble students, bottom 25%, and ELL and ESE students.

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

The students will take a pre and post assessment as well as additional minis and the leadership and tutorial teachers will monitor data.

#### Enrichment

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

Students not involved in re-teaching will be given enrichment activities using differentiated instruction on Thursdays. Appropriate students are scheduled into advanced and/or IB MYP courses.

Describe how students are identified for enrichment strategies.

Students who score 80% and higher on mini assessments as well as those who are proficient based on FCAT and BAT.

## Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Curriculum Council	Angela Jackson	Start Date = 8/17/09; 1/month	2nd Wednesday	School-wide Data analysis monitoring; leadership learning
Leadership Team	Angela Jackson	Start Date = 8/17/09; 1/week	Monday; 2 hours	School-wide Data analysis; operational review; Professional development
Literacy Team	Janett Codling	Start Date = 8/17/09; 1/month	1st Monday; 1 hour	Reading data monitoring; professional development planning
Reading PLC	Janett Codling / Nicole Brown	Start Date = 8/17/09; 2/month; each Planning Day	2nd 4th Wednesday; 30 min; Planning days 1 hour	Monitoring Reading data; adjustments to IFC; Best Practices
Math PLC	Corey Harmon / Randall Barr	Start Date = 8/17/09; 2/month; each Planning Day	2nd 4th Wednesday; 30 min; Planning days 1 hour	Monitoring Math data; adjustments to IFC; Best Practices
Science PLC	Tselane Stith / Channale Williams	Start Date = 8/17/09; 2/month; each Planning Day	2nd 4th Wednesday; 30 min; Planning Days 1 hour	Monitoring Science data; adjustments to IFC; Best Practices
Social Studies PLC	Angella Coy	Start Date = 8/17/09; 2/month; each Planning Day	2nd 4th Wednesday; 30 min; Planning Days 1 hour	Monitoring Reading data; adjustments to Social Studies IFC; Best Practices
IB Middle Years Program PLC	Rebecca Zahler	Start Date = 8/17/09; 2/month	1st and 3rd Thursdays; 45 minutes	Implementation of IB MYP Curriculum and strategies both horizontally and vertically including 9th and 10th grades

## NCLB Public School Choice

Note: For Title I schools only

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

## Pre-School Transition

## Postsecondary Transition

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Overall Proficiency = 53%		The percent proficient students will increase to 60% as based on the School Grade data.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students scheduled appropriately by Reading placement chart and ESOL Plan.	B. Hope / A. Jackson	Review of master schedule and class lists	Placement Chart in Reading Plan and ESOL Plan
2	Reading Teachers using district IFC; all teachers teaching the reading focus in their content.	2. J. Codling / N. Brown / Administration	Weekly data chats on Team; Monthly data chats with Department Chairs; Quarterly Data chats with teachers and administration.	FAIR Assessment; Mini Assessments; BAT 1 and 2; FCAT Reading Scores
3	Level 1, 2, and 3 students attend afterschool FCAT camp and Saturday Express. Students remediated weekly.	B. Hope / A. Jackson	A pre and post assessment will be administered. Mini assessments will be used biweekly. Coordinators will review data with teachers and administrators.	Pre, post assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Overall Learning Gains = 63% 6th Grade = 61%; 7th Grade = 65%; 8th Grade = 62% Lowest 25% = 72% 6th Grade = 66%; 7th Grade = 70%; 8th Grade = 81%		The percent of students making a learning gain will increase to 70% as based on the School Grade data.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Reading Teachers using district IFC; all teachers teaching the reading focus in their content.	J. Codling / N. Brown	Weekly data chats on Team; Monthly data chats with Department Chairs; Quarterly Data chats with teachers and administration.	FAIR Assessment; Mini Assessments; BAT 1 and 2; FCAT Scores; Classroom walkthrough data
2	Level 1, 2, and 3 students attend afterschool FCAT camp and Saturday	B. Hope / A. Jackson	A pre and post assessment will be administered. Mini assessments will be used biweekly. Coordinators will review data with teachers and administrators.	Pre, post assessments; attendance; BAT 1 and 2; FCAT Scores
3	Teachers will use Differentiated Instruction to small groups of students who need additional instruction and/or remediation	J. Codling / N. Brown	The use of Differentiated Instructional strategies will be monitored via the Classroom walkthrough	Classroom walkthrough data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ELL proficiency is 26%		Meet ELL AYP target through safe harbor which means increasing ELL proficiency to 34%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will be trained to identify all ELL Students on their class list as well as their classification code.	Assistant Principals	AP's will monitor to ensure that the teachers are aware of their ELL students and their needs.	Virtual Counselor and Midas
2	ELL students will be targeted for additional interventions in Reading both by their Reading Teacher, their team, the ESOL Teacher, and Camp teachers.	Assistant Principals	ELL Students will participate in afterschool FCAT camp; pullout and push-in groups.	Virtual Counselor and Midas; classroom walkthrough data; lists of students identified for targeted assistance.
3	Teachers will utilize ESOL instructional strategies.	ESOL Resource teacher and Reading Coach. Administration.	Use of ESOL strategies will be monitored via classroom walkthrough data	Classroom Walkthrough data
4	ELL students will be scheduled into either Developmental Language Arts classes (sheltered) or mainstreamed reading classes based on the ESOL Plan	B. Hope; ESOL Contact	Review of Master Schedule and class lists for ELL students and their classifications.	Master Schedule and Class lists

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Percent correct in Words/Meaning was 57%; District and State = 66%		Increase the percent correct in words/meaning to 66%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Reading Teachers using district IFC; all teachers teaching the reading focus in their content.	J. Codling / N. Brown	Weekly data chats on Team; Monthly data chats with Department Chairs; Quarterly Data chats with teachers and administration.	FAIR Assessment; Mini Assessments; BAT 1 and 2; FCAT Scores
2	Level 1, 2, and 3 students to attend afterschool FCAT camp and Saturday Express. Students remediated weekly.	B. Hope / A. Jackson	A pre and post assessment will be administered. Mini assessments will be used biweekly. Coordinators will review data with teachers and administrators.	Pre, post assessments
3	Non-proficient students in Words and Meaning will receive additional tutoring via pull out or push in.	Administration; J. Codling; N. Brown	Data from mini assessments for words and meaning will be monitored on the teams during their data chats	Mini assessments for words and meaning

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Percent correct in Reference Research = 56%; percent correct in Reference Research for the District and State = 70%		Increase the proficiency in Reference Research to 66%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Reading Teachers using district IFC; all teachers teaching the reading focus in their content.	J. Codling / N. Brown	Weekly data chats on Team; Monthly data chats with Department Chairs; Quarterly Data chats with teachers and administration.	FAIR Assessment; Mini Assessments; BAT 1 and 2; FCAT Scores
2	Level 1, 2, and 3 students attend afterschool FCAT camp and Saturday Express. Students remediated weekly.	B. Hope / A. Jackson	A pre and post assessment will be administered. Mini assessments will be used biweekly. Coordinators will review data with teachers and administrators.	Pre, post assessments
3	Non-proficient students in	Administration; J.	Data from mini assessments	Mini Assessments

Reference Research will receive additional remediation via pull-out and push-in.	Codling; N. Brown	for reference and research will be monitored on the teams during their data chats
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The percent proficient students will increase to 60% as based on the School Grade data.	Reading Strategies	Janett Codling	Start Date = 8/24/09; Monthly Training sessions for 45 min.	Teachers will implement the strategy trained and administration as well as the Reading Coach and Department Chairs will perform Classroom Walkthroughs and collect data specifically documenting the use of the strategies trained.	Leadership Team and Department Chairs
The percent of students making a learning gain will increase to 70% as based on the School Grade data.	Differentiated Instruction	Angela Jackson	Start Date = 8/24/09; 1st quarter for 5 total sessions	Teachers will implement differentiated instruction in their classroom and administration and department chairs will gather the data via Classroom Walkthroughs.	Leadership Team and Department Chairs

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

All teachers will be trained monthly on Reading strategies for the reading focus. All teachers will do vocabulary daily. All teachers will incorporate Reference Research strategies in their lessons. Leadership team will monitor via classroom walkthroughs.

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
Increase integration of technology by 10%.	Title I Stimulus Funds	\$10,000.00
Supplement instruction for students needing remediation and tutorials. Reading Plus Software	Accountability funds	\$2,500.00
Total: \$12,500.00		
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		
<b>Final Total: \$12,500.00</b>		

*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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Overall proficiency = 54% 6th Grade Proficiency = 42% 7th Grade Proficiency = 53% 8th Grade Proficiency = 67%		Increase overall proficiency to 60% based on School Grade data.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students scheduled appropriately by the struggling math chart.	D. Augustin / A. Jackson / B. Hope	Review of master schedule and class lists for how students are placed in math classes to assess correct placement.	Struggling Math Chart; Master Schedule; Class lists with Student Math FCAT Scores
2	Math Teachers using district IFC.	C. Harmon / R. Barr	Weekly data chats on Team; Monthly data chats with Department Chairs; Quarterly Data chats with teachers and administration.	STAR Math; Mini Assessments; BAT 1 and 2; FCAT Scores
3	Level 1, 2, and 3 students attend afterschool FCAT camp and Saturday Express. Students remediated weekly.	B. Hope / A. Jackson	A pre and post assessment will be administered. Mini assessments will be used biweekly. Coordinators will review data with teachers and administrators.	Pre, post assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Overall Learning Gains = 63% 6th Grade = 40%; 7th Grade = 74%; 8th Grade = 74% Lower 25% Learning Gains = 67% 6th Grade = 43%; 7th Grade = 89%; 8th Grade = 68%		Increase overall learning gains to 70% based on School Grade data.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math Teachers using district IFC.	C. Harmon / R. Barr / Leadership Team	Classroom observation data of the instruction of the IFC; Weekly data chats on Team; Monthly data chats with Department Chairs; Quarterly Data chats with teachers and administration.	Mini Assessments; BAT 1 and 2; Classroom walkthrough data
2	Level 1, 2, and 3 students attend afterschool FCAT camp and Saturday	D. Augustin / A. Jackson	A pre and post assessment will be administered. Mini assessments will be used biweekly. Coordinators will review data with teachers and administrators.	Pre, post assessments
3	Use of Differentiated Instruction	C. Harmon / R. Barr / Leadership Team	Classroom walkthrough data for use of Differentiated Instructional strategies will be monitored; feedback will be given to teachers.	Classroom walkthrough data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ELL proficiency = 31%		Meet ELL AYP target through safe harbor, which means that 38% of ELL students will be proficient in Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Administration and Coaches will train teachers how to access Virtual Counselor and/or Midas to identify their ELL Students along with their classification code.	Assistant Principals; Math Coach and Department Chair	Teachers will be asked to identify their ELL students by their classification codes and to identify students in need of additional tutoring	Virtual Counselor and Midas; student lists that need assistance
2	Non-proficient ELL students	Assistant Principals,	Teams will determine which	Virtual Counselor and

	will be targeted for additional intervention in Math.	Math Coach and Department Chair	students need additional tutoring and remediation via after-school; Saturday Express; push-in or pull-out tutoring.	Midas; Students identified for remediation
3	Teachers will utilize ESOL instructional strategies.	Administration; ESOL Resource teacher; Department Chairs	Administration and Department Chairs will perform classroom walkthroughs and collect data on the use of ESOL strategies during instruction.	Classroom walkthrough data
4	Teachers will utilize differentiated instruction to meet the needs of struggling ELL students in their mainstreamed class.	Administration; ESOL Resource Teacher; Department Chairs	Administration and Department Chairs will perform classroom walkthroughs and collect data on the use of differentiated instructional strategies.	Classroom walkthrough data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Percent correct in Measurement = 43% District = 63%; and State = 60%		Increase proficiency in Measurement to 53%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math Teachers implementing district IFC.	C. Harmon / R. Barr / Administration	Classroom walkthrough data will be used to monitor effective implementation of IFC; Weekly data chats on Team; Monthly data chats with Department Chairs; Quarterly Data chats with teachers and administration.	STAR Math; Mini Assessments; BAT 1 and 2; FCAT Math Scores
2	Level 1, 2, and 3 students attend afterschool FCAT camp and Saturday Express. Students remediated weekly.	D. Augustin / A. Jackson / B. Hope	A pre and post assessment will be administered. Mini assessments will be used biweekly. Coordinators will review data with teachers and administrators.	Pre, post assessments
3	Non-proficient students in measurement will be identified for push-in and/or pull-out tutoring	Math Chair / Math Coach / Administration	Data from mini assessments for words and meaning will be monitored on the teams during their data chats	Mini Assessment Data; BAT 1 and 2; FCAT scores

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The percent of students making a learning gain will increase to 70% as based on the School Grade data.	Differentiated Instruction	A. Jackson	Start Date 8/24/08; 1st quarter will meet for 5 training sessions	Teachers will utilize differentiated instructional strategies in their classes; Classroom Walkthrough data will be collected and reviewed for evidence of the implementation; feedback will be given to teachers.	Leadership Team; Department Chairs
Increase proficiency to 60% based on School Grade data.	Increase the use of hands-on manipulatives and technology integration.	D. Chin / R. Barr	1st Quarter, 8/24/09-10/22/09; 3 half-day sessions	Teachers will implement the skills learned and administration and department chairs will conduct Classroom Walkthroughs for evidence of effective use of the skills; the data will be reviewed for evidence of implementation; feedback will be given to teachers.	Leadership Team; Department Chair and Math Coach
Increase percent correct in Measurement to 53%.	Use of effective, student-centered instructional strategies	C. Harmon / R. Barr	Monthly PLC	Teachers will discuss the use of student-centered strategies in their PLC; best practices will be shown; teachers will implement the strategies in their classes; Classroom Walkthrough data; Mini assessment and BAT data will be monitored.	Leadership Team; Department Chair and Math Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Calculators	General	\$300.00
		Total: \$300.00
Technology		
Description of Resources	Funding Source	Available Amount
Supplement instruction for students needing remediation and tutorials. Study Island software.	General	\$5,000.00
		Total: \$5,000.00
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: \$5,300.00		

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Proficiency in Science = 33%		Increase proficiency in Science to 40% as measured by School Grade.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science Teachers using district IFC and utilizing school data for secondary focus.	T. Stith / C. Williams / Administration	Teachers will teach the focus lessons on the IFC and administrators, department chair, and coach will be conducting classroom walkthroughs to collect data on effective implementation of the IFC. Weekly data chats on Team; Monthly data chats with Department Chairs; Quarterly Data chats with teachers and administration.	Mini Assessments; BAT 1 and 2; formative assessments; teacher made tests; FCAT Scores
2	Students that are the highest 45% scoring in FCAT Math as well as bubble kids from the BAT 1 will attend afterschool FCAT camp and Saturday	Assistant Principal / A. Jackson / B. Hope	A pre and post assessment will be administered. Mini assessments will be used biweekly. Coordinators will review data with teachers and administrators.	Pre, post assessments; FCAT Scores
3	Teachers will utilize Differentiated Instructional strategies to provide effective instruction to meet the needs of all their students.	T. Stith / C. Williams / Administration	After training, the teachers are expected to utilize the instructional strategies learned in differentiating instruction. Classroom walkthrough data will be used to monitor the use and effectiveness; Feedback will be given to the teachers.	Classroom walkthrough data
4	Teachers will work on incorporating more real-	T. Stith / C. Williams / L. Smith (TLC)	Teachers will utilize the strategies learned in their	Classroom walkthrough data; Mini assessments;

world, hands-on inquiry labs including the integration of technology to improve learning.	PLC; classroom walkthrough data will be collected and reviewed to monitor implementation; Feedback will be given to teachers.	BAT 1 and 2; FCAT Scores; teacher made tests
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Percent correct in Earth & Space = 45% District = 55%; State 45%		Increase proficiency in Earth and Space to 55%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science Teachers using district IFC with the secondary focus on Earth and Space Science.	T. Stith / C. Williams / Administration	Teachers are expected to implement the IFC focus. Classroom Walkthrough data will be collected and reviewed for effective implementation; Feedback given to teachers. Weekly data chats on Team; Monthly data chats with Department Chairs; Quarterly Data chats with teachers and administration.	Mini Assessments; BAT 1 and 2; teacher made tests; FCAT scores; formative assessments
2	Students are non-proficient in Earth and Space Science will be remediated by pull-out and/or push-in tutoring.	Assistant Principal / A. Jackson / Department chair / coach	The Science teacher will monitor the students' performance on mini assessments after every two weeks of tutoring.	Mini assessments; BAT 1 and 2; teacher made tests
3	Teachers will form lesson study groups to improve instruction in the area of Earth Space Science	C. Williams / T. Stith	Observation of study groups will document the study group; teachers are expected to utilize the instructional strategies in their lessons; classroom walkthrough data will be reviewed for evidence of the strategies learned.	Mini assessments; BAT 1 and 2; FCAT scores; teacher made tests

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Percent correct in life and environmental sciences = 46% District = 54%; State = 62%		Increase percent correct in Life and Environmental Sciences to 54%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will follow District IFC with Life and Environmental Sciences as a secondary focus.	C. Williams / T. Stith / Administration	Teachers are expected to teach the secondary focus and include remediation; classroom walkthrough data will be collected and reviewed to determine the effective implementation. Data will be shared with teachers	Mini Assessments; BAT 1 and 2; FCAT Scores; teacher made tests
2	Students are nonproficient in Life and Environmental Science will be remediated by pull-out and/or push-in tutoring.	Administration / Department Chair / Coach	The Science teacher will monitor the students' performance on mini assessments after every two weeks of tutoring.	Mini assessments; BAT 1 and 2; teacher made tests
3	Teachers will form lesson study groups to improve instruction in the area of Life and Environmental Science.	C. Williams / T. Stith	Observation of study groups will document the study group; teachers are expected to utilize the instructional strategies in their lessons; classroom walkthrough data will be reviewed for evidence of the strategies learned.	Mini assessments; BAT 1 and 2; FCAT scores; teacher made tests

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase proficiency to 40%.	Differentiated Instruction	A. Jackson	Start Date 8/17/09; 1st quarter will meet for 5 sessions.	Teachers are expected to implement the strategies learned; Administration, department chair and coach will conduct classroom walkthroughs; Classroom Walkthrough data will be reviewed and feedback will be shared with teachers.	Leadership Team; Department Chairs
Increase percent correct in Earth and Space to 55% and in Life and Environmental Science to 54%.	Use of effective, student-centered instructional strategies	T. Stith / C. Williams	Start Date 8/17/09; Monthly PLC	Classroom Walkthrough data will be collected and reviewed; Data will be shared with teachers; Mini assessment and BAT data	Leadership Team; Department Chair and Science 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
Supplement instruction for students needing remediation and tutorials. Measure-up	General	\$4,000.00
		Total: \$4,000.00
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
Consumables for required hands-on, science inquiry-based lab activities	General Funds	\$500.00
		Total: \$500.00
		Final Total: \$4,500.00

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Proficiency in Writing = 93% scoring 3.5 and higher; 83% scoring 4.0 and above		Increase proficiency of students scoring 4.0 and above to 88% based on standard curriculum students.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Language Arts Teachers using district IFC.	D. Johnson; Leadership team	Classroom walkthrough data will be used to monitor implementation of the IFC; Weekly data chats on Team; Monthly data chats with Department Chairs;	Monthly writing prompts classroom walkthrough data; FCAT Scores

			Quarterly Data chats with teachers and administration.	
2	Students scoring less than 4.0 on baseline writing prompt will attend afterschool FCAT camp and Saturday	B. Hope / A. Jackson / Leadership team	A pre and post assessment will be administered. Mini assessments will be used biweekly. Coordinators will review data with teachers and administrators.	Pre, post assessments; FCAT Scores
3	Use of Differentiated Instruction	D. Johnson / B. Hope / Leadership team	Teachers are expected to utilize Differentiated Instructional strategies after the training. Classroom walkthrough data will be collected and reviewed for effective implementation; feedback will be given to teachers.	Classroom walkthrough data; Writing prompt scores; FCAT scores

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase proficiency of students scoring 4.0 and higher to 88% based on standard curriculum students.	Use of the pre-write frame; elaboration; and student data chat	D. Johnson and A. Acosta	Start Date: 8/10/09; Monthly PLC meetings	Teachers will utilize the strategies to meet the students' needs and administrators and the department chair will collect classroom walkthrough data to document the use of the strategies; the classroom walkthrough data will be reviewed and feedback given to the teachers. The data from the Monthly writing prompt scores will be monitored for use of the strategies.	Leadership team
Increase proficiency of students scoring 4.0 and higher to 88% based on standard curriculum students.	Scoring Rubrics and alignment of instruction based on data from writing prompts.	D. Johnson and B. Hope	Start Date: 8/10/09; Monthly PLC meetings	Teachers will utilize the scoring and feedback from FCAT writes and 6 Traits Rubrics to adjust their instruction to meet the students' needs; The data from the Monthly writing prompt scores will be monitored and feedback given to the teachers; classroom walkthrough data will be reviewed and monitored as well.	Leadership team

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Grading of monthly 8th grade writing prompts by teacher teams. Payment of substitutes	General	\$1,500.00
		Total: \$1,500.00
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: \$1,500.00

End of Science Goal

Parent Involvement Goal

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

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Three parent educational training workshops were held at the school i 2008-09.		Offer six parent educational workshops during the 2009-10 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Leadership team will collaborate with SAC and PTA to create six educational parent training workshops to support the instructional activities at the school.	D. Augustin / M. McCullough / Department Chairs	Review of agenda and training materials by principal; use of quick surveys at end of each session to assess effectiveness.	Survey results

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Offer six parent educational workshops during the 2009-10 school year.	How to work with parents effectively	Monthly Curriculum Council PLC	Start Date 8/24/08; will meet monthldevoting 45 minutes to parent invovlement.	Department Chairs will be responsible for collaborating on Parent workshops; The training materials will be reviewed as well as exit survey data.	A. Jackson

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
Training Resources for parent workshops	Title I parental involvement funds	\$1,000.00
Total: \$1,000.00		
Final Total: \$1,000.00		

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
Mathematics	Calculators	General	\$300.00
Writing	Grading of monthly 8th grade writing prompts by teacher teams. Payment of substitutes	General	\$1,500.00
			Total: \$1,800.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Increase integration of technology by 10%.	Title I Stimulus Funds	\$10,000.00
Reading	Supplement instruction for students needing remediation and tutorials. Reading Plus Software	Accountability funds	\$2,500.00
Mathematics	Supplement instruction for students needing remediation and tutorials. Study Island software.	General	\$5,000.00
Science	Supplement instruction for students needing remediation and tutorials. Measure-up	General	\$4,000.00
			Total: \$21,500.00
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
Science	Consumables for required hands-on, science inquiry-based lab activities	General Funds	\$500.00
Parental Involvement	Training Resources for parent workshops	Title I parental involvement funds	\$1,000.00
			Total: \$1,500.00
			Final Total: \$24,800.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

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														Broward LAUDERDALE LAKES MIDDLE SCHOOL 1701													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 968 Math: 968		2008-2009 School Grade <sup>1</sup> :		B		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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the per cent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N			
TOTAL <sup>4</sup>	99	Y	99	Y	49	N	50	N			Y			NA	53	51	N	51	50	N	51	N	55	N			
WHITE		NA		NA		NA		NA			NA			NA			NA		NA								
BLACK	99	Y	99	Y	47	N	48	N			Y			NA	56	53	N	54	52	N	50	N	53	N			
HISPANIC	100	Y	100	Y		NA		NA			Y			NA			NA		NA								
ASIAN		NA		NA		NA		NA			NA			NA			NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA		NA								
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	46	N	47	N			Y			NA	57	54	N	54	53	N	48	N	51	N			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	26	N	31	N			NA			NA	76	74	N	66	69	N	36	N	44	N			
STUDENTS WITH DISABILITIES	98	Y	99	Y		NA		NA			NA			NA			NA		NA								

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward LAUDERDALE LAKES MIDDLE SCHOOL 1701													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 904 Math: 904		2007-2008 School Grade <sup>1</sup> :		C		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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the per cent 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 <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N			
TOTAL <sup>4</sup>	99	Y	99	Y	47	N	49	N			Y			NA	55	53	N	56	51	N	50	N	57	N			
WHITE		NA		NA		NA		NA			NA			NA			NA		NA								
BLACK	99	Y	99	Y	44	N	46	N			Y			NA	57	56	N	59	54	N	48	N	55	N			
HISPANIC	96	Y	96	Y		NA		NA			NA			NA			NA		NA								
ASIAN		NA		NA		NA		NA			NA			NA			NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA		NA								
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	43	N	46	N			Y			NA	58	57	N	58	54	N	47	N	54	N			
ENGLISH LANGUAGE LEARNERS	100	Y	99	Y	24	N	34	N			NA			NA	79	76	N	67	66	N		NA	53	N			
STUDENTS WITH DISABILITIES	98	Y	96	Y		NA		NA			NA			NA			NA		NA								

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward LAUDERDALE LAKES MIDDLE SCHOOL 1701													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 997 Math: 997		2006-2007 School Grade <sup>1</sup> :		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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the per cent 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 <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N			
TOTAL <sup>4</sup>	99	Y	99	Y	45	N	44	N			Y			NA	56	55	NA	56	56	NA	40	NA	52	NA			
WHITE	100	Y	100	Y		NA		NA			NA			NA			NA		NA								
BLACK	98	Y	98	Y	43	N	41	N			Y			NA	57	57	NA	58	59	NA	38	NA	50	NA			
HISPANIC	98	Y	98	Y		NA		NA			NA			NA			NA		NA								
ASIAN		NA		NA		NA		NA			NA			NA			NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA		NA								
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	42	N	42	N			Y			NA	57	58	NA	58	58	NA	37	NA	51	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	21	N	33	N	89	93	Y			NA	73	79	NA	64	67	NA	41	NA	52	NA			
STUDENTS WITH DISABILITIES	95	Y	95	Y		NA		NA			NA			NA			NA		NA								

## SCHOOL GRADE DATA

Broward School District LAUDERDALE LAKES MIDDLE SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	54%	93%	33%	233	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%	63%			126	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2	
Adequate Progress of Lowest 25% in the School?	72% (YES)	67% (YES)				139	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						498	
Percent Tested = 99%							Percent of eligible students tested
School Grade						B	Grade based on total points, adequate progress, and % of students tested

Broward School District LAUDERDALE LAKES MIDDLE SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	52%	54%	95%	29%	230		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%	66%			129		3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	64% (YES)	65% (YES)			129		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						488	
Percent Tested = 99%							Percent of eligible students tested
School Grade						C	Grade based on total points, adequate progress, and % of students tested

Broward School District LAUDERDALE LAKES MIDDLE SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	49%	48%	89%	20%	206		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	52%	58%			110		3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	55% (YES)	59% (YES)			114		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						430	
Percent Tested = 99%							Percent of eligible students tested
School Grade						D	Grade based on total points, adequate progress, and % of students tested