FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CUTLER RIDGE MIDDLE SCHOOL

District Name: Dade

Principal: Eduardo Alonso

SAC Chair: Tawanna Parker

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/13/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

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	Eduardo Alonso	Associate of Arts- Physical Education, Miami-Dade Community College Bachelor of Science-Elementary Education, Nova Southeastern University Masters of Science-Educational Leadership, Nova Southeastern University	4	11	'12 '11 '10 '09 '08 School Grade C C C A A AYP N N N N N High Standards Rdg. 36 52 56 49 81 High Standards Math 31 42 51 47 82 Lrng Gains-Rdg. 59 57 63 56 65 Lrng Gains-Math 60 56 61 72 72 Gains-Rdg-25% 68 68 70 59 64
					'12 '11 '10 '09 '08 School Grade C C C C C AYP N N N N N

Assis Principal	Mrs. LaRhonda Donaldson	ELEM ED, ESOL, ED LEADERSHIP	3	7	High Standards Rdg. 36 52 56 36 38 High Standards Math 31 42 51 35 35 Lrng Gains-Rdg. 59 63 58 54 49 Lrng Gains-Math 60 62 59 59 54 Gains-Rdg-25% 68 68 65 75 58 Gains-Math-25% 73 65 67 65 70
Assis Principal	Mrs. Wendy Garcia-Costa	Bachelor of Science- Special Education, Florida International University. Master's Degree –Educational Leadership, Nova Southeastern University	2	2	'12 '11 '10 '09 '08 School Grade C C A A A AYP N N N N N High Standards Rdg. 36 52 79 80 79 High Standards Math 31 78 76 77 75 Lrng Gains-Rdg. 59 57 63 25 60 Lrng Gains-Math 60 56 62 61 69 Gains-Rdg-25% 68 68 67 70 67 Gains-Math-25% 73 65 67 67 69

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.

Subject Area	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)
Reading	Lisbertha Eustache-Cooper	Bachelors of Science Master's Degree-Curriculum and Instruction Certification: Reading	1	2	12 '11 '10 '09 '08 School Grade C C C A A AYP N N N N High Standards Rdg. 36 52 71 74 70 66 High Standards Math 31 42 77 71 71 Lrng Gains-Rdg. 59 57 65 44 67 Lrng Gains-Math 60 56 69 66 75 Gains-Rdg-25% 68 68 69 66 70 Gains-Math-25% 73 65 69 68 75
Math	Dr. Beverly A. Saunders	B.S: Telecommunications M.S: Mathematics Ed. PhD: Education Certification(s): Elementary Ed. K-6 Mathematics 5-9 English 6-12 Ed. Leadership K-12	2	4	'12 '11 '10 '09 School Grade C C C F AYP N N N N High Standards Rdg. 36 52 11 17 High Standards Math 31 42 28 32 Lrng Gains-Rdg. 59 57 7 39 Lrng Gains-Math 60 56 63 64 Gains-Rdg-25% 68 68 30 43 Gains-Math-25% 73 65 60 61
Science	Dr. Marvel Miranda	Ed.D: Education Nova Southeastern University	2	2	12 '11 '10 '09 School Grade C C A A AYP N N N N High Standards Rdg. 36 52 84 79 High Standards Math 31 42 84 81 Lrng Gains-Rdg. 59 57 63 70 Lrng Gains-Math 60 56 79 81 Gains-Rdg-25% 68 68 76 70

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 the new teachers with the Principal and/or Assistant Principal	Principal Assistant Principals	September 2012- June 2013	
2	2. Partnering new teachers with veteran instructional personnel	Assistant Principal	September 2012- June 2013	
3	3. Provide leadership opportunities	Principal	September 2012- June 2013	
4	4. Recognition and celebration of achievements	Principal Assistant Principals Department Chairs	September 2012- June 2013	

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
12	Curriculum Council met with Department Chairs to advise teachers to log-on to HOUSSE for Highly Qualified Information and updates. Those teachers that were identified as Non-Highly Qualified were provided information to seek Professional Development.

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
60	0.0%(0)	10.0%(6)	51.7%(31)	36.7%(22)	35.0%(21)	80.0%(48)	10.0%(6)	3.3%(2)	21.7%(13)

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			

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

At Cutler Ridge Middle School (CRMS), services are provided to ensure students requiring additional remediation are assisted through after-school programs and
a reading teacher. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary
students. The Reading Coach develops, leads, and evaluates school core content standards/programs; identify and analyze existing literature on scientifically
based curriculum/behavior assessment and intervention approaches; assists with whole school screening programs that provide early intervening services for
children to be considered "at risk;" assist in the design and implement for progress monitoring, data collection, and data analysis. Other components that are
integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and

special support services
to special needs population.

Title I, Part C- Migrant

Title I, Part D

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

Title II

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

Title III

Title III Services, at CRMS, are used to supplement and enhance the programs for English Language Learner and immigrant
students by providing funds to
implement and/or provide:
• Reading and supplementary instructional materials
• Hardware and software for the development of language and literacy skills in reading

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

CRMS offers a non-violence and anti-drug program to students that include counseling.

Nutrition Programs

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

Housing Programs

Head Start

Adult Education

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at Cutler Ridge Middle will become academy program
completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for
how to acquire the skills necessary to take advance of those opportunities.
Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more
opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business
and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will
strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

Other

Cutler Ridge Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent
resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our Title I
School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the
Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent
Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for
involvement.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Will ensure there is a common vision in addressing the school's weaknesses by implementing a plan to provide appropriate intervention, support, and professional development to teachers, and to assess the effectiveness of the MTSS/RtI Leadership Team. The principal will also communicate with parents regarding school-based MTSS/ RtI plans and activities.
Assistant Principal: Will work closely with the MTSS/ RtI Leadership Team extensively to develop ways to assess the effectiveness of the current strategies based on results from various sources including but not limited to CELLA, FAIR, and Baseline Assessments, to develop intervention strategies, conduct monthly meetings to analyze data, and assist the principal in progress monitoring, and providing the appropriate professional development activities. The Assistant Principal of Curriculum will assist with the whole school screening program that provides early intervention services for children to be considered "at risk" and monitor the implementation of intervention.
General Education Teachers: Will provide information about core instruction, participate in student data collection, and collaborate with other staff to implement interventions.
Exceptional Student Education (ESE) Teachers: Will participate in student data collection, integrate core instructional activities/ materials, and collaborate with general education teachers through such activities as co teaching.
Instructional Coach Reading: Will develop, lead, and evaluate school core content standards/ programs; identify and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Student Services Personnel: Will provide quality services and expertise on issues 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.

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?

Cutler Ridge Middle School Leadership Team meets once a month to engage in the following activities:
Review universal screening data taken from CELLA, FAIR and Edusoft, to link instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate with the ESSAC regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementations and provide input for the School Improvement Plan.

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 MTSS/RtI Leadership Team elicited ideas from all stakeholders to identify major academic weaknesses and suggested strategies to address these weaknesses. The Leadership Team will monitor and adjust the school's academic and behavioral

goals through data analysis. The Leadership Team will also monitor delivery of instruction, intervention, and provide support to struggling students.

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.

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.

Managed data used:
• Progress Monitoring and Reporting System (PMRN)
• Florida Comprehensive Assessment Test 2.0/ End of Year Course Exam (FCAT)
• Baseline Assessment Pre and Post via Edusoft
• Asssessments from Language!
• Florida Assessment for Instruction in Reading (FAIR)
• Interim Assessment/ Edusoft (October & January)
• FCAT Explorer/ FCAT Focus
• Assessment from Language!
• Reading Plus
*CELLA
Behavior:
Student Case Management System
Detentions
Suspensions

Describe the plan to train staff on MTSS.

Professional development will be provided monthly during faculty meetings Early Release, and Professional Development work days throughout the school year. Two PD sessions entitled: "MTSS" Using Data to Drive Instruction and "MTSS" Effective Intervention. The MTSS/RtI team will also evaluate additional staff PD needs during the monthly MTSS/RtI team meetings based on monthly assessments in Reading and Math.

Describe the plan to support MTSS.

In an effort to support MTSS/RtI, Cutler Ridge Middle will align policies and procedures across classroom, grade, building, district and state levels, provide ongoing data driven professional development activities that align to core students' goals and staff needs, and communicate outcomes with all stakeholder and celebrate student success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Eduardo Alonso, Principal: Will ensure there is a common vision in addressing the school's weaknesses, by implementing a plan to provide appropriate intervention, support, and professional development to teachers, and to assess the effectiveness of the Literacy Leadership Team.
LaRhonda Donaldson, Assistant Principal: Will work closely with the LLT extensively to develop ways to assess the effectiveness of the current strategies, develop intervention strategies, conduct monthly meetings to analyze data, and assist the principal in progress monitoring, and providing the appropriate professional development activities. Mrs. Donaldson will assist with the whole school screening program that provides early intervention services for children to be considered "at risk" and monitor the implementation of intervention.
Theonie Beasley, General Education Teacher: Will provide information about core instruction, participate in student data collection, and collaborate with other staff to implement interventions.
Tionne Martin, Exceptional Student Education (ESE) Teacher: Will participate in student data collection, integrate core instructional activities/ materials, and collaborate with general education teachers.
Lizbertha Eustache, Instructional Coach Reading: Will develop, lead, and evaluate school core content standards/ programs; identify and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Instructional Reading Coach will design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation

monitoring.

Allan Sosa, Student Services Personnel: Will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

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

Review school literacy instructional focus calendar; Review instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks; review and discuss current research on literacy; monitor the implementation of the school wide literacy plan. The team will also collaborate with the ESSAC regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementations.

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

For the 2012-2013 school year, Cutler Ridge Middle School will implement the following as major initiatives:
• Plan for effective implementation of the model and maintaining the quality and integrity of the literacy program
• Make decisions about the best practices for literacy instruction based on a common understanding of literacy theory and current research
• Develop an efficient schedule for collecting, submitting and analyzing assessment data
• Coordinate the initial training and continued professional development for instructional staff
• Communicate with stakeholders about the implementation of the model and students' progress

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*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.

*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.

Cutler Ridge Middle will develop, implement and monitor a school-wide literacy focus calendar. Teachers will receive professional development from District staff and the reading coach to assist them with instruction for incorporating independent reading in their classrooms. Reading teachers will provide instructional activities such as book shares, author talks, and character analyses using the materials from the classroom libraries. Additionally, the reading coach will provide a school wide professional development in effective utilization and maintenance of classroom libraries. Teachers will utilize the reading levels provided by publisher's information to assist students in selecting appropriate texts from classroom library. Students in content area classes will receive instruction in reading strategies in order to meet the unique requirements of the individual subject area. Students must learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other text. Mastery will be determined by analyzing data and monitoring students' strengths and weakness.

*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?

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?

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

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:	Data obtained from the 2012 Reading FCAT indicates that 21 percent of students at Cutler Ridge Middle School achieved proficiency. Our goal for the 2012-2013school year is to increase Level 3 student proficiency by 8 percent to 30 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(148)	30% (214)

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 reading test was Reporting Category 4- Informational Text/Research Process.	The following instructional strategies will be utilized to support the Reporting Category : • Encouraging students to read from a wide variety of texts. • Reciprocal teaching • Understanding question & answer relationships	Literacy Leadership Team along with Administration	Monitor student progress through monthly ongoing classroom assessments focusing on the identified skills	Formative: District Interim Assessments, FAIR Assessments, Reading Plus reports. FCAT Explorer reports. Summative: 2013 FCAT Reading 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Data obtained from the 2012 Reading FAA indicates that 27 percent of students at Cutler Ridge Middle School achieved proficiency. Our goal for the 2012-2013 school year is to 2013 school year is to increase Level 4, 5, 6 proficiency by 5 percent to 32 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (12)	32%(14)

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 FAA reading test is Reading Comprehension.	The following instructional strategies will be utilized: • Students require multiple reads of a selection prior to responding to	Administration Instructional Coaches ESE Department Chair	Monitor student progress through monthly ongoing classroom assessment s focusing on the identified skills.	Formative: Bi-Weekly Assessments. Computer Assisted Program Reports. Summative:

				2013 FAA Reading Assessment.
comprehension question. • Read Aloud				

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:	Data obtained from the 2012 Reading FCAT indicates that 11 percent of students at Cutler Ridge Middle School achieved above proficiency. Our goal for the 2012-2013school year is to increase Level 4-5 student proficiency by 4 percent to 15 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (79)	15% (107)

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	As noted on the 2012 FCAT Reading, students achieving Levels 4 and 5 showed minimal growth in Reporting Category 1- Vocabulary	The following instructional strategies will be utilized: • Engaging in affix or root word activities. • Word walls • Reading from a wide variety of texts.	Literacy Leadership Team Administration	Monitor student progress through monthly assessments. Collect and review data to make adjustments as necessary.	Formative: Mini-Assessments; District Interim Assessments Summative: 2013 FCAT Reading 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Data obtained from the 2012 Reading FAA indicates that 42 percent of students at Cutler Ridge Middle School achieved above proficiency. Our goal for the 2012-2013 school year is to increase Levels 7,8,9 proficiency by 3 percent to 45 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (19)	45% (20)

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 FAA reading test is Reading Comprehension	The following instructional strategies will be utilized: • Provide students with visual choices as presented in the FAA. • Using pictures and prints to introduce vocabulary.	Administration Instructional Coaches ESE Department Chair	Monitor student progress through monthly assessments. Collect and review data to make adjustments as necessary.	Bi-Weekly Assessments. Computer Assisted Program Reports. Summative: 2013 FAA Reading 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Data obtained from the 2012 Reading FCAT indicates that 59% percent of students at Cutler Ridge Middle School made Learning Gains. It is expected that 69 percent of students at Cutler Ridge Middle School will make Learning Gains on the 2013 Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (352)	69% (412)

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	As noted on the 2012 FCAT Reading, students achieving learning gains demonstrated deficiency in Reporting Category2-Reading Application.	The following instructional strategies will be utilized: • Text Marking • Graphic Organizers • Summarization Activities	Literacy Leadership Team Administration	Review data results monthly from various assessments to monitor student progress towards skill attainment	Formative: District Interim Assessments Reading Plus and FAIR testing Reports Summative: 2013FCAT Reading 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The 2012 Reading FAA indicates that 59 percent of students made Learning Gains. It is expected that 69 percent of students will make Learning Gains on the 2013 Reading FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (23)	69% (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 area of deficiency as noted on the 2012 FAA reading test is Reading Comprehension.	The following instructional strategies will be utilized: • Guided reading of fiction, nonfiction, and informational text to identify differences. • Continuous review/ practice of reading concepts.	Literacy Leadership Team School Administration ESE Department Chair	Review data results monthly from various assessments to monitor student progress towards skill attainment	Formative Bi-Weekly Assessments. Computer Assisted Program Reports. Summative: 2013 FAA Reading 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	Data obtained from the 2012 Reading FCAT indicates that 68 percent of students in the Lowest 25% made Learning Gains. It is expected that

Reading Goal #4:	73 percent of students in the Lowest 25% will make Learning Gains on the 2013 Reading	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
68% (104)	73% (112)	

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	As indicated on the 2012 FCAT 32% of students in the Lowest 25% did not make learning gains in Reporting Category 3- Literary Analysis: Fiction/Non-fiction.	The following instructional strategies will be utilized: • Graphic Organizers • Compare & Contrast Exercises • Teaching Signal or Key Words.	Literacy Leadership Team	Review usage and data reports from FCAT Explorer and Reading Plus to monitor student progress towards skill mastery	4A.1. Formative: District Interim Assessments, Computer Generated Assessments. Summative: 2013 FCAT Reading Assessment.

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 #
	According to the 2010-2011 baseline data,the schools Annual Measurable Objective Targets are 38. Within the next six years, it is expected that the school will reduce its' achievement gap by five percent each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

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:	Data obtained from the 2012 Reading FCAT indicates that 28 percent of Black students and 38 percent of Hispanic students at Cutler Ridge Middle School did not make Satisfactory Progress. It is expected that 43 percent Black students and 50 percent of Hispanic students at Cutler Ridge Middle School will make Satisfactory Progress on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: 28% (77) Hispanic: 38%(131) Asian: American Indian	White: Black: 43% (119) Hispanic: 50%(172) Asian: American Indian

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
	Black: The 2012 FCAT Reading data indicates that the Black subgroup	Provide tailored supplemental and intensive intervention in	Literacy Leadership Team	Monitor student progress on monthly mini assessments and adjust	Formative: Mini-Assessments; District Interim

				students' academic goals upon skill attainment.	Assessments, Computer Generated Assessments. Summative: 2013 FCAT Reading Assessment.
1	did not make Satisfactory Progress. Hispanic: The 2012 FCAT Reading data indicates that the Hispanic subgroup did not make satisfactory progress. An increase in remediation and intervention is needed.	a small group setting based on student needs.			

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:	Data obtained from the 2012 Reading FCAT indicates that 14 percent of English Language Learners at Cutler Ridge Middle School did not make Satisfactory Progress. It is expected that 32 percent English Language Learner students at Cutler Ridge Middle School will make Satisfactory Progress on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (10)	32% (23)

	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 performance data indicates a decrease in Reporting Category 2 Reading Application. Limited differentiated instruction in a small group setting has impeded students' growth.	Provide differentiated instruction in a small group using graphic organizers, concept maps and compare/contrast.	Literacy Leadership Team	Review usage and data reports monthly from FCAT Explorer and Reading Plus to monitor student progress towards skill mastery	Formative: District Interim Assessments, Computer Generated Assessments. Summative: 2013 FCAT Reading 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Data obtained from the 2011 Reading FCAT indicates that 30 percent of SWD at Cutler Ridge Middle School did not make Adequate Yearly Progress. It is expected that 37 percent of SWD at Cutler Ridge Middle School make Adequate Yearly Progress on the 2012 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (42)	39% (57)

	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 student performance data indicates a decrease in Reporting category 3- Literary	The following instructional strategies will be utilized: • Graphic Organizers	Literacy Leadership Team	Review data results monthly from various assessments to monitor	Formative: District Interim Assessments Reading Plus and

1	Analysis: Fiction/ Non-fiction.	• Compare & Contrast Exercises • Teaching Signal or Key Words.		student progress towards skill attainment	FAIR testing Reports Summative: 2013 FCAT Reading 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Data obtained from the 2012 Reading FCAT indicates that 34 percent of ED at Cutler Ridge Middle School did not make Satisfactory Progress. It is expected that 46 percent of ED at Cutler Ridge Middle School will make Satisfactory Progress on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (222)	46% (300)

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 student performance data indicates a decrease in Reporting Category 1: Vocabulary.	Implement and monitor the use of small group instruction school wide using Word Walls and Reading from a wide variety of texts.	Literacy Leadership Team Adminstration	Review data results from various assessments to monitor monthly student progress towards skill attainment	Formative: Mini-Assessments; District Interim Assessments, Computer Generated Assessments. Summative: 2013 FCAT Reading 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
Implementation of Literacy Strategies	Grades 6-8/ All Subjects	Reading Coach	Instructional Staff	October 25, 2012	Focused classroom walkthroughs conducted by administration, student performance on mini-assessments and student work folders	Reading Coach, Department Chairs, Literacy Leadership Team Administrative Team
Implementing Small Groups in Reading	Grades 6-8/ Reading	Reading Coach	Grades 6-8 Reading Instructors	October 31, 2012	Focused classroom walkthroughs conducted by administration, student performance on mini-assessments	Reading Coach, Department Chairs, Literacy Leadership Team Administrative Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for Reading Program		EESAC	$200.00
			Subtotal: $200.00
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: $200.00

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:	Data obtained from the 2012 CELLA indicates that 32% of students are proficient in listening/Speaking skills.

2012 Current Percent of Students Proficient in listening/speaking:

32% (20)

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	As indicated based on the data obtained, an anticipated barrier would be Limitations of available technology.	The following strategies will be utilized: • Modeling • Cooperative Learning Groups • Use of Illustrations /Diagrams	Administration ELL Department Chair	Monitor student progress monthly through ongoing classroom assessment s focusing on the identified skills.	Formative: Computer Assisted Program Reports. Summative: 2013 CELLA Assessment

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:	Data obtained from 2012 CELLA indicates that 16% of students are proficient in reading.

2012 Current Percent of Students Proficient in reading:
16% (11)

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	As indicated based on the data obtained, an anticipated barrier would be Language limitations.	The following strategies will be utilized: • Read Alouds • Teacher Made Questions • Explaining Key Concepts	Administration ELL Department Chair	Monitor student progress monthly through ongoing classroom assessment s focusing on the identified skills.	Formative: Computer Assisted Program Reports. Summative: 2013 CELLA Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Data obtained from the 2012 CELLA indicates that 15% of students are proficient in Writing.

2012 Current Percent of Students Proficient in writing:
15% (10)

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	As indicated based on the data obtained, an anticipated barrier would be language limitations.	The following strategies will be utilized: • Graphic Organizers • Word Walls • Summarizing	Administration ELL Department Chair	Monitor student progress through monthly ongoing classroom assessment s focusing on the identified skills.	Formative: Computer Assisted Program Reports. Summative: 2013 CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives		EESAC	$50.00
			Subtotal: $50.00
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: $50.00

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:	Data obtained from the 2012 Mathematics FCAT indicates that 18 percent of students at Cutler Ridge Middle School achieved proficiency. It is expected that 29 percent of students at Cutler Ridge Middle School will achieve proficiency on the 2013 Mathematics FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (133)	29% (209)

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 areas of deficiency as noted on the administration of the 2012 Mathematics FCAT were Geometry and Measurement.	The following strategies will be utilized: • Use graph paper to explore Area & Perimeter of two-dimensional figures. • Identify and plot ordered pairs in all four quadrants of the coordinate plane. • Use similar triangles to solve problems that include height and distances.	Instructional Leadership Team Math Coach	Grade- level teachers will administer monthly assessments and review data reports to ensure progress is being made.	Formative: Monthly mini-assessments; District interim data reports Summative: 2013 FCAT Mathematics 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Data obtained from the 2012 Math FAA indicates that 47 percent of students achieved proficiency. Our goal for the 2012-2013 school year is to increase Level 4, 5, 6 proficiency by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (21)	52% (23)

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 is Numbers and Operations.	The following strategies will be utilized: • Provide visual choices as presented in the FAA. • Continuous review/practice when learning math concepts.	Instructional Leadership Team ESE Department Chair Administration	Monitor student progress through monthly assessments. Collect and review data to make adjustments as necessary.	Formative: Bi-Weekly Assessments. Computer Assisted Program Reports. Summative:

					2013 FAA Math 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Data obtained from the 2012 Math FCAT indicates that 7 percent of students achieved above proficiency. It is expected that 11 percent of students will achieve above proficiency on the 2013 Mathematics FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (50)	11% (79)

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 achieving Levels 4 and 5 in mathematics showed a deficiency in Reporting Category Number and Operations as indicated on the 2012 FCAT.	The following strategies will be utilized: • Use visual models to explain multiplication and division of fractions. • Use real world mathematics examples	Administration Math Instructional Coach	Develop and implement lessons that include a variety of instructional formats. Monthly focused walkthroughs by administration	Formative: Monthly mini-Assessments; District interim data reports Summative: 2013 FCAT Mathematics 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Data obtained from the 2012 Math FAA indicates20 percent of students scored levels 7,8,9. It is expected that 23 percent of students will achieve above proficiency levels 7,8,9 on the 2013 Mathematics FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (9)	23% (10)

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 is Geometry and Measurement.	The strategies that will be utilized are: • Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. • Learning concepts using manipulative visuals, number lines and assistive technology.	ESE Department Chair Math Instructional Coach	Develop and implement lessons that include a variety of instructional formats. Student work folders.	Formative: Bi-Weekly Assessments. Computer Assisted Program Reports. Summative: 2013 FAA Math 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Data obtained from the 2012 Mathematics FCAT indicates that 61 percent of students at Cutler Ridge Middle School made Learning Gains. It is expected that 66 percent of students at Cutler Ridge Middle School will make Learning Gains on the 2013 Mathematics FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (364)	66% (394)

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	As indicated on the 2012 FCAT, 39% of students did not make learning gains in Reporting Category: Data Analysis	The following strategies will be utilized: • Collect real-world data and use it to calculate measures of central tendency. • Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.	ESE Department Chair Mathematics Coach Administrative Team	Review monthly ongoing assignments and assessments that target applications and skills taught during small groups. .	Monthly mini-Assessments; District interim data reports Summative: 2013 FCAT Mathematics 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Data obtained from the 2012 Math FAA indicates that 52 percent of students at Cutler Ridge Middle School made Learning Gains. It is expected that 62 percent of students will make Learning Gains on the 2013 Math FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (21)	62% (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
1	The area of deficiency is Data Analysis.	The strategies that will be utilized are: • Students in secondary programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based Instruction, CBI)	ESE Department Chair Administration	Review monthly ongoing assignments and assessments that target applications and skills taught during small groups.	Formative: Bi-Weekly Assessments. Computer Assisted Program Reports. Summative: 2013 FAA Math 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:

4. FCAT 2.0: Percentage of students in Lowest 25%	Data obtained from the 2012 Mathematics FCAT indicates that 73 percent of students in the Lowest 25% at Cutler

	making learning gains in mathematics. Mathematics Goal #4:	Ridge Middle School made Learning Gains. It is expected that 78 percent of students in the Lowest 25% at Cutler Ridge Middle School make Learning Gains on the 2013 Mathematics FCAT.
	2012 Current Level of Performance:	**2013 Expected Level of Performance:**
	73% (112)	78% (120)

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	As indicated on the 2012 FCAT, 27% of students in the Lowest 25% did not make learning gains in Math within the Reporting Category of Algebra.	The following strategies will be utilized: • Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation. • Solve and graph one- and two- step inequalities in one variable.	Administrative Team Mathematics Instructional Coach	Administer monthly assessments and monitor student progress	Formative: Monthly mini-Assessments Summative: 2013 FCAT Math

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 # 5A : According to the 2010-2011 baseline data,the schools Annual Measurable Objective Targets are 33. Within the next six years, it is expected that the school will reduce its' achievement gap by five percent each year.				

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	44	50	55	61	

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:	Data obtained from the 2012 Mathematics FCAT indicates that 19 percent of Black and 33 percent of Hispanic students at Cutler Ridge Middle School did not make Satisfactory Progress. It is expected that 36 percent of Black and 45 percent of Hispanic students at Cutler Ridge Middle School will make Satisfactory Progress on the 2013 Mathematics FCAT.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
White: Black: 28% (77) Hispanic: 38% (131) Asian: American Indian	White: Black: 43% (119) Hispanic: 50% (172) Asian: American Indian

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The identified subgroups did not make Satisfactory Progress. Limited implementation of differentiated instruction has contributed to the lack of student growth.	Incorporate the use of technology in the mathematics block and provide tailored instruction utilizing manipulative and hands-on practice.	Administrative Team Mathematics Instructional Coach	Monitor student progress on monthly mini assessments and adjust students' academic goals upon skill attainment.	Formative: Monthly mini-Assessments; District interim data reports; tutorial assessments Summative: 2013 FCAT Mathematics 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Data obtained from the 2012 Math FCAT indicates that 13 percent of English Language Learners at Cutler Ridge Middle School did not make Satisfactory Progress. It is expected that 33 percent English Language Learner students at Cutler Ridge Middle School will make Satisfactory Progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (9)	33% (24)

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	As indicated on the 2012 FCAT Mathematics, the ELL students failed to meet Satisfactory Progress. This is due to inconsistent implementation of small group instruction during the mathematics block	Implement small group instruction during the mathematics block. Provide tailored instruction and handson activities using manipulatives	Administrative Team Mathematics Instructional Coach	Monitor and adjust academic goals monthly based on results from miniassessments and skills attainment.	Formative: Monthly mini-Assessments; District interim data reports Summative: 2013 FCAT Mathematics 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Data obtained from the 2012 Mathematics FCAT indicates that 26 percent of SWD at Cutler Ridge Middle School did not make Satisfactory Progress. It is expected that 38 percent of SWD at Cutler Ridge Middle School will make Satisfactory Progress on the 2013 Mathematics FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (38)	38% (56)

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
	As indicated on the 2012 FCAT Mathematics, the SWD failed to meet Satisfactory Progress.	Implement small group instruction during the mathematics block. Provide tailored	Administrative Team Mathematics Instructional Coach	Monitor and adjust monthly academic goals based on results from mini- assessments and	Formative: Monthly mini-Assessments; District interim

1	This is due to inconsistent implementation of small group instruction during the mathematics block.	instruction and hands-on activities using manipulative		skills attainment.	data reports Summative: 2013 FCAT Mathematics 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Data obtained from the 2012 Mathematics FCAT indicates that 30 percent of Economically Disadvantaged students at Cutler Ridge Middle School did not make Satisfactory Progress. It is expected that 42 percent of Economically Disadvantaged students at Cutler Ridge Middle School make Adequate Yearly Progress on the 2013 Mathematics FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (198)	42% (277)

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	As indicated on the 2012 FCAT Mathematics, the ED failed to meet Satisfactory Progress. There is inconsistent implementation of small group instruction during the mathematics block.	Implement small group instruction during the mathematics block. Provide tailored instruction and hands-on activities using manipulatives	Administrative Team Mathematics Instructional Coach	Monthly monitoring and adjusting academic goals based on results from mini- assessments and skills attainment.	Formative: Monthly mini-Assessments; District interim data reports Summative: 2013 FCAT Mathematics Assessment

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:	Data obtained from the 2012 Algebra 1 EOC indicates that 39 percent of students were proficient. During the 2013 Algebra 1 EOC, 50 percent of students will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (31)	50% (40)

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 is the Reporting Category: Polynomials.	The following strategies that will be utilized are: • Develop mathematical vocabulary for all students.	Mathematics Coach Administration	Monitor and adjust academic goals based on results from mini assessments and skills	Formative: Monthly mini-Assessments; District interim data reports

| | | • Provide inductive reasoning strategies that include discovery learning activities | | attainment. | Summative: 2013 Algebra 1 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 Algebra. Algebra Goal #2:	Data obtained from the 2012 Algebra 1 EOC indicates that 10 percent of students were above proficiency. During the 2013 Algebra 1 EOC, 15 percent of students will achieve above proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (8)	15% (12)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency is the Reporting Category: Rationales, Radicals, Quadratics, & Discrete Mathematics.	The following strategies will be utilized: • Provide students with more practice in using graphing technology to graph, solve, and interpret quadratic equations. • Provide students with more practice using Zero Product Property.	Mathematics Coach Administration	Monthly monitoring and adjusting academic goals based on results from mini assessments and skills attainment	Formative: Monthly mini-Assessments; District interim data reports Summative: 2013 Algebra 1 EOC Assessment

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 # 3A :	Within the next six years, it is expected that the school will reduce its' achievement gap by five percent each year.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Data obtained from the 2012 Algebra 1 EOC indicates that 19 percent of Black and 33 percent of Hispanic students at Cutler Ridge Middle School did not make Satisfactory Progress. It is expected that 36 percent of Black and 45 percent of Hispanic students at Cutler Ridge Middle School will make Satisfactory Progress on the 2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black:19% (5) Hispanic:33% (11) Asian: American Indian	White: Black:36% (10) Hispanic:45% (14) Asian: American Indian

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited implementation of differentiated instruction has contributed to the lack of student growth.	Incorporate the use of technology in the mathematics block and provide tailored instruction utilizing manipulative and hands-on practice.	Mathematics Coach Administration	Monitor student progress on monthly mini assessments and adjust students' academic goals upon skill attainment.	Formative: Monthly mini-Assessments; District interim data reports; tutorial assessments Summative: 2013 Algebra 1 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 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:	N/A
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:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Data obtained from the 2012 Algebra 1 EOC indicates that 30 percent of Economically Disadvantaged students at Cutler Ridge Middle School did not make Satisfactory Progress. It is expected that 42 percent of Economically Disadvantaged students at Cutler Ridge Middle School will make Satisfactory Progress on the 2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (21)	42% (29)

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	As indicated on the 2012 Algebra 1 EOC, the ED failed to meet Satisfactoty Progress. There is inconsistent implementation of small group instruction during the mathematics block	Implement small group instruction during the mathematics block. Provide tailored instruction and handson activities using manipulatives	Mathematics Coach Administration	Monthly monitoring and adjusting academic goals based on results from miniassessments and skills attainment.	Formative: Monthly mini-Assessments; District interim data reports Summative: 2013 Algebra 1 Assessment

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:	During the 2013 Geometry EOC, 28 percent of the students will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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	Inconsistent implementation of differianted instruction during the mathematics block	The following stratgies that will be utilized are: *Develop mathematical vocabulary for all students. *Provide Inductive reasoning strategies that include discovery learning activities. *Infusion of differianted	Mathematics Coach Administration	Monthly monitoring and adjusting of academic goals based on results from mini assessments and skills attainments.	Formative: Monthly mini-assessments; District interim data reports. Summative: 2013 Geometry EOC Assessment

	instruction using hands-on activities			

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

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:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

<div align="center">No Data Submitted</div>

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
Training in the use of Technology to enhance instruction in mathematics	6-8/ Mathematics	Mathematics Coach	Mathematics Instructors	Monthly Bi- Weekly Department Meetings October 1, 2012 – November 30, 2012	Administrators will conduct focused walkthroughs to ensure technology is being incorporated in instruction	Mathematics Coach Administrative Team
Small Group Instruction in Mathematics	6-8/ Mathematics	Mathematics Coach	Mathematics Instructors	December 2012	Departmental Planning sessions and administrative walkthroughs	Mathematics Coach Administrative Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate the use of technology in the mathematics block and provide tailored instruction utilizing manipulatives and hands-on practice.	Manipulatives	EESAC	$100.00
			Subtotal: $100.00
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: $100.00

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:	Based on data obtained from the 2011-2012 FCAT 2.0 Science Assessment, 80% of students were not proficient.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
20% (44)	26% (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	According to the 2012 Science FCAT, students did not achieve proficiency in the Reporting Category of Earth and Space Science. Limited exposure to real world experiences relating to science has impeded students performance	The following strategy will support Reporting Category: Earth and Space Science. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry based activities.	Science Coach Administrative Team	Results of monthly informal assessments data reports will be reviewed to ensure progress is being made and adjustments to instruction will be conducted as needed...	Formative: Computer Assisted Program Reports from GIZMO, FCAT Explorer Monthly Assessments Summative: 2013 FCAT 2.0 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Based on data obtained from the administration of the 2011-2012 FAA Science Assessment, 36% of students did not meet proficiency.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
64%(9)	69%(10)

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	According to the 2012 Science FCAT, students did not achieve proficiency in the Reporting Category of Life Science.	Provide students need real objects for tactile exploration and recognition of basic scientific concepts.	Administrative Team	Results of monthly informal assessments data reports will be reviewed to ensure progress is being made and adjustments to instruction will be conducted as needed	Formative: Baselines Mid-Year Assessments Summative: 2013 FAA Science 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Based on results obtained from the 2011-2012 FCAT Science Assessment, 7% of students scored at or above Achievement Level 4 and 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
7%(15)	9%(20)

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	According to the 2012 Science FCAT, students did not achieve proficiency in the Reporting Category : Life Science.	The following strategy will support Reporting Category: Life Science. Provide students with opportunities to model, explain, and label diagrams showing the cause-and-effect relationships of changes in populations in food webs and food chains in different ecosystems.	Science Department Chair Administrative Team	Results of monthly informal assessments data reports will be reviewed to ensure progress is being made and adjustments to instruction will be conducted as needed.	Baselines Mid-Year Assessments Summative: 2013 FAA Science 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Based on the 2012 FAA Science Assessment, 86% of students did not score at or above Level 7 in science
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (2)	9%(20)

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 needed additional hands- on instruction in Life Science	Ensure instruction must be hands on so students can manipulate and explore actions and outcomes	Administrative Team	Results of monthly informal assessments data reports will be reviewed to ensure progress is being made and adjustments to instruction will be conducted as needed.	Baselines Mid-Year Assessments Summative: 2013 FAA Science 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
Access points	6-8/ SPED	District	Select SPED Teachers	December 2012	PD Logs	Administrative Team
Biology best practices	6-8/ Science	District	Science Teachers	Monthly Bi-Weekly Department Meetings December 2012	Department Planning sessions and adminstrative walkthroughs.	Science Coach Adminstrative Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Substitite Coverage for Professional Development		School based budget	$100.00
		Subtotal:	$100.00
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:	$100.00

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. Writing Goal #1a:	Data obtained from the 2012 FCAT Writing indicates that 61percent of students at Cutler Ridge Middle School achieved proficiency. It is expected that 65 percent of students at Cutler Ridge Middle School will achieve proficiency on the 2013 FCAT Writing
2012 Current Level of Performance:	2013 Expected Level of Performance:

	61% (129)	65% (137)

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	According to the 2012 FCAT, an increase is needed in the percent of students scoring 4 or above in the Reporting Category: Persuasive	The following strategies will be utilized: • Model effective writing for students. • Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials, and speeches can be used as examples for students to evaluate persuasive techniques.	Language Arts Department Chair Reading Coach Administrative Team	Administer and score students' monthly writing prompts to monitor progress and adjust focus as needed.	Formative: Student scores on monthly writing assessments. Student scores on District writing assessments. Summative: 2013 FCAT Writing 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:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Data obtained from the 2012 FAA Writing indicates that 73 percent of students achieved proficiency It is expected that 78 percent of students will achieve proficiency on the 2013 FCAT Writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (11)	78% (12)

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	According to the 2012 FAA, an increase is needed in the percent of students scoring proficient in the area of writing.	The following strategies will be utilized: • Use Visuals with sentences to facilitate matching them to an appropriate topic. • Allow students to dictate written responses. • Use assistive technology for students that are unable to physically write.	Language Arts Department Chair Reading Coach ESE Department Chair Administrative Team	Administer and score students' monthly writing prompts to monitor progress and adjust focus as needed	Formative: Student scores on monthly writing assessments Summative: 2013 FAA Writing 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
Six Traits of Writing	6-8 Language Arts and Reading	Writing Liaison	Langauge Arts and Social Studies Instructors	Department Meetings December 2012	Literacry Leadership Team will meet monthly to monitor student progress and the effectiveness of the writing instruction	Writing Liaison Reading Coach Language Arts Department Chair
Understanding the Writing Rubic	6-8 All Subjects	Writing Liaison	Language Arts and Social Studies Instructors	Early Release October 25, 2012	Literacry Leadership Team will meet monthly to monitor student progress and the effectiveness of the writing instruction.	Writing Liaison Reading Coach Language Arts Department Chair

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited professional development for instructors teaching content.	Institute regular, on-going common planning for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District benchmarks and curricular requirements.	Administrative Team	Baseline Assessments Ongoing Informal Assessments	Formative: Baseline Assessments Interim Assessments Summative: 2014 Civics EOC

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. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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
Civics Content	7	District	Civics Teachers	December 13, 2012	PD Logs	Adminstrative Team

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:	Student attendance rate at Cutler Ridge Middle School for the 2012 school year was 93.89 percent. It is expected that the attendance rate for the 2013 school year will increase to 94.89 percent. The number of students with Excessive absences in 2012 was 328. It is expected to decrease to 312 or less in 2013. The number of students with Excessive Tardiness in 2012 was 163. It is expected to decrease to 155 or less in 2013. The number of students with Excessive absences in 2011 was 258. It is expected to decrease to 245 or less in 2012. The number of students with Excessive Tardiness in 2011 was 153. It is expected to decrease to 145 or less in 2012
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.8% (745)	94.8% (753)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
328	312
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
163	155
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	There is a two year trend of declining school attendance. This can be attributed to illnesses and lack of documentation for excused absences.	Adjust and implement a school wide attendance program to include incentives for bringing in documentation when students are absent and /or tardy. Maintain a clean environment throughout the school.	Instructional Leadership Team Community Involvement Specialist	Monitor school attendance reports daily and address students with consecutive absences .	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
Truancy Prevention	6-8 Attendance	Attendance Services	Community Involvement Specialist	October 2012	Student attendance and truancy will be monitored	Community Involvement Specialist Principal Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Adjust and implement a school wide attendance program to include incentives for bringing documentation when students are absent and or tardy	Incentives	EESAC	$50.00
			Subtotal: $50.00
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: $50.00

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:	The number of school suspensions for Cutler Ridge Middle School in 2012 was 197. It is expected that this will decrease to 177 or less during the 2013 school year. The total number of students at Cutler Ridge Middle School that were suspended during the 2012 school year was 122. It is expected that this will decrease to 110 or less during the 2013 school year. The total number of Out-of- School Suspensions for Cutler Ridge Middle school during the 2012 school year was 337. It is expected that this will decrease to 303 or less during the 2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
197	177
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
122	110
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
337	303
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
156	140

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 total number of indoor and outdoor suspension for the 2012 school year indicates a need for more opportunities to recognize students for positive behavior. This will decrease the number of student suspensions for the 2013 school year.	Implement a school wide discipline plan that incorporates incentives for positive behavior	Instructional Leadership team	Monitor the number of students receiving indoor and outdoor suspension monthly.	District Suspension Rate Report

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
SST Training	6-8 All Content	District Office	School-Wide	January 2013	Monitoring of student referrals and SST paperwork.	Leadership Team

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

End of Suspension Goal(s)

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Refer to Parental Involvement Plan
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
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				

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
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 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:
The STEM practices that are currently in place at Cutler

	1. STEM	Ridge Middle School are Advance & Honors classes, Participation in the Regional Science Fair, Fairchilds Challenge and Criminal Justice & Forensic Science Academy. During the 2012-2013 school year, STEM will be extended to include a new science magnet (COAST) and sixth grade Cambrindge Academy curriculum implementation.
	STEM Goal #1:	

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	Low student enrollment within the COAST magnet and 6th grade population.	Articulation will be conducted in January for the following school year to ensure successful enrollment of students. Additionally, the student services department will meet with all magnet and 6th grade students to ensure successful adjustment and academic progress.	Magnet Lead Teachers Student Services Department Chair Leadership Team	Ongoing monitoring of attendance bulletins for possible withdrawals. Monthly classroom visitations	Attendance Bulletins District Reports

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
STEM Practices	6-8 Science and Math	Science Coach Math Coach	Science and Math Teachers	Department Meetings January 2013-February 2013	Monitoring assignments and assessments. Classroom Visitations	Administration Science Coach Math Coach

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
			Grand Total: $0.00

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:	

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 not prepared for certification exam	Use Project Based Learning to focus career themed instructional planning.	Administrative Team	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	Formative: Pre Assessmenents Mid-YearAssessments Post-Assessments

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
Microsoft Office	6-8	District	CAPE Instructor	November 6,. 2012	Attendance Logs, IPEGS	Adminstrative Team

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
			Grand Total: $0.00

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
Reading	Incentives for Reading Program		EESAC	$200.00
CELLA	Incentives		EESAC	$50.00
Mathematics	Incorporate the use of technology in the mathematics block and provide tailored instruction utilizing manipulatives and hands-on practice.	Manipulatives	EESAC	$100.00
Science	Substitite Coverage for Professional Development		School based budget	$100.00
Attendance	Adjust and implement a school wide attendance program to include incentives for bringing documentation when students are absent and or tardy	Incentives	EESAC	$50.00
				Subtotal: $500.00
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: $500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/13/2012)

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 Imcentives	$200.00

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

Cutler Ridge Middle EESAC will meet monthlly to monitor and adjust the School Improvement Plan as needed

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
CUTLER RIDGE MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	42%	84%	38%	216	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	57%	56%			113	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	65% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					462	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District
CUTLER RIDGE MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	51%	87%	33%	227	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	63%	62%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	67% (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					484	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested