

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LAMAR LOUI SE CURRY MIDDLE SCHOOL

District Name: Dade

Principal: Wandarece Ruan

SAC Chair: Larenco Rodriguez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/9/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Wandarece Ruan	BA in English MS in TESOL  Certification in Middle Grades English 5-9 and Ed Leadership	4	9	School Grade A A A A A High Standards Rdg. 75 85 80 84 79 High Standards Math 72 84 80 84 81 Lrng Gains-Rdg. 75 70 70 73 70 Lrng Gains-Math 75 72 77 79 81 Gains-Rdg-25% 73 66 70 76 Gains-Math-25% 61 66 73 75
		Bachelor of Arts in English Master of Science in TESOL  Certification in Middle Grades English 5-9 and Educational Leadership Bachelor of Science in			

Assis Principal	Dr. Orlando B. Gonzalez	Physical Education 6-12 Master of Science in Educational Technology Certification in Educational Leadership Bachelor of Arts in History Master of Science in Educational Leadership Ph.D. in Educational Leadership Social Science 6-12 School Principal	1	19	'12 '11 '10 '09 '08 School Grade B A A C B High Standards Rdg. 60 83 84 60 55 High Standards Math 60 82 83 66 65 Lrng Gains-Rdg. 78 74 76 67 70 Lrng Gains-Math 63 54 61 67 74 Gains-Rdg-25% 77 64 67 53 56 Gains-Math-25% 56 71 84 67 75
Assis Principal	Janet Boue	BS in Physical Education 6-12 MS in Educational Technology Certification in Ed Leadership	8	1	School Grade A A A A A High Standards Rdg. 75 85 80 84 79 High Standards Math 72 84 80 84 81 Lrng Gains-Rdg. 75 70 70 73 70 Lrng Gains-Math 75 72 77 79 81 Gains-Rdg-25% 73 66 70 76 Gains-Math-25% 61 66 73 75

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted				

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular Meetings of new teachers with administration.	Principal	On-going	
2	2. Provide a working environment that fosters collaborative and collegial professional relationships that enhance student achievement and academic freedom for all teachers.	Principal	On-going	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
We do not have any instructional staff that are teaching out-of-field and/or received less than an effective rating.	N/A

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
58	0.0%(0)	5.2%(3)	75.9%(44)	19.0%(11)	46.6%(27)	100.0%(58)	5.2%(3)	10.3%(6)	31.0%(18)

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

## Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

Following official principal training in the Summer of 2012 our team will be set up to include the following personnel:

1. Principal: Will ensure the team implements and conducts assessments of student academic weaknesses and provide intervention support and adequate training for staff.
2. Select General Education Teachers: Will provide data and collect student information in order to create an intervention plan and collaborate with staff.
3. Exceptional Student Education (ESE) Teachers: Will provide data and collaborate with general education teachers on intervention activities needed.
4. Instructional Coach Reading: Will serve as the liaison between staff members and leadership team and provide existing literature on approaches needed to develop and evaluate school program. Will identify student patterns based on need and provide early intervention screening for students considered "at risk". Will provide support for the implementation model.
5. School Psychologist: Will participate in collection, interpretation, and analysis of data; will facilitate development of intervention plans; will provide support for intervention reliability and documentation; will provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; will facilitate data-based decision making activities.
6. Technology Specialist: Will develop technology necessary to manage and display data for staff members and leadership team; will provide professional development and technical support to teachers and staff regarding data.
7. Student Services Personnel: guidance counselors and social workers will provide the team with services ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The focus of the MTSS leadership team is to assist in changes made to the instructional program to ensure that it reflects the needs of all students. Therefore, during Leadership Team meetings, team members will discuss students' progress in the reading, math and science classes and analyze data related to their performance in order to make proper adjustments to the curriculum. Departmental meetings will be held bi-monthly to discuss vertical and horizontal alignments to the curriculum.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Team will have the following responsibilities:

1. Use data when making adjustments to the school's behavior and academic goals.
2. Monitor the reliability of the delivery of instruction and intervention.
3. Will provide support to students and intervention based on data results.
4. Meet with department chairpersons, student services, and EESAC and monitor data results.

## MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

- FAIR assessments
- Departmental assessments
- FCAT
- Student Grades
- Student Case Management System
- Detentions
- Suspensions/Expulsions
- PMRN
- Edusoft
- Guizmos
- Study Island
- Referrals by student behavior, and administrative context
- School Climate Survey
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

Professional development from the district will initially focus on the understanding of the principles and procedures of the MTSS, while providing a network of ongoing support. Once administrators are trained in the MTSS problem solving and the data analysis process, training at the school site will commence. Trainings will occur on secondary early release days and/or professional development days.

