

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: LYONS CREEK MIDDLE SCHOOL

District Name: Broward

Principal: Dr. Ted Toomer

SAC Chair: Dory Vega

Superintendent: Robert Runcie

Date of School Board Approval: 12/06/2011

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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

### HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Dr. Ted Toomer	BA - Journalism - Elon College MA - Elementary Education - Nova Southeastern University Ph.D - Educational Leadership - Nova Southeastern University	1	5	Principal of C. Robert Markham Elementary  2010-2011 Grade B Reading Mastery: 61%, Math Mastery 39%, Writing Mastery 94%, Reading Learning Gains 66%, Math Learning Gains 68%, Reading Lowest 25%: 67% Math Lowest 25%: 50% AYP: 77% Economically disadvantaged, ELL, Hispanic, & Black subgroups did not make AYP in Reading. Economically disadvantaged, ELL, and Hispanics did not make AYP in Math. 2009-2010 Grade B Reading Mastery: 66%, Math Mastery 63%, Science Mastery 40%, Writing Mastery 88%, Reading Learning gains 68%, Math Learning Gains 61%, Reading Lowest 25%: 53% Math Lowest 25%: 57% AYP: 79% Economically disadvantaged, ELL & Black subgroups did not make AYP in Reading and Math. 2008-2009 Grade A Reading Mastery 62%, Math Mastery 60%, Science Mastery 29%, Writing Mastery 96%, Reading Lowest 25%: 73%

					<p>Math Lowest 25%: 73%</p> <p>AYP: 92% Economically disadvantaged and Black subgroups did not make Math AYP.</p> <p>2007-2008 Grade B</p> <p>Reading Mastery 49%, Math Mastery 66%, Science Mastery 42%, Writing Mastery 93%, Reading Learning Gains 60%, Math Learning Gains 69%, Reading lowest 25%: 65%</p> <p>Math Lowest 25%: 68%</p> <p>AYP: 97% ELL did not meet AYP in Reading</p>
Assis Principal	Debra Harrington	Speech Language Impaired, (grades K - 12) Educational Leadership, (all Levels)	5	5	<p>Grade B</p> <p>Increase in Reading Mastery: 67% to 72%</p> <p>Math Mastery: 72% had decreased to 70% and then rose to %72 in 2009.</p> <p>Increase in Science Mastery: 40% to 47%</p> <p>Increase in Writing Mastery: 89% to 94%</p>
Assis Principal	Thomas Howard	Educational Leadership, (all Levels) Elementary Education, (grades 1 - 6)	2	10	<p>8th Grade Administrator at Sawgrass Springs Middle School from 2000-01 through 2008-09 Reading Mastery was maintained above 65%</p> <p>Math Mastery was maintained at a positive growth trend of 2% points over the past 4 years with 75% of the students scoring level 3 or above. Writing Mastery was maintained a growth trend of 5% points with a total of 95% of the students scoring level 3 or above. Science Mastery showed a growth of 1% point over the last 4 years.</p>
Assis Principal	Kimberlia Patrick	Educational Leadership, (all Levels) Elementary Education, (grades 1 - 6)		5	<p>2010-2011 Grade A: 72% met high standards in Reading and 88% in math, Lowest 25th% in Reading increased 22% and decreased 9% in math.</p> <p>In 2009-2010, Grade A. AYP-No. 75% of students were meeting high standards in reading, 78% of students were meeting high standards in math, 92% of students were meeting high standards in writing and 55% of students were meeting high standards in science. % of Students Making Learning Gains-Reading-67% Math-77%, Adequate Progress Lowest 25% Reading-63% Math-63% .</p> <p>In 2008-2009, Grade A. AYP-No. 77% of students were meeting high standards in reading, 77% of students were meeting high standards in math, 97% of students were meeting high standards in writing and 56% of students were meeting high standards in science.</p> <p>In 2007-2008, Grade A. AYP- No. 76% of students were meeting high standards in reading, 78% of students were meeting high standards in math, 96% of students were meeting high standards in writing and 49% of students were meeting high standards in science.</p> <p>In 2007-2008, math proficiency was met in every subcategory except black and students with disabilities. In addition, reading proficiency was met in all subgroups except black, economically disadvantaged, English language learner and students with disabilities.</p> <p>In 2006-2007, Grade A. AYP- Yes. 77% of students were meeting high standards in reading, 79% of students were meeting high standards in math, 98% of students were meeting high standards in writing and 53% of students were meeting high standards in science.</p> <p>In 2006-2007, math proficiency was met in every subcategory. In addition, reading proficiency was met in all subgroups.</p> <p>In 2005-2006, Grade A. AYP- Yes. 77% of students were meeting high standards in reading, 80% of students were meeting high standards in math and 93% of students were meeting high standards in writing. In 2006-2007, math proficiency was met in every subcategory. In addition, reading proficiency was met in all subgroups.</p>

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and

Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Aileen Wolfe-Goldhirsh	English for Speakers Of Other Languages (esol), Endorsement	5	4	2010-2011 Grade A: SWD's increased 2% in reading and the lowest 25th% increased 12%(244) in reading. 2009-10 Grade B Increase of 4% points in reading for Black subgroup, Increase of 2% points for Economically Disadvantaged, and decrease of 2% points for SWD. No change in scores for Total, White, Hispanic,ELL. 2008-09 Grade A Black, ELL, SWD, & FRPL did not make AYP in reading and math. 2007-08 Grade A Black, Hispanic, ELL, SWD, & FRPL did not make AYP in reading and math.
Science	Tanisha Scott	Biology 6-12, English for Speakers Of Other Languages Endorsement	3	3	2010-2011 Grade A: Increase in math for all AYP subgroups Black 3%, Hispanic 3% FRL 4%, ELL 12%, and SWD's 2%. 45% of 8th grade students were meeting high standards in Science. 2009-10 Grade B Increase in Science 2% points from 47% to 49%. 2008-09 Grade A Increase in Science 7% points from 40% to 47%

## HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Monthly Data Chats	Grade Level Administrator	On Going	
2	Partnering teachers with less than 3 years experience with veteran teachers.	NESS Liaison	June 2012	
3	Regular meetings of new teachers with Assistant Principal	Assistant Principal	On Going	

## Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Wayne Daley	Social Science grades 6-12, Gifted Endorsement, Middle Grades Endorsement	Reading	Working to complete Reading Endorsement through completion of required coursework.

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*\*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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
109	0.0%(0)	17.4%(19)	48.6%(53)	31.2%(34)	43.1%(47)	80.7%(88)	14.7%(16)	9.2%(10)	74.3%(81)

## Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Adrienne Rashbaum	MJ Caputo	Mrs. Caputo is an experienced teacher who has been working at the district level for the last several years. Mrs. Rashbaum has been teaching Language Arts at Lyons Creek Middle for many years and by working together the transition back into the classroom will be easier.	Mrs. Caputo will meet on the last Friday of the month with the NESS group. Each group will cover a different topic related to areas of need identified by the particular group. Mrs. Caputo will participate in the grade level meetings and PLC's that support the Language Arts Curriculum. Mrs. Caputo will have access to her mentor on an as needed basis.
Jane Dexter	Janet Grobstein	Mrs. Grobstein is new to teaching this year. She is working together with a veteran teacher to assist with the use of pinnacle and virtual counselor.	Mrs. Grobstein will meet with her department head and Reading Coach to work on lesson planning and aligning plans to the focus calendar.

## 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

The title 1 funds are being used at 100% to cover additional personnel i.e. Science Coach, instructional paraprofessional and instructional teacher to work with low performing student from AYP subgroups, parent involvement activities and trainings and Professional Development for teachers to improve student achievement.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of

immigrant and English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after schools and for additional instructional support during the school day.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that includes field trips, community service, and counseling.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

## Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The following staff members make up the RtI team: Guidance Director(RtI Coordinator)and 7th grade counselor, Celeste Bernard, School Psychologist-Joanna Gan, Social Worker-Donna Ortiz, Family Counselor-Nicole Isreal, ESE Specialist-Louise Kopf, Guidance Counselors-6th grade Joy Gordon and 8th grade Myra Brahms , Assistant Principal 6th Dr. Thomas Howard, 7th Ms. Debra Harrington, 8th Mr. Steve Carruth, Gen Ed Teacher (as pertinent to the case), ESE teacher (as pertinent to the case), ESE Support Facilitator, Holly Snell, Ericka Stewart, Paula Schwartz and Alison Dangelo, Reading Coach-Aileen Wolfe-Goldhirsh, Science Coach-Tanisha Scott.

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

How does it work with other school teams to organize/coordinate RtI efforts? The RtI team meets weekly or 'as needed' in the ESE Specialist's office. The team reviews cases that are referred by classroom teachers through the guidance department. The team reviews the history of the student as well as the history of the documented interventions previously implemented. The team makes recommendations regarding interventions to be implemented and sets up a process for training the team of teachers, the parents and the students in addition to establishing a means for evaluating the outcome of the interventions. The teams maintains an up-to-date database including date of first referral, interventions previously implemented with outcomes, new interventions, timeline for interventions and evaluation strategies. The team will continue to monitor the student until the team determines that the student no longer requires monitoring (i.e. interventions successful, or interventions unsuccessful and more intensive interventions need to be implemented).

Describe the role of the school-based RTI 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?

Describe how the RTI Problem-solving process is used in developing and implementing the SIP? Some of the members of the RTI team are also members of the SAC (School Advisory Council) and share information, insight, and data with the SAC committee regarding needs of students, school and community. The RTI team then trains staff on the implementation of SIP goals and action steps.

#### RTI 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.

- Members of the team provided input, data, and insight into the RTI process
- Members of the team provided information as to the support system they will implement

A file maker pro data base was developed to monitor and track the student once they enter the RTI process. The RTI team inputs the interventions and response to interventions for each student during the weekly RTI meetings.

Describe the plan to train staff on RTI.

- Through the professional development plan, staff on the RTI team will be trained in the essential functions of the team, i.e. Progress Monitoring Training, Interventions and Accommodation training, etc. A PLC will also be put in place for team members to train school based staff as well. The PLC will be led by the school psychologist and the school based behavior specialist.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

Principal, Washington Collado  
Grade Level Administrators: Debra Harrington, Kimberlia Patrick, and Thomas Howard, Reading Coach, Aileen Wolfe-Goldhirsh  
ESE Specialist Louise Kopf  
ELL Coordinators, Tanisha Scott and Ashley Golding;  
Grade Level Guidance Counselors: Celeste Bernard, Myra Brahms, Joy Gordon  
Media Specialist, Susan Miles

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT team meets monthly. The team will function as a resource under the direction and guidance of the Principal and the Reading Coach to train and implement new programs and strategies within classroom settings, will utilize teachers with a proven track record for learning gains to model instructional strategies for teachers of at risk students. The team will also work with the school's stakeholders to build support for the reading programs and initiatives set by the team. The team will engage in on going professional development, participate in professional learning communities to reflect on best practices and key instructional strategies.

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

To increase reading literacy and reading comprehension in our lowest 30th percentile. The entire student population will be assessed using the Florida Assessment for Instruction in Reading test (FAIR). Which is used to determine placement into the most appropriate reading program. Students whose placement may not meet the guidelines for the programs in which they were scheduled are given an additional assessment to determine a more appropriate reading program.

### NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status  
No Attachment

Public School Choice with Transportation (CWT) Notification

No Attachment

Notification of (School in Need of Improvement) SINI Status

No Attachment

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

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

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

- The Reading Coach will provide on-going school-wide training emphasizing instructional strategies for reading and active teaching techniques used in both content-area classrooms as well as reading classes. The instructional strategies for reading will be based on the nine high yield strategies with a strong emphasis on the top three.
- All teachers will implement the "Book of the Month" activity into their curriculum focus calendar.

### \*High Schools Only

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

M/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading  Reading Goal #1:	This advanced novel studies group included level three students last year for the first time. We had students from level 3-5 in one class. This was a change from previous years in which level 3 students were scheduled into our Read XL class.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Currently 36% (675) of students achieved proficiency in reading.	It is expected that 39% (731) of students will achieve proficiency in 2012.

#### 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 wider range of achievement levels in the advanced novel studies classes.	Use of CRISS strategies for differentiating instruction and modifying appropriately to meet the needs of students.	Reading Coach, Reading PLC Teachers, and reading administrator	Levels of student engagement, student mini-assessment, reading coach observations	Classroom Walk-through Protocol, Teacher feedback, student mini-assessments
2	Lack of adequate knowledge to effectively differentiate instruction.	Use of demonstration classrooms.	Reading Coach Assistant Principal	Classroom walkthroughs Teacher feedback PLCS	Students mini assessments  Student work samples

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 achieving above proficiency (FCAT Levels 4 and 5) in reading  Reading Goal #2:	Since 2007, all students including levels 4 and 5 have been enrolled in a reading class. Our Levels 4 and 5 participate in an advanced novel study class.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Currently 35% (656) of our students achieved above proficiency in Reading.	It is expected that 37% (694) of students will achieve above proficiency in Reading.

#### 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	Teachers will need to differentiate instruction to address the wider range of achievement levels in the advanced novel studies classes.	Teachers will apply strategies for differentiating instruction and modify appropriately to meet the needs of students.	Reading Coach, Reading PLC Teachers, and reading administrator	Levels of student engagement, student mini-assessment, reading coach observations	Classroom Walk-through Protocol, Teacher feedback, student mini-assessments

2	Lack of motivation for students to read.	Continue program that rewards students for their daily involvement in their reading course. Students who show increases in a variety of measures participate twice a quarter in a Chicken Soup for the Soul reading in which teachers and staff read short stories demonstrating fluency.	Reading Coach and Reading Teachers	Teacher evaluation of daily student participation.	Varied classroom assessments. Reading Logs Student reading attitude survey.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in reading  Reading Goal #3:	From 2007-2010 students have made learning gains from 62% up to 71% show steady growth over the course of the years.  From 2007-2009 students have made learning gains from 62% up to 71% show steady growth over the course of the years.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
65% (1324) of students in grades 6-8 made learning gains in Reading.	70% (1367) of students in grades 6-8 will make learning gains in Reading

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	Lack of student engagement and authentic learning.	Share best practices in grade level PLCs to increase teacher interest in distance learning. Introduction to distance learning through staff development.	Reading Teachers, Reading Coach/Department Chair, Tech Specialist-Ruth Pluemer	Classroom Walk-through protocols, Lesson plan development and classroom walk-through, teacher evaluation an student self-reflection.	Classroom Walk-through protocols, teacher/student feedback
2	Lack of student motivation	Continue program that reinforces effort and recognition of reading improvement and rewards students for their daily involvement in their reading course.	Reading Coach, Reading Teachers	Teacher evaluation of daily student participation	Varied classroom assessments.

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. Percentage of students in Lowest 25% making learning gains in reading  Reading Goal #4:	It is expected that 73% of students will make learning gains in Reading in 2011.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

67% of the lowest 25% made learning gains in Reading.	73% of students in the lowest 25% will make learning gains in Reading.
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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	Lack of Teacher training in Developmental Novel Study for struggling readers	Training and modeling in the implementation of the developmental novel study. (ie, literature circles, higher level blooms taxonomy, mini-lessons, recognizing main characters) Form a developmental novel study PLC to address concerns and share best practices across grade levels.	Reading Coach and Lead Reading Teachers	Teacher feedback, classroom walk-throughs, student mini assessment data, lesson plans	CWT data, Mini Assessment data
2	Increasing student motivation in direct instruction programs (Rewards, Wilson Just words)	Implement Reading for a Purpose through peer reading. Students will practice reading fluency through picture books with the goal of reading to elementary school students.	Reading Coach and Reading Teacher	Conduct Reading Attitude Survey before and after implementation of the strategy.	Reading Attitude Survey

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5A:	Black and Hispanic students have not met AYP in reading since 2007 and 2008. There has been a steady decline in the percent of black and Hispanic students not making Adequate Yearly Progress in Reading.
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Reading Goal #5A: Ethnicity  
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Currently 57% of black students and 63 percent of Hispanic students did make Adequate Yearly Progress in Reading.	62% of Black students and 67% of Hispanic students will make Adequate Yearly Progress in Reading.

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	Less access to reading outside of the classroom.	Reinforce the media center schedule for bi-monthly classroom visits to the library.	Reading Coach and Media Specialist.	Media Schedules	Review lesson plans
2	Lack of motivation on the part of the students to read.	Involve students in the Big Read, from the National Endowment for the Arts.	Reading Coach Assistant Principal	Student feedback. Student reading attitude survey.	Student attitude survey.

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 not making Adequate Yearly	
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Progress (AYP) in reading Reading Goal #5B:	According to the 2011 data, 45% of ELL students made Adequate Yearly Progress. In Reading.
Reading Goal #5B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In 2021 45% of the ELL subgroup made Adequate Yearly Progress.	It is expected that 51% of the ELL subgroup will make Adequate Yearly Progress.

**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	ELL students come from various backgrounds and different skill levels. Some have very little exposure to English. These students need more assistance and extended learning opportunities to be successful.	Consistent opportunity to practice and develop fluency in real life situations, and differentiated instruction to meet students' individual learning needs, use of para-professional to help with the diverse population in the sheltered reading class and with pull outs. Students will be invited to participate in extended learning opportunities.	Reading Coach ELL coordinator. Assistant Principal Classroom teacher	Student portfolios will be maintained and monitored for language acquisition as well as reading proficiency.  Teachers will meet with each student monthly to discuss progress and set goals.  Classroom teacher will keep pre/post work samples and conference with each student weekly to discuss progress and set goals	BAT assessments CWT Visions Unit Tests, Teacher observations of students, portfolio assessment through the use of rubrics.
2	ELL students have difficulty comprehending text that require critical thinking and how text features (graphs, charts, maps) aid in comprehension.	ELL students will be taught CRISS strategies in their content area classes to help with the comprehension of the higher level text.  The Reading Coach will assist the General Education Teacher to reinforce basic study skills and test-taking strategies through the use of CRISS strategies.  ELL students who are struggling in their content area classes will be recommended for Saturday Academy where reinforcement of basic skills and differentiated instruction will be utilize.	Reading Coach Classroom teachers.	Student portfolio and work samples. Teacher created quizzes Formal assessments	Summative Assessments BAT I BAT II FCAT

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. Student subgroups not making Adequate Yearly Progress (AYP) in reading	Based on the 2011 FCAT reading data, 40% of our SWD
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Reading Goal #5C:		subgroup scored at or above Level 3.			
Reading Goal #5C: Students with Disabilities (SWD)					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
40 % of our Students with disabilities made Adequate Yearly Progress in Reading.			46% of our Students with Disabilities will make Adequate Yearly Progress in Reading		
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 have difficulty applying grade level reading skills to informational and literary text.	Differentiated instruction of content area material.	Reading Coach Assistant Principal ESE specialist/support facilitator.	Teachers will meet with each student monthly to discuss progress and set goals. Student portfolios will be maintained and monitored for proof of progress.	BAT CWT Mini BATs
2	SWD have difficulty comprehending text that require critical thinking and how text features (graphs, charts, maps) aid in comprehension.	Struggling students will receive direct instruction of CRISS strategies in their reading and core classes. The ESE Facilitator will assist the General Education Reading Teacher to reinforce basic skills, test-taking strategies through CRISS strategies. SWD will be recommended for Saturday Academy where reinforcement of basic skills and differentiate instruction.	Reading Coach ESE support	Formal Assessments FCAT Practice Tests Teacher created quizzes	Summative Assessments BAT I BAT II FCAT

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. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5D:	In 2007-2008 Economically Disadvantaged students made AYP. However, in 2009 or 2010 they did not make adequate yearly progress. There was a slight increase in the percentage of students meeting proficiency in reading.
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Reading Goal #5D: Economically Disadvantaged	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
60% of Economically Disadvantaged students made Adequate Yearly Progress in Reading	It is expected that 64% of Economically Disadvantaged Students will make Adequate Yearly Progress in Reading.

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	Student motivation and lack of content knowledge.	Involve students in the Big Read, from the National Endowment for the Arts.	Reading Coach Assistant Principal	Student feedback. Student reading attitude survey.	Student attitude survey.
2	Less access to reading outside the classroom.	Reinforce the media center schedule for bi-monthly classroom visits to the library.	Reading Coach and Media Specialist.	Media Schedules	Review lesson plans.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Test taking skills and strategies	6th-8th Reading	Teacher facilitators	All interested teachers	Third marking period after school/weekend	Sample lesson plans	Facilitator/administrator
Using FAIR , BAT, and FCAT data to guide instruction	6-8th/Reading	Reading Coach/Science Coach, teacher facilitators	Reading Department	First marking period after school/weekend	Action plan from teacher	Facilitator/administrator
Project Based Learning	6th-8th/Reading	Teacher facilitators	Reading Department	Second marking period after school/weekend	Sample projects from students	Facilitator/administrator

Reading Budget:

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

# 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:	
1. Students achieving proficiency (FCAT Level 3) in mathematics  Mathematics Goal #1:	By June 2012, 79% of the 6-8 graders will score at or above level 3 in math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In June 2012, 72% (1235) of the 6-8 graders scored at or above a level 3 in Math.	By June of 2012, 79% of the 6-8 graders will score at or above a level 3 in Math.

### 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	Teacher lack of familiarity with Next Generation Sunshine State Standards (NGSSS), FCAT 2.0 format, and new textbook series	Mathematics teachers will participate in ongoing professional development and FCAT item-specification training	Mathematics department chair, mathematics professional learning community facilitator.	Analysis of frequency and type of teacher questions regarding scope and format of FCAT 2.0 during professional learning community meetings; course-specific team collaboration during professional learning community	Mathematics professional learning community agendas and minutes. BAT 1, BAT 2 and mini-BAT assessments.
2	Student lack of familiarity with Next Generation Sunshine State Standards (NGSSS) and FCAT 2.0 format	Mathematics teachers will incorporate FCATstyle questioning, including gridded response, into classroom assessments, as well as county assessments into the course instructional focus calendars	Mathematics department chair, AP over mathematics department.	Analysis of county benchmark assessment test (BAT) results, as well as county mathematics assessment results during professional learning community meetings	County benchmark assessment test (BAT) administrations in September and December 2010; periodic county mathematics assessments based on NGSSS

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 achieving above proficiency (FCAT Levels 4 and 5) in mathematics  Mathematics Goal #2:	By June 2012, 38% of the 6-8 graders will score at level 4 or 5 in math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In grades 6-8 34% (583) of students scored at level 4 or 5 on the 2010 FCAT mathematics test.	In grades 6-8 38% of students will score at level 4 or 5 on the 2011 FCAT mathematics test.

### 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
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1	Sixth, seventh and eighth GEM course content (Honors Algebra I and Honors Geometry) does not align perfectly to the seventh and eighth grade FCAT testable items	Implementation of strand-specific FCATstyle questioning, including gridded response, into the GEM course instructional focus calendar	Mathematics department chair, AP over mathematics department.	Analysis of county benchmark assessment test (BAT) results, as well as county mathematics assessment results during professional learning community meetings	County benchmark assessment test (BAT) administrations in September and December 2010; periodic county mathematics assessments based on NGSSS. Teacher-made tests to correlate with curriculum.
2	Sixth, seventh and eighth GEM course content (Honors Algebra I and Honors Geometry) does not align perfectly to the seventh and eighth grade FCAT testable items	Provision of classroom incentives to attend Saturday School program for strandspecific FCAT preparation	AP over mathematics department.	Maintain written record of student attendance	Saturday School attendance log. Mini-BAT tests.

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:

3. Percentage of students making Learning Gains in mathematics  Mathematics Goal #3:	By June 2012, 76% of the 6-8 graders will make learning gains in math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
According to the 2011 FCAT Test 69% (1297) of students made learning gains in math.	76% of students will demonstrate learning gains on the 2012 FCAT mathematics test.

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 belonging to one or more AYP subgroups may require intensive assistance in multiple benchmark areas	Identify students belonging to one or more AYP subgroups for placement in supplemental instruction program; closely monitor progress of the students and revise instruction as indicated by student progress	Mathematics department chair. AP over mathematics department.	Maintain written record of identified students and strategies/interventions utilized in supplemental instruction program	Increased achievement between assessments in supplemental instruction program
2	Student lack of familiarity with Next Generation Sunshine State Standards (NGSSS) and FCAT 2.0 format	Mathematics teachers will incorporate FCATstyle questioning, including gridded response, into classroom assessments, as well as county mega benchmark assessments into the course instructional focus calendars	Mathematics department chair. AP over mathematics department.	Analysis of county benchmark assessment test (BAT) results, as well as county mathematics assessment results during professional learning community meetings	County benchmark assessment test (BAT) administrations in September and December 2010; periodic county mathematics assessments based on NGSSS. Teacher-made tests to correlate with curriculum.

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. Percentage of students in Lowest 25% making learning gains in mathematics  Mathematics Goal #4:	By June 2012, 69% of the 6-8 graders in the lowest quartile will make learning gains in math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
63% (304)	69%

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 belonging to one or more AYP subgroups may require intensive assistance in multiple benchmark areas	Identify students in the lowest quartile belonging to one or more AYP subgroups for placement in supplemental instruction program; closely monitor progress of the students and revise instruction as indicated by student progress	Mathematics coach and mathematics department chair	Maintain written record of identified students and strategies/interventions utilized in supplemental instruction program	Increased achievement between assessments in supplemental instruction program
2	Student lack of familiarity with Next Generation Sunshine State Standards (NGSSS) and FCAT 2.0 format	Mathematics teachers will incorporate FCATstyle questioning, including gridded response, into classroom assessments, as well as county mega benchmark assessments into the course instructional focus calendars	Mathematics coach and mathematics department chair	Analysis of county benchmark assessment test (BAT) results, as well as county mathematics assessment results during professional learning community meetings	County benchmark assessment test (BAT) administrations in September and December 2010; periodic county mathematics assessments based on NGSSS
3	Students with deficiencies in reading comprehension skills may have increased difficulty with NGSSS word problem situations	Plan targeted intervention for students not responding to core instruction plus supplemental instruction using problem-solving strategies in Florida FCAT Coach and NGSSS supplemental problemsolving program	Mathematics coach and mathematics department chair, classroom teachers	Classroom teachers will review results of county assessment data during mathematics learning community meetings	County benchmark assessment test (BAT) administrations in September and December 2010; periodic county mathematics assessments based on NGSSS

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5A:	By June 2012, 60% of the Black 6-8 graders will score at or above level 3 in math.  By June 2012, 71% of the Hispanic 6-8 graders will score at or above level 3 in math.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Black: 55% (188) Hispanic: 71% (407)	Black: 60% Hispanic: 71%

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 belonging to one or more AYP subgroups may require intensive assistance in multiple benchmark areas	Identify students belonging to one or more AYP subgroups for placement in supplemental instruction program; closely monitor progress of the students and revise instruction as indicated by student progress	Mathematics coach and mathematics department chair	Maintain written record of identified students and strategies/interventions utilized in supplemental instruction program	Increased achievement between assessments in supplemental instruction program
2	Student lack of familiarity with Next Generation Sunshine State Standards (NGSSS) and FCAT 2.0 format	Mathematics teachers will incorporate FCATstyle questioning, including gridded response, into classroom assessments, as well as county mega benchmark assessments into the course instructional focus calendars	Mathematics coach and mathematics department chair	Analysis of county benchmark assessment test (BAT) results, as well as county mathematics assessment results during professional learning community meetings	County benchmark assessment test (BAT) administrations in September and December 2010; periodic county mathematics assessments based on NGSSS
3	Students with deficiencies in reading comprehension skills may have increased difficulty with NGSSS word problem situations	Plan targeted intervention for students not responding to core instruction plus supplemental instruction using problem-solving strategies in Florida FCAT Coach and NGSSS	Mathematics coach and mathematics department chair, classroom teachers	Classroom teachers will review results of county assessment data during mathematics learning community meetings	County benchmark assessment test (BAT) administrations in September and December 2010; periodic county mathematics assessments based on NGSSS

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 not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5B:	By June 2012, 62% of the ELL subgroup of 6-8 graders will score at or above level 3 in math
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
57% (100)	62%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students may require sheltered Englishlanguage instruction, or other accommodation, in academic classes to achieve proficiency	Students will be scheduled according to the K-12 ELL Plan. Those requiring sheltered English language instruction will be placed in self contained classrooms with ELL-endorsed, highly qualified instructors while those with sufficient English language mastery will be placed in inclusion classrooms with ELL endorsed, highly qualified instructors.	School-based ELL coordinator	Following initial placement, an annual review will be conducted with Principal designee, ELL coordinator, classroom teachers, parents, and student. The annual review will be used to determine whether self-contained or inclusion classroom placement is most appropriate and whether or not continued participation in the ELL program is necessary	FCAT scores, CELLA scores, IPT scores, grades, student progress update per parent/teacher conferencing
2	Students may require specific testing accommodation to achieve proficiency	Students requiring sheltered Englishlanguage instruction and those in inclusion classrooms will be provided bilingual dictionaries and appropriate classroom space for extended time testing conditions	ELL coordinator, Testing coordinator	ELL and Testing coordinators will monitor availability of appropriate supplies	School inventory and FCAT testing plan
3	Students may require targeted, supplemental academic instruction to achieve proficiency	Students will be given opportunity to attend twice-weekly after school tutoring beginning (budget permitting) in December 2010/January 2011, as well as Saturday School program for strandspecific FCAT preparation	Title I coordinator, classroom teachers	Principal designee and classroom teachers will monitor participation levels in the tutoring and Saturday School programs	After school tutoring and Saturday School attendance log

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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	By June 2012, 50% of the SWD subgroup of 6-8 graders will score at or above level 3 in math.
Mathematics Goal #5C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In grades 6-8, 44% (107) of students with disabilities (SWD) scored at or above level 3 on the 2011 FCAT mathematics test.	In grades 6-8, 50% of students with disabilities (SWD) will score at or above level 3 on the 2012 FCAT mathematics test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students with individual	ESE-certified personnel	ESE specialist,	Analysis of county	County

1	education plans (IEP) scheduled into mainstream academic classes may require more individualized, targeted instruction to achieve proficiency	will provide additional services, including remediation and alternative, supplemental lesson delivery	ESE support facilitators	benchmark assessment test (BAT) results, as well as county mathematics assessment results during professional learning community meetings	benchmark assessment test (BAT) administrations in September and December 2010; periodic county mathematics assessments based on NGSSS
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5D:	By June 2012, 61% of the FRL subgroup of 6-8 graders will score at or above level 3 in math.
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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In grades 6-8, 62% (640) of economically disadvantaged (ED) students scored at or above level 3 on the 2011 FCAT mathematics test.	In grades 6-8, 66% of economically disadvantaged (ED) students will score at or above level 3 on the 2011 FCAT mathematics test.
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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 may require targeted, supplemental academic instruction to achieve proficiency	Students will be given opportunity to attend twice-weekly after school tutoring (budget permitting) beginning in December 2010/January 2011, as well as Saturday School program for strandspecific FCAT preparation	Title I coordinator, classroom teachers	Principal designee and classroom teachers will monitor participation levels in the tutoring and Saturday School programs	After school tutoring and Saturday School attendance log
2	Teacher lack of familiarity with alternative lesson planning/delivery methods to reach students scheduled for mainstream academic classes	Differentiated instruction	Mathematics professional learning community chair	Classroom walkthroughs	County benchmark assessment test (BAT) administrations in September and December 2010; periodic county mathematics assessments based on NGSSS

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Next Generation Sunshine State Standards	6-8 Mathematics	Ed Knotte	6-8 Mathematics Teachers	October 29 Employee Planning Day	CWT, Lesson Plans, PLCs, Sharing Best Practices	Administrator, Mathematics Department Chair
Textbook training for new textbook adoption	6-8 Mathematics	Ed Knotte	6-8 Mathematics Teachers	October 29 Employee Planning Day	CWT, Lesson Plans, PLCs, Sharing Best Practices	Administrator, Mathematics Department Chair
Differentiated Instruction	6-8 Mathematics	HRD Trainer	6-8 Mathematics Teachers	January 24 Employee Planning Day	CWT, Lesson Plans, PLCs, Sharing Best Practices	Administrator, Mathematics Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NGSSS and textbook training	District is providing in-house training.	None	\$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 Mathematics Goals

## 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:	
1. Students achieving proficiency (FCAT Level 3) in science  Science Goal # 1:	In 2011, 45% of 8th grade students achieved proficiency in science. This was a decrease of four percentage points from the 2010 year. The trends over the past five years have shown growth in student achievement.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
33% (207) of 8th grade students achieved proficiency in science.	37% of 8th grade students are expected to achieve proficiency in science.

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	Student lack exposure to hands-on scientific investigations.	Teachers will continue using hands-on activities weekly, incorporating science process skills.	Science Coach and Science Department Chair, Science Teachers	Weekly PLC's and common lesson planning	Student lab reports and mini assessments.
2	Students need reinforcement of reading skills and science process writing.	Students will utilize FCAT prep skills in science classrooms using textbook ancillaries.	Science Coach and Science Department Chair, Science Teachers	Common assessments, weekly PLCs	student mini assessments, student work samples
3	Students lack adequate exposure to science inquiry in weekly instructional strategies.	Teachers will be trained to use the 5E's approach to inquiry-based science instruction.	Science Coach and Science Department Chair	Classroom Walk Throughs, Weekly PLC, lesson plan development	Mini assessments
4	Students lack adequate exposure to science inquiry in weekly instructional strategies.	Teachers will be trained to use the Interface for Scientific Learning and Natural Discovery (ISLANDS) IMACS curriculum	District Science Supervisor, Science Coach, Department Chair	Classroom Walk-throughs, IMACS management system	Student mini assessments, usage summary reports.

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 achieving above proficiency (FCAT Levels 4 and 5) in science  Science Goal #2:	In 2011, 49% of 8th grade students achieved proficiency in science. The trend over the past five years have shown a steady growth in student achievement.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
10% (57 students) of 8th grade students achieved above proficiency in science.	13% (73 students) of 8th grade students are expected to achieve above proficiency in science.

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 lack adequate enrichment to maintain high levels of achievement.	8th grade students will be required to demonstrate the science process skills and research process through a completed Science Fair Project which will include a research paper.	Science Dept Chair, coach and science teachers	PLC, Science Fair competition.	Student research report and participation in school and district science fair competition.
2	Student lack exposure to the essential laboratory investigations.	Students will participate in quarterly lab days where they will rotate and complete hands-on science demos and labs across all four cluster areas.	Science dept chair, coach and science teachers.	Observations and student feedback	Mini assessments, teacher-made tests
3	Students lack adequate exposure to science inquiry in weekly instructional strategies.	Teachers will be trained to use the Interface for Scientific Learning and Natural Discovery (ISLANDS) IMACS	District Science Supervisor, Science Coach, Department Chair	Classroom Walk-throughs, IMACS management system	Student mini assessments, usage summary 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Big Ideas Trainings for transitioning to the next generation standards	8	JP Keener/Cindy Knupp	Two 8th grade teachers in a train-the-trainer model will facilitate for the 8th grade PLC.	October 2011	CWT protocols, lesson plans	Science Dept chair, Science Coach
Big Ideas Trainings for transitioning to the next generation standards	6 and 7	JP Keener/Cindy Knupp	Two 6th and two 7th grade teachers in a train-the-trainer model will facilitate for the 6th and 7th grade PLCs.	October 2011	CWT protocols, lesson plans	Science Dept chair, Science Coach
ISLANDS IMACS modules Teacher Training	6-8 Science	JP Keener/Lisa Cunningham	6-8 Science Teachers	September 20th	usage summary reports, CWT protocols, ongoing PLC demonstrations	Science Coach, Science Dept chair
Differentiated Instruction	6-8 Science	HRD Trainer	6-8 Science Teacher	January 24th Planning Day	CWT protocols, lesson plans	Science Dept chair, Science Coach

Science Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase inquiry-based instruction through the use of ISLANDS IMACS module training.	Substitute coverage for Teacher training and professional development.	Title 1	\$1,440.00
			Subtotal: \$1,440.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reinforce reading through science content.	Monthly Science Magazine subscription.	Title I	\$465.00
			Subtotal: \$465.00
			Grand Total: \$1,905.00

# 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:

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing  Writing Goal #1:	By June, 2012, 99% of all 8th grade students will score at level 3 or higher.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Currently 94% of students achieved Adequate Yearly Progress in Writing.	It is expected that 99% of students will achieve Adequate Yearly Progress in Writing.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in teachers use of differentiated instruction to address student interests and learning styles.	Review and share best practices of differentiation strategies.	Language Arts teachers, LA Department Chair	Weekly PLC meetings, lesson planning	Classroom Walk-through, Lesson Plans
2	Promote clear, concise, and comprehensive written communications in every class.	Instructional focus calendars have been reviewed and revised to maintain continued growth through modeled strategies and hands-on scaffolding in all 8th grade classrooms	Department Chairs and Administrators. Classroom teachers	Weekly PLC meetings	Lesson Plans, student portfolios.

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing  Writing Goal #2A:	
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

### Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  
 Writing Goal #2B:

Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: \*

2012 Expected Level of Performance: \*

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  
 Writing Goal #2C:

Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: \*

2012 Expected Level of Performance: \*

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  
 Writing Goal #2D:

Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *		2012 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Level 4 Writing for content area teachers	6-8 All Content Areas	Gurreonero, Nussbaum, and Phinney	6-8 Content Area Teachers	October 29th/November 2nd	BAT Writing 2, student work samples in various content areas	Assistant Principals
Differentiated Instruction	6-8 LA	HRD Trainer	6-8 LA Teachers	January 24th	Classroom visits, student work samples	Assistant Principals

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

## 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:	In 2010-2011, our main objective is to reduce the amount of students who have an excessive number of absences from 881 to 440, a 50% improvement. In 2009-2010, the average daily attendance rate began at 98% in August, but trended downward steadily throughout the year, to 92% in April 2010. We plan to prevent that decline through closer coordination amongst the school social worker, grade level administrators, and classroom teachers.
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
94% (1933)	96%
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
881	440
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
48	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	Inconsistent communication between classroom teachers and RtI team regarding excessive absences.	Add a more structured attendance review plan to the current RtI meetings once a month.	Guidance Director and School Social Worker	RtI team will review attendance records and track progress through pinnacle.	Data Warehouse School Attendance 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 and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

RtI training	Grades 6 - 8	Guidance Counselors and School Psychologist	School-wide	To be completed within the first semester.	Guidance Referrals and RtI	Assistant Principals
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Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June of 2011, the number of student internal suspensions will decrease by 15% from 395 to 365.
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions
734	332
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
395	250
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
118	89
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School

89	60				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers with (less than 3 years experience) in the classroom need additional training in classroom management strategies.	Monthly PLC with less experienced teachers in Classroom Management strategies	Behavior Specialist	The core team and Rti will refer behavior suspensions and evaluate in class time. Core team members will also conduct CWT's and utilize the CHAMP's rubric to determine effectiveness.	Suspension Data

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 and Schedules(e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management Strategies	Grades 6-8	School Based Behavior Specialist and North Area Behavior Specialist	Schoolwide	Quarterly trainings one Thursday a month, dates to be determined.	Utilization of CWT's and CHAMPS rubric. Evaluation of suspension data	Administrators all grade levels and school based Behavior Specialist
Monthly Helpful Hints for classroom management	Grade 6-8	Schoolbased Behavior Specialist	Schoolwide	One Monday per month the Behavior Specialist will email the entire staff a handout on dealing with a particular behavior issue. The handout will include examples and solutions.	Discipline records, Teacher dispositions of student misbehavior	Administrators and Behavior Specialist.

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)*

## Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

\* 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:

<p>1. Dropout Prevention</p> <p>Dropout Prevention Goal #1:</p> <p><i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i></p>	<p>n/a</p>
<p>2011 Current Dropout Rate: *</p>	<p>2012 Expected Dropout Rate: *</p>
<p>n/a</p>	<p>n/a</p>
<p>2011 Current Graduation Rate: *</p>	<p>2012 Expected Graduation Rate: *</p>
<p>n/a</p>	<p>n/a</p>

### 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 overage for grade in middle school are referred to the Dave Thomas Program if they meet the criteria. We have 26 student who are 15+ and most of them have been declined by the Dave Thomas Program due to being ESE or having behavior concerns.	Teachers work with the school based behavior specialist and the Guidance Director to engage the students in academic behaviors that will help them reach promotion or meet criteria for acceptance at the Dave Thomas Program.	Guidance Director Administrator and Behavior Specialist	Acceptance rate of applications to Dave Thomas and promotion to High School rates.	Student records

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Drop Out prevention awareness	8th grade	Guidance Director	8th Grade Teachers	On going	promotion to High School and acceptance at the Dave Thomas program for the over age for grade students.	Administrator Guidance Director and School Social Worker

Dropout Prevention 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 Dropout Prevention 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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2012, 79% of the parents will attend one or more parent nights, conferences, or meetings.
2011 Current Level of Parent Involvement: *	2012 Expected Level of Parent Involvement: *
65% (1325)	79% (1529)
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	Work schedules conflict with parents ability to attend.	Provide a variety of times and dates to accommodate more parents.	Grade Level Administrator SAC CoChairs	Collection of sign in sheets for all activities and review at SAC and SAF meetings.	Sign in Sheets.
2	Unavailability of programs translated into all of the different native languages at the school.	Attempt to provide translators in various languages at various meetings and programs.	Grade Level Administrator SAC CoChairs	Collection of sign in sheets for all activities and review at SAC and SAF meetings.	Sign in Sheets.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mega Skills Training for 2 staff members to conduct the parent trainings	Grades 6-8	Title 1 Office	SAC Co Chair - Patricia Lewin-Genhold and SAF Chair Veronica Giugni, parent	October 2010	Attendance at Parent Night Trainings	SAC Co-Chairs and Principal

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
Parent Workshop	Title 1 Parent Involvement Training	Title 1 Parent Involvement Budget	\$190.00
			Subtotal: \$190.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Training for Use of the Planner/Agenda Book to improve school to home communication of assignments, homework, tests, etc.	Purchase Planner/Agenda books for all students.	Title 1 Stimulus Parent Involvement Funds	\$4,562.00
			Subtotal: \$4,562.00
			Grand Total: \$4,752.00

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	NGSSS and textbook training	District is providing in-house training.	None	\$0.00
Science	Increase inquiry-based instruction through the use of ISLANDS IMACS module training.	Substitute coverage for Teacher training and professional development.	Title 1	\$1,440.00
Parent Involvement	Parent Workshop	Title 1 Parent Involvement Training	Title 1 Parent Involvement Budget	\$190.00
				Subtotal: \$1,630.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Reinforce reading through science content.	Monthly Science Magazine subscription.	Title I	\$465.00
Parent Involvement	Parent Training for Use of the Planner/Agenda Book to improve school to home communication of assignments, homework, tests, etc.	Purchase Planner/Agenda books for all students.	Title 1 Stimulus Parent Involvement Funds	\$4,562.00
				Subtotal: \$5,027.00
				Grand Total: \$6,657.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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## 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The 2010-2011 SAC Committee voted to approve the use of the role-over amount of accountability funds from the 2009-10 school year to fund a Saturday Academic and behavior program for 26 Saturdays. The Committee believes that having a Saturday program will reduce the amount of time students spend out of the classroom for minor	\$8,000.00

disciplinary infractions. The Saturday program will also provide small group tutoring and enrichment to targeted students needed additional assistance in core curriculum areas.

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

The School Advisory Council (SAC) intends to increase parent involvement in implementation and monitoring of the School Improvement Plan through monthly Department Head reports devoted to discussion of Lyons Creek's academic objectives and assessment data.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010  
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

## SCHOOL GRADE DATA

Broward School District LYONS CREEK MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	72%	94%	45%	283	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	65%	69%			134	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?	67% (YES)	63% (YES)			130	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					547	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District LYONS CREEK MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	70%	91%	49%	282	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	62%	65%			127	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?	55% (YES)	55% (YES)			110	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					519	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District LYONS CREEK MIDDLE SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	72%	94%	47%	285	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	71%	70%			141	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?	73% (YES)	62% (YES)			135	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					561	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested