

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Lauderdale Lakes Middle School  
3911 NW 30TH AVE  
Lauderdale Lakes, FL 33309  
754-322-3500

### School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 93%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

### School Grades History

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<b>2013-14</b> D	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> C	<b>2009-10</b> B
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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### **Part I: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Lauderdale Lakes Middle School

##### Principal

James Griffin

##### School Advisory Council chair

Bentley Williams

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cassandra Adderley	Assistant Principal
Debra Clark	Assistant Principal
Robert Rivera	Assistant Principal

#### District-Level Information

##### District

Broward

##### Superintendent

Mr. Robert Runcie

##### Date of school board approval of SIP

2/19/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Elections will be held on October 25, 2013

#### Involvement of the SAC in the development of the SIP

Our SAC had input on the goals, objectives, barriers, and solutions. The SAC reviewed the school's academic and behavioral data, then helped determine the priorities for the plan.

#### Activities of the SAC for the upcoming school year

The SAC will meet at least monthly to help in monitoring student progress. They will review test and behavioral data to ensure we are on-track to meet our goals.

#### Projected use of school improvement funds, including the amount allocated to each project

Pending creation of SAC

#### Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

Scheduled elections on October 25, 2013

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**James Griffin**

Principal

Years as Administrator: 10

Years at Current School: 4

**Credentials**

Educational Leadership K-12  
 ESOL  
 Specific Learning Disabilities

**Performance Record**

2012-2013 Lauderdale Lakes  
 Grade: D  
 Reading Proficiency: 39%  
 Reading Learning Gains: 57%  
 Reading Gains for Lowest 25%: 62%  
 Math Proficiency: 38%  
 Math Learning Gains: 58%  
 Math Gains for Lowest 25%: 55%  
 Writing: 54%  
 Science: 28%  
 Acceleration Participation Points: 50  
 Acceleration Performance Points: 42  
 Total Points Earned: 483  
 Percent Tested: 97%  
 Free/Reduced Lunch Rate: 89%  
 Minority Rate: 98%  
 Title 1: Yes



<b>Robert Rivera</b>		
Asst Principal	Years as Administrator: 8	Years at Current School: 4
<b>Credentials</b>	Educational Leadership K-12 Social Science 5-9	
<b>Performance Record</b>	2012-2013 Lauderdale Lakes Grade: D Reading Proficiency: 39% Reading Learning Gains: 57% Reading Gains for Lowest 25%: 62% Math Proficiency: 38% Math Learning Gains: 58% Math Gains for Lowest 25%: 55% Writing: 54% Science: 28% Acceleration Participation Points: 50 Acceleration Performance Points: 42 Total Points Earned: 483 Percent Tested: 97% Free/Reduced Lunch Rate: 89% Minority Rate: 98% Title 1: Yes	

**Instructional Coaches**

**# of instructional coaches**  
3

**# receiving effective rating or higher**  
(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Tanya Dubose</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Elementary K-6 Reading Endorsement	
<b>Performance Record</b>	2012-2013 Lauderdale Lakes Grade: D Reading Proficiency: 39% Reading Learning Gains: 57% Reading Gains for Lowest 25%: 62% Writing: 54%	



<b>Corey Harmon</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 11
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Middle Grade Math 5-9	
<b>Performance Record</b>	2012-2013 Lauderdale Lakes Grade: D Math Proficiency: 38% Math Learning Gains: 58% Math Gains for Lowest 25%: 55%	

<b>Wojciech Walecki</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Science	
<b>Credentials</b>	General Science 6-12 Mathematics 6-12	
<b>Performance Record</b>	This is Dr. Walecki's first year with the school system.	

**Classroom Teachers**

<b># of classroom teachers</b>	49
<b># receiving effective rating or higher</b>	48, 98%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	46, 94%
<b># ESOL endorsed</b>	31, 63%
<b># reading endorsed</b>	7, 14%
<b># with advanced degrees</b>	37, 76%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	4, 8%

**# with 1-5 years of experience**

13, 27%

**# with 6-14 years of experience**

22, 45%

**# with 15 or more years of experience**

10, 20%

**Education Paraprofessionals****# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

5

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

We will continue to hire only highly qualified teachers thru advertising, attending the recruitment fair, and personal recommendations from other schools. We will ensure all reading teachers have the reading endorsement and all teachers with ELL students obtain the ESOL endorsement.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

We have 4 first year teachers who will be participating in the NESS program. They have been assigned coaches who will model lessons, shadow teaching, plan lessons with them, and ensure their instructional strategies align with district guidelines. These teachers and their coaches will meet monthly to discuss their school-wide questions. The teachers are coaches are:

- Shannon Pillow - Her coach is Lori Turner
- Michaelle Zizi - Her coach is Beatrice Baptiste
- Alejandro Penate - His coach is Sharon Walker
- Carolina Cohen - Her coach is Arianna Lester
- Merlin Jnbaptiste - Her coach is Eloise Henry
- Jharri Manning - Her coach is Apryl Freeman
- Shantavia Manning - Her coach is Lori Turner
- Wojciech Walecki - His coach is Tanya Dubose
- Lorna Rhoden-Higgins - Her coach is Vilma Anderson

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The RtI Leadership Team will collaborate with the School Advisory Council on the implementation of the Florida Continuous Improvement Model and will assist in monitoring its effectiveness. The RtI Leadership Team will also collaborate with the Literacy Leadership Team to assist in problem-solving and to help strengthen Tier 1 instruction and differentiation, identify students in need of Tier 2 supplemental intervention, and Tier 3 intensive intervention.

The team will discuss the following areas to determine progress and needed interventions:

- Data collection and analysis
- Problem identification based on disaggregation of data
- Development and implementation of effective intervention strategies
- Means of mobilizing staff toward consistent implementation of intervention strategies
- Allocation of instructional/supplemental resources needed to support problem-solving efforts
- Monitor effectiveness of academic and behavioral interventions
- Generate desired replacement behaviors for interventions that have been deemed ineffective

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

James F. Griffin, Principal  
 Cassandra Adderley, Assistant Principal  
 Debra Clark, Assistant Principal  
 Robert Rivera, Assistant Principal  
 Tanya Dubose, Reading Coach  
 Corey Harmon, Math Coach  
 Wojciech Walecki, Science Coach  
 Wilma Justilien, ESE Specialist  
 Regina Durand, School Social Worker  
 Carol Lopez, Guidance Director  
 Michele Chen Simmons, Guidance Counselor  
 Marsha Monroe, Guidance Counselor

The RtI Leadership Team will meet monthly. These meetings will assist in satisfying the requirements of ongoing accountability by team members who will be expected to report on assigned cases.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Members of the team provide insight, utilize data to drive decisions, and provide input to RtI process. The RtI Leadership Team will meet with the School Advisory Council (SAC) and Principal to seek and provide input into the development of the School Improvement Plan. At the end of the year, the RtI Leadership Team will report to the School Advisory Council regarding observations, interventions and monitoring, and the success of specific interventions implemented throughout the course of the year. The RtI Problem Solving process and procedure will be used to guide the School Advisory Council in data analysis, identification of barriers to success, and School Improvement strategies to overcome those barriers. The RtI process will drive the process of implementing and monitoring the efficacy of the School Improvement Plan throughout the year.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Reading, Science, and Writing:

- \* Baseline data: Progress Monitoring and Reporting Network (PMRN)
- \* Data Chats: Twice a month for data analysis with Leadership Team, Departments, and Instructional Teams
- \* Broward Assessment Test: BAT 1 & 2 for reading, math, and science
- \* Student Data Chats: after BAT I and after BAT II
- \* FAIR Assessments (3 times per year)
- \* Progress Monitoring: PMRN, Mini Assessments, and FCAT Simulation
- \* Florida Comprehensive Assessment Test (FCAT)
- \* Mid-year: Diagnostic Assessment for Reading (DAR Word List and Fluency)
- \* Ongoing professional development through Departmental Professional Learning Communities in data analysis and management.

Mathematics: Differentiated Instruction

AL Approaching Grade Level

OL On Grade Level

BL Beyond Grade Level

ELL English Language Learner

Tier 1 - Daily Intervention

OL - Core instruction targets on-level students. Comprehensive instructional materials help personalize instruction for every student: Diagnostic Teaching, Options for Differentiated Instruction, Data-Driven Decision Making

BL - At every step, resources and assignments are available for advanced learners: Options for Differentiated Instruction, Higher-Order Thinking Questions, Enrichment Masters, Extension Ideas for Careers, Projects

Tier 2 - Strategic Intervention

AL - Teachers can choose from a myriad of intervention tips and ancillary materials to support struggling learners: Options for Differentiated Instruction, Alternate Teaching Strategies, Hands-on Activity Tools and Resources, Online animations and personal tutors

Tier 3 - Intensive Intervention

AL - Access Point Activities support special education students.

Behavior:

- \* School-wide discipline plan
- \* Guidance referrals
- \* Child Study \* Internal Suspension & monitoring of referrals

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The Leadership Team was trained in Rtl prior to the start of the school year and developed a plan to support fragile students. The Rtl Team will provide training for staff at the beginning of the school year that includes the purpose of the team, role of its members, and processes by which the team will function to help determine and implement student interventions. The Rtl team will also evaluate additional staff development needs during their weekly Rtl Leadership Team meetings and, depending on the need, department chairs will bring this information and training to their respective departments through their weekly Professional Learning Communities. Parent training will be ongoing at our monthly parent events, SAC meetings, and PTA meetings.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:**

We have formed partnerships with Handy and YMCA for after-school programs. These programs have hired certified teachers to teach and enrich students in reading and math. The programs are Monday thru Friday, 2:30-6:00pm. All students are eligible to attend.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

We will analyze grades and test data for the participants and non-participants.

**Who is responsible for monitoring implementation of this strategy?**

All administrators are responsible.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
James Griffin	Principal
Cassandra Adderley	Assistant Principal
Debra Clark	Assistant Principal
Robert Rivera	Assistant Principal
Tercini Leveille	Magnet Coordinator
Tanya Dubose	Reading Coach
Corey Harmon	Math Coach
Wojciech Walecki	Science Coach
Yvonne Clark	Math Department Chair
Jonathon Neal	Science Department Chair
James Johnson	Social Studies Department Chair
Vilma Anderson	English Department Chair
Michael Carey	Electives Department Chair
Carol Lopez	Guidance Director
Wilna Justilien	ESE Specialist

**How the school-based LLT functions**

Instructional Leaders and Administrators comprise the Literacy Leadership Team that will meet on a weekly basis. At each meeting, there will be a literacy item on the agenda to ensure the consistent implementation of reading, writing and critical thinking across the curriculum. The function of the LLT is to heighten awareness regarding research-based strategies that strengthen the reading-writing connection across the curriculum so students are able to think critically, view written work from a variety of perspectives, identify bias, determine reliability, and connect prior knowledge to future learning. Although the Lead Facilitator, will set the direction and select topics, members will have an active role in the exchange of ideas and subsequent presentation in their respective departments. The LLT will report to SAC current reading data from various in-house assessments to the instructional focus calendar and Benchmark Assessment Test. In addition, monthly reading reports will be sent via the schoolhouse on the CAB conference to staff about the school's reading goals, objectives, plan of action, and progress.

### **Major initiatives of the LLT**

The major theme of the Literacy Leadership Team will be to support reading, writing and critical thinking across the curriculum. To accomplish these goals, the team will support:

- 1) Effectively use common planning whereby teachers will create lesson plans implementing strategies learned during professional development.
- 2) horizontal alignment to ensure that reading and writing strategies and activities are consistently incorporated across grade levels and subjects.
- 3) vertical alignment to provide a smooth transition and transference of skills from grade level to grade level across the disciplines.
- 4) increase student progress by providing each student a prescriptive individualized instructional plan.
- 5) data analysis to determine effectiveness of literacy program and to make the necessary instructional adjustments.
- 7) weekly department PLCs by sharing school-wide literacy initiatives and to support reading through content.
- 8) providing teachers the tools to meet AYP by decreasing a major subgroup non-proficiency by 10%.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Every teacher is required to infuse reading strategies throughout their curriculum. Interdisciplinary teaming will be established to ensure that reading strategies are consistently incorporated across all grade levels and subjects. The integration of reading strategies into all content areas will be supported by the coordinated efforts of the Response to Instruction/Intervention Team and the Leadership Team. Additionally the Reading Coach will:

- (1) create a binder that will include reading strategies and resources that all content area teachers can utilize to infuse and incorporate reading into their curriculum on a daily basis
- (2) use Social Studies and Science textbook materials to assist individual departments in achieving the goal of school wide literacy
- (3) meet with instructional support staff and visit learning communities on a monthly basis to make sure that these committees incorporate reading into the content areas.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

We have structured our elective courses to prepare students for high school and college. Electives include the following high school courses:  
World History, Biology, Spanish 1 & 2, Algebra 1, Geometry, HOPE, Music Appreciation, and Research

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

All students in grade 6 participate in the Success Highways career planning program. Our students also take the Read-Step test to assist them in career exploration. In addition, academic and career planning are part of our monthly parent events to ensure parents are informed and can assist their children in secondary and post-secondary planning. Students' course of study is determined by their grades, test scores, and interests.

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%		No	58%
American Indian				
Asian				
Black/African American	51%		No	56%
Hispanic	58%		No	63%
White	79%		No	81%
English language learners	36%		No	42%
Students with disabilities	28%		No	35%
Economically disadvantaged	51%		No	56%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	241	22%	26%
Students scoring at or above Achievement Level 4	169	15%	20%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		5%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	638	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	174	62%	65%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	11	8%	13%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		10%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	7%	10%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	201	53%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	38%	No	59%
American Indian				
Asian				
Black/African American	53%		No	57%
Hispanic	46%		No	51%
White	87%		No	88%
English language learners	35%		No	42%
Students with disabilities	30%		No	37%
Economically disadvantaged	53%		No	57%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	223	20%	25%
Students scoring at or above Achievement Level 4	123	11%	15%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		14%
Students scoring at or above Level 7	[data excluded for privacy reasons]		5%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	658	58%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	156	55%	58%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	222	20%	24%
Middle school performance on high school EOC and industry certifications	174	78%	80%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	79%	84%
Students scoring at or above Achievement Level 4	49	38%	45%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	90%	95%
Students scoring at or above Achievement Level 4	28	61%	66%

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	14%	18%
Students scoring at or above Achievement Level 4	51	13%	16%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		1%
Students scoring at or above Level 7			

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	56	6%	3%
Students who fail a mathematics course	74	8%	5%
Students who fail an English Language Arts course	71	7%	4%
Students who fail two or more courses in any subject	71	7%	4%
Students who receive two or more behavior referrals	156	17%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	253	27%	10%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

The parental involvement target will focus on providing school-to-home resources through monthly school events. The monthly events will involve common core resources for Reading, Math, Science, and Language Arts, family counseling services, acceleration and high school preparedness seminars, along with multi-cultural celebrations.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
55% of the parents will be involved in monthly school-wide activities.	460	42%	55%

## Goals Summary

- G1.** Increase student progress by providing each student a prescriptive individualized instructional plan.

## Goals Detail

**G1.** Increase student progress by providing each student a prescriptive individualized instructional plan.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- Science - Biology 1 EOC
- EWS
- EWS - Middle School

### Resources Available to Support the Goal

- Common planning, Instructional coaches, Department chairs, Support facilitators, ESOL Para, Administrative Support, External Support (District/State), Technology Specialist, Smartrooms/Technology, Expressions, Mastery Connect software, Destination Reading and Math, Gizmos, Common Science labs, and PMRN

### Targeted Barriers to Achieving the Goal

- A need for more effective use of common planning.

## Plan to Monitor Progress Toward the Goal

Student progress data

**Person or Persons Responsible**

Teachers, Department Chairs, Instructional Coaches, and Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Individualized instructional plans for students will be evident in lesson plans.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student progress by providing each student a prescriptive individualized instructional plan.

**G1.B1** A need for more effective use of common planning.

**G1.B1.S1** Instructional coaches and department chairs will facilitate professional development during common planning.

#### Action Step 1

Teachers will create a lesson plan implementing strategies learned during professional development.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plans, student work, and snapshots

#### Facilitator:

Instructional Coaches, Department Chairs, and External Support

#### Participants:

Teachers

## **Action Step 2**

Facilitate professional developments.

### **Person or Persons Responsible**

Instructional Coaches, Department Chairs, and External Support

### **Target Dates or Schedule**

Ongoing per schedule

### **Evidence of Completion**

Schedule and professional development follow-ups.

### **Facilitator:**

Instructional Coaches, Department Chairs, and External Support

### **Participants:**

Teachers

## **Action Step 3**

Create a professional development action plan that includes a schedule and content based on the needs assessment survey.

### **Person or Persons Responsible**

Instructional Coaches and Department Chairs

### **Target Dates or Schedule**

November 8, 2013

### **Evidence of Completion**

Action Plan

## **Action Step 4**

Conduct a teacher needs assessment.

### **Person or Persons Responsible**

Instructional Coaches and Department Chairs

### **Target Dates or Schedule**

October 25, 2013

### **Evidence of Completion**

Data collected from needs assessment survey.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Peer observations, snapshots, informal observations, and formal observations.

#### **Person or Persons Responsible**

Grade Level Administrators, Instructional Coaches, and Department Chairs

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson plans, student work, classroom observations

### **Plan to Monitor Effectiveness of G1.B1.S1**

Formative and summative assessments, including BAT 1/2, FAIR 1/2/3, FCAT, FCAT Writing, mini-benchmark assessments, mid-term/final exams, end-of-course exams

#### **Person or Persons Responsible**

Teachers, Department Chairs, Instructional Coaches, and Administrators

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Assessment results data



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The Lauderdale Lakes Middle School community is 97% minority, with about 29% graduating high school, and 12% with bachelor degrees. Approximately 14% of the residents live below the poverty line, and about 52% are minority. All schools in the community (elementary, middle, and high) are Title 1 and have an average of 85% of the students receiving free/reduced lunch. Single parent households comprise 55% of all households.

Over the past 6 years, reading and math scores have remained constant or increased slightly at Lauderdale Lakes. Reading scores range between 42-56% and math scores range between 44-56%. The school has an attendance rate of 97%, an external suspension rate of 18%, and an internal suspension rate of 55%. Based on discussions with students, parents, staff, and other community members, one of the biggest challenges faced at Lauderdale Lakes is students' lack of background knowledge and life experiences. Additional time during and outside the regular school day will afford students the opportunity to participate in more hands-on activities, more vocabulary building, more mathematical modeling, and more real-life experiences. Students who need additional assistance will receive one-on-one tutoring at scheduled times. The focus of the academic program will be to increase reading, math, science, and writing. Students will first research, interpret, and analyze text. They will then apply what they learn with hands-on activities, lab experiments, and real-world applications.

Parents will also be an integral part of our program through monthly events. Each event will have a different focus and will include topics such as: assisting your child with homework; discipline at home; parent teacher conferences; educational and career planning; learning science together; interpreting your child's report card, transcript, and test scores; and reading with your child.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase student progress by providing each student a prescriptive individualized instructional plan.

**G1.B1** A need for more effective use of common planning.

**G1.B1.S1** Instructional coaches and department chairs will facilitate professional development during common planning.

### **PD Opportunity 1**

Teachers will create a lesson plan implementing strategies learned during professional development.

#### **Facilitator**

Instructional Coaches, Department Chairs, and External Support

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson plans, student work, and snapshots

### **PD Opportunity 2**

Facilitate professional developments.

#### **Facilitator**

Instructional Coaches, Department Chairs, and External Support

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing per schedule

#### **Evidence of Completion**

Schedule and professional development follow-ups.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase student progress by providing each student a prescriptive individualized instructional plan.	\$33,592
Total		\$33,592

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
School Budget	\$33,592	\$33,592
Total	\$33,592	\$33,592

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Increase student progress by providing each student a prescriptive individualized instructional plan.

**G1.B1** A need for more effective use of common planning.

**G1.B1.S1** Instructional coaches and department chairs will facilitate professional development during common planning.

#### **Action Step 1**

Teachers will create a lesson plan implementing strategies learned during professional development.

#### **Resource Type**

Professional Development

#### **Resource**

Resources will include substitutes and materials for professional development training

#### **Funding Source**

School Budget

#### **Amount Needed**

\$33,592