Describe the plan to support MTSS.

1. Align policies and procedures across grade levels.
2. Provide on-going data driven Professional Development activities that are aligned to core student goals and staff needs.
3. Communicate outcomes with all stakeholders and celebrate successes frequently.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

At Lamar Louise Curry Middle School, the LLT is comprised of the following staff members:

- Principal: Wandarece Ruan
- Assistant Principals: Janet Boue, Dr. Orlando B. Gonzalez
- Media Specialist: Maria Alvarez
- LLT Chairperson: Janet Elmore
- Department Chairpersons: Lourdes Amato, Language Arts; Theresa Rogers, Social Studies; Pedro Perdomo, Science; Michelle Lopez, ESE; Mercedes Suarez, Gifted; Yolanda Ruiz, Mathematics; Virginia Ruddy, Student Services; Larry McFarley, Electives; Janet Elmore, ELL

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT at Lamar Louise Curry Middle School meets twice a month on Wednesdays for an hour. During these meetings the following items are discussed and reviewed:

- Data results
- Testing
- Events and Activities
- School Improvement Plan
- SIP Statements for each department are written
- End of school year procedures including planning for writing the first quarter pacing guide for next school year
- Ideas for motivating students
- Tutoring and resources

- Departmental concerns and best practices
- Intervention/Strategies for struggling students
- Enrichment for above average students

What will be the major initiatives of the LLT this year?

For the 2012-2013 school year, the LLT will revise its Action Plan and implement the activities that proved effective in the past year and develop that plan to improve the areas where there were weaknesses and correlate it to the District K-12 Plan.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

LLT members will assist teachers in implementing reading strategies across the curriculum to ensure that reading is covered in all areas. Use of the FCAT Strategies book, FCAT style examinations, use of benchmarks within context will also be utilized. This year we will be incorporating an interdisciplinary unit within all core classrooms.

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

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?

N/A

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 31% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring at proficiency by 3 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (342)	34% (380)

#### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

#### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2010-2011 FCAT Reading Test indicate that 47% of students achieved level 4 proficiency. Our goal for the 2011-2012 school year is to maintain that percentage.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (496)	47% (502)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was the Informational Text and Research Process Category	Provide instructional strategies and activities that include: 1. Interactive Journals 2. Close reading, 3. Academic Rich Vocabulary.	Principal Assistant Principal MTSS/RtI Team	Review formative monthly assessment data reports to ensure Progress and adjust instruction as needed.	Formative: FAIR, reports generated from FCAT Explorer, baseline, fall, and winter interim tests.  Summative: Results from 2013 FCAT 2.0 Reading test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 75% of students made Learning Gains. Our goal for the 2012-2013 school year is to increase the number of students making Learning Gains in Reading by 5 percentage point to 80%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (783)	80% (835)

Problem-Solving Process to Increase Student Achievement



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was the Informational Text and Research Process Category.	Provide instructional strategies and activities that include: 1. Interactive Journals 2. Close reading, 3. Academic Rich Vocabulary	Principal Assistant Principal MTSS/RtI Team	Review formative monthly assessment data reports to ensure Progress and adjust instruction as needed.	Formative: FAIR, reports generated from FCAT Explorer, baseline, fall, and winter interim tests.  Summative: Results from 2013 FCAT 2.0 Reading test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2010-2011 FCAT Reading Test indicate that 66% of students made learning gains. Our goal for the 2011-2012 school year is to increase the number of students achieving learning gains in the lowest 25% by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (168)	71% (181)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was	Provide instructional strategies and activities that include: 1. Interactive Journals	Principal Assistant Principal MTSS/RtI Team	Review formative monthly assessment data reports to ensure Progress and adjust	Formative: FAIR, reports generated from FCAT Explorer, baseline,

1	the Informational Text and Research Process Category.	2. Close reading, 3. Academic Rich Vocabulary. 4. Additional tutoring. 5. Intensive Reading class.	instruction as needed.	fall, and winter interim tests.  Summative: Results from 2013 FCAT 2.0 Reading test.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent on non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78%	80%	82%	84%	86%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:		The results of 2009-2010 FCAT Reading Test indicate that our ethnicity subgroup, which was applicable to AYP achieved proficiency with 80% of our Hispanic population making adequate yearly progress. Our goal for the 2010-2011 school year is to maintain and/or increase in the lowest 25% achieving learning gains by 2%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Hispanic: 80% (857)		Hispanic: 82%(878)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		The results of 2009-2010 FCAT Reading Test indicate that our ELL subgroup did not have 15% or 100 students in the subgroup to be applicable to AYP.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	N/A	N/A	N/A	N/A	N/A
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of 2009-2010 FCAT Reading Test indicate that our SWD subgroup did not have 15% or 100 students in the subgroup to be applicable to AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2010-2011 FCAT Reading Test indicate that proficiency was met through Safe Harbor where a 3 percentage point decrease was shown in the percent of students below grade level in reading. Our goal for the 2011-2012 school year is to increase the number of students scoring proficient by 2 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (498)	80% (511)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Reading Budget:

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

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The results of the Spring 2012 Florida CELLA School report indicate that 49% of the students achieved proficiency in listening and Speaking. Our goal is to increase the percentage of students scoring proficiency by three percentage points to 52%.			
2012 Current Percent of Students Proficient in listening/speaking:					
49% (30).					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need additional opportunities in Speaking and Listening experiences.	1. Teacher-led groups, illustrations, paraphrasing, expansion, panel discussions based on interactive notebook activities, and	ELL Chairperson Assistant Principal MTSS/RtI Team	1. Review formative bi-monthly data reports to ensure progress in incorporating ELL Listening and Speaking strategies: Teacher lead groups,	Summative: CELLA Test FCAT 2.0 Reading test.

1	teacher/student/Modeling & Roles-playing.  2. Utilize instructional resources available on the CELLA website.	illustrations, paraphrasing, expansion, panel discussions based on interactive notebook activities, and teacher/student/Modeling.
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.  CELLA Goal #2:	The results of the Spring 2012 Florida CELLA School report indicate that 40% of the students achieved proficiency in listening and Speaking. Our goal is to increase the percentage of students scoring proficiency by three percentage points to 43%.
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2012 Current Percent of Students Proficient in reading:

40% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional experiences in basic reading comprehension skills.	1. Provide material the relevant context to activate students' knowledge on the topic discussed.  2. Incorporate visual displays (i.e. graphs, charts, photos) in the lesson and assignments to support the oral or written message. 3. Activating prior knowledge. 4. KWL method.	ELL Chairperson Assistant Principal MTSS/RtI Team	Review formative bi-monthly data reports to ensure progress in incorporating ELL Reading strategies.  Activating prior knowledge, KWL, Differentiated Instruction using higher levels of text complexity, and teacher made questions based on textual evidence.	Formative: FAIR Achieve 3000 Reading Plus Imagine Fall/Winter Exams  Summative: CELLA Test FCAT 2.0 Reading test.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.  CELLA Goal #3:	The results of the Spring CELLA School report indicate that 41% of students achieved proficiency in writing. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at proficiency by two percentage points to 43%.
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2012 Current Percent of Students Proficient in writing:

41% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need experience the elements of writing to include organization, focus, support, and	1. Interactive notebook, graphic organizers. 2. Process writing, spelling and grammar	ELL Chairperson Assistant Principal MTSS/RtI Team	Review formative bi-monthly data reports to ensure progress in incorporating ELL Writing.	Formative: Monthly Expository, Persuasive and Narrative Prompts

1	conventions of spelling and grammar.	lessons. 3. Responding to literature using textual evidence.			Prompts that require textual evidence  Summative: CELLA Test
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CELLA Budget:

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

*End of CELLA Goals*

## Middle School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Results of the 2012 FCAT Mathematics Test indicate that 29% of students achieved level 3 of proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring at level 3 proficiency by 5 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (320)	34% (379)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area, for 6th Grade students was in the Reporting Category of Geometry and Measurement. Teachers are just getting comfortable with the new textbook and new generation standards to facilitate conceptual learning.	1. Provide a variety of models for representation using manipulatives to interpret, understand, and explain real-world data. 2. Investigate, describe and reason about decomposing and combining shapes to make other shapes through building, drawing, and analyzing two- and three-dimensional shapes. Students will develop a foundation for understanding area, volume, congruence, similarity and symmetry.	Principal, Assistant Principal MTSS/RtI Team, Math Department Chairperson	1. Review formative weekly assessment data reports and adjust instruction as needed. 2. Conduct department data chats to discuss the results of data from district interim assessments.	Formative: Weekly standards quizzes and/or exams, district interim data reports  Summative: Results from the 2013 FCAT 2.0 Mathematics test.
2	The lowest scoring area, for 7th Grade students was in the Reporting Category of Geometry and Measurement. Teachers are just getting comfortable with the new textbook and new generation standards to facilitate conceptual learning.	1. Reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and gain familiarity with the relationships between angles formed by intersecting lines. 2. Represent three-dimensional figures using nets to find the surface area. Apply these techniques in the context of solving real-world and mathematical problems.	Principal, Assistant Principal MTSS/RtI Team, Math Department Chairperson	1. Review formative weekly assessment data reports and adjust instruction as needed. 2. Conduct department data chats to discuss the results of data from district interim assessments	Formative: Weekly standards quizzes and/or exams, district interim data reports  Summative: Results from the 2013 FCAT 2.0 Mathematics test.
3	The lowest scoring area, for 8th Grade students was in the Reporting Category of Geometry and Measurement. Teachers are just getting comfortable with the new textbook and new generation standards to facilitate conceptual	similarity using physical models, transparencies or geometry software. 2. Analyzing two- and three-dimensional space and figures using distance, angles, similarity, and congruence to understand and apply the	Principal, Assistant Principal MTSS/RtI Team, Math Department Chairperson	1. Review formative weekly assessment data reports and adjust instruction as needed. 2. Conduct department data chats to discuss the results of data from district interim assessments	Formative: Weekly standards quizzes and/or exams, district interim data reports  Summative: Results from the 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:  
Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

#### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.

Mathematics Goal #2a:

Results of the 2012 FCAT Mathematics Test indicate that 41% of students achieved level 4 and 5 of proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring yjr level 4 and 5 of proficiency by 2 percentage point to 43%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

41% (462)

43% (480)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area, for 6th Grade students was in the Reporting Category of Geometry and Measurement. Teachers are just getting comfortable with the new textbook and new generation standards to facilitate conceptual learning.	1. Enrichment activities such as flexible grouping allows students to be challenged, and step-by-step instruction helps to bridge guided instruction to the independent work. 2. Engage in enrichment materials in technology that include visual stimulus to develop conceptual understanding of figures and the relationship they share.	Principal, Assistant Principals, MTSS/RtI Team	1. Review formative weekly assessment data reports to ensure progress and adjust instruction as needed. 2. Conduct department data chats to discuss the results of data from district interim assessments.	Formative: Weekly standards quizzes and/or exams, district interim data reports  Summative: 2013 FCAT 2.0 Mathematics test.
	The lowest scoring area, for 7th Grade students was in the Reporting Category of Geometry and Measurement. Teachers are just getting	1. Give opportunities to develop exploration and inquiry activities to maintain or increase an understanding of skills through hands-on	Principal Assistant Principal MTSS/RtI Team	1. Review formative weekly assessment data reports to ensure progress and adjust instruction as needed. 2. Conduct department	Formative: Weekly standards quizzes and/or exams, district interim data reports



2	comfortable with the new textbook and new generation standards to facilitate conceptual learning.	activities with real life problems. 2. Critical thinking learning and higher order questioning will develop techniques to organize information or relationships among facts and ideas.		data chats to discuss the results of data from district interim assessments.	Summative: 2013 FCAT 2.0 Mathematics test.
3	The lowest scoring area for 8th grade students was in the Reporting Category of Number and Operations. Teachers are slowly becoming comfortable with the new textbook and new generation standards and infusing higher level concepts in activities.	. Use open-ended questioning techniques that encourage student inquiry to pose their own questions in order to evaluate the information presented. 2. Enrichment activities such as hands-on activities, to develop thematic projects and lessons to help students understand the properties of shapes and their relationships.	Principal Assistant Principal MTSS/RTI Team	1. Review formative weekly assessment data reports to ensure progress and adjust instruction as needed. 2. Conduct department data chats to discuss the results of data from district interim assessments.	Formative: Weekly standards quizzes and/or exams, district interim data reports  Summative: 2013 FCAT 2.0 Mathematics test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in mathematics.

Mathematics Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.

Mathematics Goal #3a:

Results of the 2012 FCAT Mathematics Test indicate that 75% of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 5 percentage points to 80%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

75% (781)

80% (833)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area was in the Reporting Category of Geometry & Measurement.	1. Provide a variety of models for representation using manipulatives to interpret, understand, and explain real-world data. 2. Investigate, describe and reason about decomposing and combining shapes to make other shapes through building, drawing, and analyzing two- and three-dimensional shapes. Students will develop a foundation for understanding area, volume, congruence, similarity and symmetry.	Principal Assistant Principal MTSS/RtI Team Math Department Chairperson	Review formative weekly assessment data reports to ensure progress and adjust instruction as needed. Data chats to discuss the results of data from district interim assessments	Formative: Weekly standards quizzes and/or exams, district interim data reports  Summative: 2013 FCAT 2.0 Mathematics test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Results of the 2012 FCAT Mathematics Test indicate that 61% of students in the lowest 25% made Learning Gains. Our goal for the 2012-2013 school year is to increase the number of students in the lowest 25% making Learning Gains by 5 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (161)	66% (174)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	The lowest scoring area was in the Reporting Category of Geometry & Measurement.	1. Provide a variety of models for representation using manipulatives to interpret, understand, and explain real-world data. 2. Investigate, describe and reason about decomposing and combining shapes to make other shapes through building, drawing, and analyzing two- and three-dimensional shapes. Students will develop a foundation for understanding area, volume, congruence, similarity and symmetry.	Principal Assistant Principal MTSS/ RtI Team Math Department Chairperson	Review formative weekly assessment data reports to ensure progress and adjust instruction as needed. Data chats to discuss the results of data from district interim assessments	Formative: Weekly standards quizzes and/or exams, district interim data reports  Summative: 2013 FCAT 2.0 Mathematics test.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75%	78%	80%	82%	84%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	On the 2010-2011 FCAT Mathematics Test, 79% of students made learning gains. Our goal for the 2011-2012 school year is to provide appropriate interventions, remediation in order to maintain and/or increase the percent of students making learning gains by 2 percentage points to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 79% (699)	Hispanic: 81% (717)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area was in the Reporting Category of Number and Operations. Teachers are just getting comfortable with the new textbook and new generation standards to facilitate conceptual learning	To develop an understanding of and fluency with multiplication and division of fractions and decimals, provide a variety of models for representation (pattern blocks, rods, fraction bars) by using real-world data.	Principal, Assistant Principals, RtI, Math Department Chairperson	Review formative weekly assessment data reports to ensure progress and adjust instruction as needed. Data chats to discuss the results of data from district interim assessments	Formative: Weekly standards quizzes and/or exams, district interim data reports  Summative: Results from the 2012 FCAT Mathematics test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of 2009-2010 FCAT Mathematics Test indicate that our ELL subgroup did not have 15% or 100 students in the subgroup to be applicable to AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of 2009-2010 FCAT Mathematics Test indicate that our SWD subgroup did not have 15% or 100 students in the subgroup to be applicable to AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	On the 2010-2011 FCAT Mathematics Test, 77% of students made learning gains. Our goal for the 2011-2012 school year is to provide appropriate interventions, remediation in order to maintain and/or increase the percent of students making learning gains by 2 percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (488)	79%(511)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area was in the Reporting Category of Number and Operations. Teachers are just getting comfortable with the new textbook and new generation standards to facilitate conceptual learning.	To develop an understanding of and fluency with multiplication and division of fractions and decimals, provide a variety of models for representation (pattern blocks, rods, fraction bars) by using real-world data.	Principal, Assistant Principals, RtI, Math Department Chairperson	Review formative weekly assessment data reports to ensure progress and adjust instruction as needed. Data chats to discuss the results of data from district interim assessments	Formative: Weekly standards quizzes and/or exams, district interim data reports  Summative: Results from the 2012 FCAT Mathematics test.

End of Middle School Mathematics Goals

## Algebra End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	Results of the 2012 Algebra I EOC indicate that 32% of students achieved a Level 3 of proficiency. Our goal for the 2012-2013 school year is for 32% of students taking the Algebra I EOC assessment achieving a level 3 of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (28)	32% (28)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area was in the Reporting Category Rationals, Radicals, Quadratics, & Discreet Mathematics.	1. Use of interactive notebooks to provide feedback on the understanding of algebraic concepts. 2. Hands on math labs using manipulatives to for application of algebraic concepts 3. Use of the Khan Academy mathematics software to increase the proficiency of algebraic concepts.	Principal Assistant Principal MTSS/RtI Team Mathematics Department Chair	1. Reports from the Khan Academy software. 2. Conduct teacher and peer evaluations to ascertain the effectiveness of the mathematics lab lessons. 3. Teachers' bi-monthly review of the interactive notebooks. 4. Mathematics Department meetings to discuss and/or revise the strategies as appropriate.	Formative: District Baseline and Interim Assessments,  Summative: 2013 Algebra I EOC test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	Results of the 2012 Algebra I EOC indicate that 63% of students achieved a Level 4-5 of proficiency. Our goal for the 2012-2013 school year is for 63% of students taking the Algebra I EOC assessment achieving a level 4-5 of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (55)	63% (55)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area was in the Reporting Category Rationals, Radicals, Quadratics, & Discreet Mathematics.	1. Use of interactive notebooks to provide feedback on the understanding of algebraic concepts. 2. Hands on math labs using manipulatives to for application of algebraic concepts 3. Enrichment worksheets and class competitions that further the understanding of algebraic concepts. 4. Enrichment online activities from Pearson's textbook website.	Principal Assistant Principal MTSS/RtI Team Mathematics Department Chair	1. Reports from Pearson's online textbook activities. 2. Conduct teacher and peer evaluations to ascertain the effectiveness of the mathematics lab lessons. 3. Teachers' bi-monthly review of the interactive notebooks. 4. Mathematics Department meetings to discuss and/or revise the strategies as appropriate.	Formative: District Baseline and Interim Assessments,  Summative: 2013 Algebra I EOC test.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # <input type="text"/> 3A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making	

satisfactory progress in Algebra. Algebra Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Algebra EOC Goals*

## Geometry End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area was in the Reporting Categories Three Dimensional Geometry and Trigonometry & Discrete Mathematics.	1. Use of interactive notebooks to provide feedback on the understanding of geometric concepts. 2. Hands on math labs using manipulatives to for application of geometric concepts. 3. Explicit modeling. 4. Use of online web resources. 5. Differentiated instruction.	Principal Assistant Principal  MTSS/RtI Team Mathematics Department Chair	Monthly: 1. EOC practice tests. 2. IB mathematic projects. 3. Improvement in home learning and classroom work.	1.1. Monthly: 1. EOC practice tests. 2. IB mathematic projects. 3. Improvement in home learning and classroom work. 1.1.  Formative: District Baseline and Interim Assessments,  Summative: 2013 Geometry EOC test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	Results of the 2012 Geometry EOC indicate that 63% of students achieved a Level 4-5 of proficiency. Our goal for the 2012-2013 school year is for 63% of students taking the Geometry EOC assessment achieving a level 4-5 of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:



82% (60)

15% (60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area was in the Reporting Categories Three Dimensional Geometry and Trigonometry & Discrete Mathematics.	1. Cooperative learning. 2. Interactive notebooks. 3. Open ended questioning to increase critical thinking skills. 4. Hands on math labs using manipulatives to for application of geometric concepts.	Principal Assistant Principal  MTSS/Rtl Team Mathematics Department Chair	Monthly: 1. Geometry focused research project. 2. Oral presentations of geometric concepts. 3. EOC practice tests.	Formative: District Baseline and Interim Assessments,  Summative: 2013 Geometry EOC test.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Geometry Goal #

3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.				
Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.				
Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

No Data Submitted

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Mathematics Budget:

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

End of Mathematics Goals

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	Our goal for the 2012-2013 school year is to provide appropriate interventions and enrichment opportunities in order to increase the number of students in achievement levels three and above on the FCAT Science 2.0 by two percentage points, from 45% to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

45% (167)		47% (177)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT was Nature of Science.	Teachers will increase the implementation of inquiry based, hands on activities labs, higher order thinking skills and questioning strategies emphasizing the Nature of Science, and addressing all benchmarks.	Principal Assistant Principal RtI Team Science Department Chairperson	Monthly: The MTSS/RtI team and science department chairperson will review work folders for evidence of the use of inquiry based learning activities, and monitor interim assessments to ensure adequate progress on tested benchmarks, and adjust instructional activities as needed.	Formative: Class projects, lab reports, science projects, quizzes, chapter tests, unit tests and interim exams aligned to the NGSSS. District Interim Assessments Summative: 2013 FCAT 2.0 Science test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Our goal for the 2012-2013 school year is to provide appropriate interventions and enrichment opportunities in order to increase the number of students in achievement levels three and above on the FCAT Science 2.0 by one percentage point, from 16% to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (59)	17% (63)

Problem-Solving Process to Increase Student Achievement	
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT was Nature of Science.	1. Teachers will provide enrichment inquiry-based hands-on activities. 2. Teachers will promote higher order thinking skills.	Principal Assistant Principal MTSS/RtI Team Science Department Chairperson	Monthly teacher review of work folders for evidence of the use of inquiry based learning activities, and monitor interim assessments to ensure adequate progress on tested benchmarks, and adjust instructional activities as needed.	Formative: Ongoing class projects, lab reports, science projects, and students research which exposes students to data collection, analysis and interpretation and quizzes, chapter tests, unit tests and interim exams aligned to the NGSSS, District Interim Assessments.  Summative: 2013 FCAT 2.0 Science test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in science.  
  
Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

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

*End of Science Goals*

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		The results of the 2011-2012 FCAT Writing Assessment indicates that 86% of the 8th grade students achieved a level 3 and higher proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring at proficiency by one percentage point to 87%.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
86% (318)		87% (323)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to results from the 2012 FCAT 2.0	1. Formulate a writing plan which includes	Principal Assistant Principal	Monthly monitoring of : 1. Interactive journals.	Formative: District Baseline

1	Writing Assessment, students need additional opportunities in the writing elements of Support and Conventions.	developing a Writer's Notebook and/or Portfolio centered on prewriting, drafting, revising, editing, and publishing. 2. Model effective writing; use mentor text, rubrics, and anchor papers; use of textual evidence to respond to text in writing.	MTSS/RtI Team Language Arts Department Chairperson	2. Writing portfolios. 3. In-class writing prompts.	and Interim Assessments, Expository and Persuasive Writing Prompts, journals, interactive notebook, graphic organizers, process writing, research and response to literature using textual evidence.  Summative: 2013 FCAT 2.0 Writing test.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

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

End of Writing Goals

## Civics End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Our goal for 7th grade students taking the Field Tested EOC exam for Civics is to have at least 70% of those students pass with a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending	Pending

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the 2012-2013 school year do not have the prior knowledge necessary to master the information that will be tested in the Civics End of Course exam given to them in the Spring of 2013.	1. Students will access the District's Social Sciences website. 2. Incorporating Document Based Questions and Interactive Journals.	Principal Assistant Principal MTSS/RtI Team Social Studies Department Chair Civics Teachers	Results of District Civics Pre-Test and Post tests.	Formative: Unit Tests District Interim and Baseline Assessments  Summative: 2013 District Civics EOC Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	Our goal for 7th grade students taking the Field Tested EOC exam for Civics is to have at least 10% of students
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Civics Goal #2:	pass with a level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending	Pending

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the current school year do not have the prior knowledge necessary to master the rigor in the new Common Core Standards.	Increase rigor by having Social Science Website live on desktop at all times since the Pacing guides will reflect the NGSSS.	Principal Assistant Principal Social Studies Department Chair Civics Teachers	Results of District Civics Pre-Test and Post tests.	Formative: Unit Tests District Interim and Baseline Assessments  Summative: 2013 District Civics EOC Assessment.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	Our goal for the 2012-2012 school year is to maintain the current attendance rate of 97.39%. Additionally, our goal for the 2012-2012 school year is to decrease the number of students with excessive absences from 161 to 153 and with excessive tardies from 90 to 86.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.39% (1107)	97.39% (1107)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
161	153
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
90	86

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in unexcused absences to school will be the greatest barriers.	Identify and refer students who may be developing a pattern of absences to the Attendance Review Committee for intervention services.	Principal Assistant Principals Counselors	Review: 1. Weekly attendance bulletins to teachers and administrators. 2. Faculty PD presentations on the use of the District's Gradebook attendance features to monitor student attendance.	Attendance Review Committee logs and Attendance Bulletins
2	Increase in unexcused tardies to school will be the greatest barriers.	Identify and refer students who may be developing a pattern of tardies to the Attendance Review Committee for intervention services.	Principal Assistant Principals Counselors	Review: 1. Weekly attendance bulletins to teachers and administrators. 2. Faculty PD presentations on the use of the District's Gradebook attendance features to monitor student	Attendance Review Committee logs and Attendance Bulletins

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

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

*End of Attendance Goal(s)*

Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of out-of-school suspensions from to 34students to 31 students. Additionally, our goal for the 2012- 2013 school year is to decrease the number of in-school suspensions from 70 to 63 students
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
102	92

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
70	63
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
53	48
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
34	31

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of In-School suspensions increased in 2012. Barrier will be the lack of opportunities to recognize students for positive behavior.	<p>The number of In-School suspensions increased in 2012. Barrier will be the lack of opportunities to recognize students for positive behavior.</p> <p>1.1. Implement the Code of Student Conduct by providing examples and rewards for model student behavior, and corrective strategies for violation of the Code.</p> <p>Recognition of model behavior through the Do The Right Thing program provided by the Miami Dade Police Department.</p>	Principal Assistant Principals	<p>1. Monitor SPOT Success Report by grade level.</p> <p>2. Monitor COGNOS report on student outdoor suspension rate.</p> <p>3. Recognize 20 students per month through the Do The Right Thing program.</p>	<p>. SPOT Success logs</p> <p>2. SCSI logs</p> <p>3. Submissions for the Do The Right Thing program</p>
	The total number of students suspended Out-of-School decreased in 2012. Barrier will be the lack of opportunities to recognize students for positive behavior.	<p>Implement the Code of Student Conduct by providing examples and rewards for model student behavior, and corrective strategies for violation of the Code.</p> <p>Recognition of model behavior through the Do The Right Thing program provided by the Miami Dade Police Department.</p>	Principal Assistant Principals	<p>Monitor monthly:</p> <p>1. SPOT Success Report by grade level.</p> <p>2. COGNOS report on student outdoor suspension rate.</p> <p>3. Recognize 20 students per month through the Do The Right Thing program.</p>	<p>1. SPOT Success logs</p> <p>2. SCSI logs</p> <p>3. Submissions for the Do The Right Thing program.</p>

2					1.2. 1. Monitor SPOT Success Report by grade level.  2. Monitor COGNOS report on student outdoor suspension rate.  3. Recognize 20 students per month through the Do The Right Thing program.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

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

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	An increase in parental involvement will be evident by data gathering and sign-in rosters for school activities including parent workshops, open house, and meetings across all grade levels. Our goal is to increase parental involvement by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
55% (605)	60%(660)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are not able to attend school events due to scheduling conflicts with work.	Schedule parent activities to accommodate a variety of work schedules (morning and night) and survey parents during open house and again at the end of the year.	Principal Assistant Principal  Guidance Counselors	Monthly parent involvement school report and sign in sheets	Meeting and activity attendance rosters
2	Parents lack accessible technology to receive communication pertaining to their child's grades.	Send more messages through Connect Ed, send home information via flyers, and through the school's website.	Principal, Assistant Principals Guidance Counselors	Parent Conference Logs and Notifications sent home for signatures.	Meeting and activity attendance rosters

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Parent Involvement Goal(s)

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Our goal for the 2012-2013 school year is to increase the quality and quantity of STEM activities in which students participate.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase authentic and collaborative problem solving and proficiency activities by developing in multidisciplinary knowledge and skills through STEM.	Students will participate in SECME and Fairchild Competitions to practice applying multidisciplinary knowledge and skills.	MTSS/RtI Team Science Department Chair	Monthly: 1. Utilize the FCIM to evaluate and adjust instructional strategies and interventions. 2. The MTSS/RtI team will review monitor project entries and schools performance in competitions, and student project submissions to STEM related events.	Rubrics Informal Assessments Teacher graded work

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

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

*End of STEM Goal(s)*

## Career and Technical Education (CTE) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Increase student participation in Middle School Culinary Arts CTSO.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase student opportunities to participate in CTSO activities.	CTE Coordinator implement CTE program, state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.	CTE Coordinator Assistant Principal	Monthly monitoring of implementation of lessons and timely instruction in CTE classrooms through common planning, review of baseline and practice assessment data.	Student attendance logs for CTSO activities.



Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/9/2012)

## 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. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Agendas	\$2,500.00
Tutorial Workbooks and packets	\$1,000.00
Award Ceremony (Student Incentives)	\$1,500.00

Describe the activities of the School Advisory Council for the upcoming year

Initial meeting will review the EESAC bylaws, membership, introduction of new members, and budget. Our monthly meetings will focus on school updates and monitoring the implementation of the School Improvement Plan through the submission of monthly updates from each department.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Dade School District LAMAR LOUISE CURRY MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	84%	96%	66%	331	Writing and Science: Takes into account the % scoring 4.0 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%	72%			142	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?	66% (YES)	66% (YES)			132	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.
FCAT Points Earned					605	
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 LAMAR LOUISE CURRY MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	84%	96%	57%	320	Writing and Science: Takes into account the % scoring 4.0 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%	77%			147	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?	70% (YES)	73% (YES)			143	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.
FCAT Points Earned					610	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested