FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DOCTORS CHARTER SCHOOL OF MIAMI SHORES

District Name: Dade

Principal: Mr. Gary Meredith

SAC Chair: Ms. Patty Walker

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012



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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mr. Gary Meredith	B.A. (Psychology) Western Kentucky University, M.A. (Secondary Education) Western Kentucky University, Rank I (Educational Leadership) Western Kentucky University, Florida Professional Certificate for Educational Leadership Experience - 8 years as classroom teacher (Middle &	5	23	DCS was awarded the Florida Gold Seal of Excellence May 12, 2011. Year Grade AYP Reading High Standards Reading Learning Gains Reading Lowest Quartile Math High Standards Math Learning Gains Math Lowest Quartile 2012 Pending - 76 71 74 82 82 2011 A N 80 65 66 91 85 84 2010 B N 74 65 62 86 75 73 2009 A Y 70 69 62 86 82 82 2008 A Y 76 58 69 84 84 81

		High School), 4 years as an assistant principal, 8 years as an elementary principal and 10 years as a middle and high school principal		
Assis Principal	Shirley Brunache	Nova Southeastern University Professional Certificate in Educational Leadership	4	Year Grade AYP Reading High Standards Reading Learning Gains Reading Lowest Quartile Math High Standards Math Learning Gains Math Lowest Quartile 2012 Pending - 76 71 74 82 82 2011 B N 42 71 87 46 62 84 2010 F N 41 40 37 45 38 73 2009 A Y 70 69 62 86 82 82 2008 A Y 76 58 69 84 84 81

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA	NA	NA			NA

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	 Doctors Charter School has successfully recruited and retained highly qualified teachers who have proven track records of excellence in the classroom. Some of the techniques employed to actualize these goals are a complete fringe benefits package and opportunities for career advancement. 	Principal	8/1/2012	
2	2. Recruitment techniques have included advertising through the Teachers-Teachers.com website, contacting various Florida universities, specifically their schools of education, and inviting local university students to intern in our school. In addition, our stellar reputation has resulted in numerous inquiries concerning open faculty positions.	Principal	8/1/2012	
3	Regular meetings will be held for new teachers with appropriate department chairpersons and with the Assistant Principal/Director of Curriculum and Instruction.	Assistant Principal	6/1/13	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	With assistance from the Director of Curriculum, teacher will design and implement a plan to meet FL requirements for a Professional Educator's Certificate.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading		% ESOL Endorsed Teachers
31	3.2%(1)	19.4%(6)	35.5%(11)	41.9%(13)	61.3%(19)	96.8%(30)	12.9%(4)	3.2%(1)	12.9%(4)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Teri Tennison, L.A. Department Chair	Misheala Sorey	The English department chair is a master teacher and has experience in teaching the content.	Teacher observation and feed-back Cooperative lesson planning
Abeer Jadallah, Social Sciences Department Chair	Karen Francis	The Social Sciences department chair is a master teacher and has experience in teaching the content.	Teacher observation and feed-back Cooperative lesson planning
Jeannette Borg, Fine Arts Department Chair	Maria Traxler	The Fine Arts department chair is a master teacher and has experience in teaching the content.	Teacher observation and feed-back Cooperative lesson planning

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.

NA			
Title I, Part C- Migrant			
NA			

Title I, Part D

Title I, Part A

NA

NA
Title III
NA
Title X- Homeless
NA
Supplemental Academic Instruction (SAI)
NA
Violence Prevention Programs
NA
Nutrition Programs
NA
Housing Programs
NA
Head Start
NA
Adult Education
NA
Career and Technical Education
NA
Job Training
NA
Other
NA

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

School-based MTSS/RtI Team-

Identify the school-based MTSS leadership team.

MTSS/RtI leadership is vital. Therefore, in building the team, the following personnel are included:

- * Principal will ensure commitment and allocate resources.
- * Director of Curriculum and Instruction will provide systemic examination of data with the goal of impacting student achievement.
- * School Counselor/CAP Advisor will assist with the process of problem solving issues involving student attendance, academic progress, career choices, student social/emotional well-being, and prevention of student failure.
- * Assistant Principal for Discipline will assist with the process of problem solving issues involving student attendance and school culture.
- * ESE Teacher will collaborate with general education teachers, participate in student data collection, and integrate core instructional activities/materials.
- * Intensive Reading Teacher will provide guidance with 6-12 reading plan , and assist general education teachers with reading instruction in the regular classroom.

Additional personnel to participate and contribute based on problems or concerns, as warranted are:

- * Technology Specialist will develop and/or broker technology necessary to manage and display data, provide professional development, and technical support to teachers and staff.
- *Core Content Area Department Chairs will provide information about core instruction, participate in student data collection and analysis, and collaborate with other content teachers regarding classroom instruction.
- * Media Specialist and Assessment Coordinator will assist in facilitating all required assessments (e.g., BBA, FAIR, FCAT,

MDCPS Interim Assessments, EOC, CELLA).

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

- 1. Monitor academic and behavioral data evaluating progress by addressing the following questions:
- * What will students learn?
- * How will we determine if the students have learned?
- * What will we do when students have not learned?
- * How will we respond when students have prior knowledge?
- 2. Gather and analyze data for student and staff needs.
- 3. Determine appropriate professional development for staff.
- 4. Communicate with staff regarding input and feedback.
- 5. Set clear expectations for monitoring student progress.

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

The leadership team will:

- 1. Monitor and adjust the school's academic and behavioral goals through data collection and analysis.
- 2. Work closely with SAC throughout the school year regarding the SIP.
- 3. Monitor the classroom instruction for effective lesson development and teaching strategies (Depth of Knowledge, Five Types of Questions, Effective Lesson Plan Development, Active Student Engagement, Mike Rutherford's The Learning Centered School The Essential Principles of High-Performance Learning and Leading).
- 4. Provide support to classroom teachers in analyzing student work.

MTSS Implementation

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

- * Baseline data: BBA, FAIR, FCAT and EOC
- * Progress Monitoring: M-DCPS Interim Assessments with the core content areas: Reading, Mathematics, Science, Student Interim Progress Reports and Quarterly Grades, Teacher-made assessments,

student attendance records; disciplinary reports

- * End-of-the Year: FCAT, Algebra I, Geometry, Civics, US History and Biology End-of Year Exam, and Final Examinations
- * Attendance records, and Referrals to RtI team
- * Behavioral referrals from staff, one-on-one conferences, detentions, and suspensions/expulsions
- * Data used to guide instructional and behavioral decisions
- * Use of "Edusoft" for data disaggregation

Describe the plan to train staff on MTSS.

All staff will complete the FL On-Line Component.

Professional development will be provided during teacher planning times and after school sessions throughout the school year.

Doctors Charter School sponsored "Sun-n-Fun Teaching and Learning Conference" will be available to all staff with no costs.

Describe the plan to support MTSS.

Professional development will include:

- 1. Train all administrators in RTI problem solving for all Tier levels using the problem solving worksheets.
- 2. Provide support for all school staff to understand RTI principles and procedures.
- 3. Provide network for ongoing support within the school setting.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Teri Tennison - Language Arts Department Chair

Meryl Cohen - Intensive Reading Teacher

Michelle Mosher - Middle School Language Arts Teacher

Elise Turner - 9th Grade English Teacher

Kristina Martinez - 10th grade English Teacher

Melynda Boutcher-Hadad - ESE Coordinator

Jessica Tylenda - 11th and 12th Grade English Teacher

Shirley Brunache - Director of Curriculum and Instruction

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

The leadership team will meet each quarter to:

- 1. Gather and analyze data to determine student achievement (e.g., BBA, Interim Assessments, teacher-made course tests).
- 2. Monitor academic and behavior data evaluating progress by addressing the following questions:
- * What will students learn?
- * How will we determine if the students have learned?
- * What will we do when students have not learned?
- 3. Determine the appropriate professional development for staff.
- 4. Communicate with staff for input and feedback.

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

The leadership team will:

- 1 .Promote, train, implement, and monitor reading and comprehension skills across the content areas.
- 2. Monitor and adjust the school's academic and behavioral goals through data collection and analysis.
- 3. Monitor the classroom instruction for effective lesson development and teaching strategies to support reading through the content areas (Depth of Knowledge, Five Types of Questions, Effective Lesson Plan Development, Active Student Engagement, Mike Rutherford's The Learning Centered School The Essential Principles of High-Performance Learning and Leading).
- 4. Provide support to classroom teachers in analyzing student work.
- 5. Work closely with the SAC throughout the school regarding the SIP.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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.

Results from disaggregation of the 2012 FCAT Reading indicate that the largest discrepancy across all grade levels in the content areas involve "Informational Text and Research Process." As a result, every DCS teacher will be trained by our two reading endorsed teachers in strategies for reading across the content, with emphasis on writing using research strategies. Monitoring will include: review of teacher lesson plans, classroom observation by administration, results from assessments (e.g., BBA, FAIR, and Interim Assessments). Results from assessments will be shared among teachers for implementation of any mid-course directional changes. Students scoring in the lowest quartile for reading will be targeted for intensive reading instruction.

*High Schools Only

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

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

DCS offers elective courses in the fine arts, technology, business and career studies. Many of the topics are integrated into the core content. Instruction is based on real-world problem solving and critical thinking. Teachers use daily "bell ringers" based on real-world experiences.

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?

DCS offers elective courses in the fine arts, technology, business and career studies. Many of the topics are integrated into the core content. Instruction is based on real-world problem solving and critical thinking. Teachers use daily "bell ringers" based on real-world experiences. Each spring, during advisee/advisor sessions, students participate in course selections that expose them to the next year's curriculum. Students also have the opportunity to make requests and suggestion for courses offerings. DCS being a small high school and unable to offer all high schools coursed available, students have access to FLVS during school hours in order to

meet their individual needs in course work according to their selection "major". The school's guidance counselor meets oneon-one with each student to decide which classes will be chosen and a final course selection is sent home for parents' input and approval.

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 <u>High School Feedback Report</u>

Doctors Charter School of Miami Shores is a college preparatory school that offers a broad education focusing on the academic, as well as the personal growth of each student. All graduating students shall complete the college prep curriculum, which includes the following:

- * 4 Credits English
- * 4 Credits Mathematics (a mathematics course is required for each year of high school)
- * 4 Credits Science
- * 3 Credits Social Sciences
- * 2 Credits World Languages (two-year sequence)
- * 1.5 Credit Physical Education
- * 1 Credit Performing/Fine Arts/Practical
- * 8.5 Credits Electives

Total Requirements: 28 Credits

A cumulative GPA of 2.0

100 Community Service Hours during the high school years

All high school students are required to meet at least once during the fall and spring semesters, with the school counselor, to discuss academic progress and course selection for the next school year. All seniors are required to meet one-on-one with the CAP Advisor/School Counselor throughout the fall and spring semesters, and are required to submit to an exit interview with the CAP Advisor/School Counselor. Discussions will include college applications and acceptance requirements, as well as eligibility for Bright Futures. Various local and state postsecondary institutions are invited on-campus throughout the school year to meet with students and parents. During the school year 10th and 11th grade students are given the PSAT in order to prepare them for college admissions testing. College admissions tests such as the ACT and SAT are arranged with local high schools for juniors and seniors. DCS participates in the College Boards Advanced Placement Program including all core subject areas. The AP Exam administration includes courses taught both on and off campus. DCS sponsors a week-long trip to various state colleges/universities for interested sophomores and juniors. The guidance department schedules evening meetings for parents regarding college requirements and the application process, Bright Futures, college loans and grants, and FAFSA procedures. Seniors in danger of not completing graduation requirements are targeted and interventions are designed to assist the students. Parent conferences with the CAP Advisor/School Counselor are required for all targeted seniors.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

	d on the analysis of studen provement for the following	nt achievement data, and reg g group:	efere	ence to "Guiding	Questions", identify and d	lefine areas in need	
1a. F readi		g at Achievement Level 3		The results of the 2012 FCAT Reading Test indicate that 35% of the students achieved level 3 proficiency.			
Read	ing Goal #1a:				2012-2013 school year is ncy by 4 percentage point		
2012	Current Level of Perforn	nance:		2013 Expected	Level of Performance:		
35%(150)			39%(168)			
	Pr	roblem-Solving Process t	to I r	ncrease Studen	t Achievement		
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	1.1 Area of deficiency as noted on the 2012 administration of the FCAT Reading test was reporting category 4-Informational Text/Research Process.	instructional strategies will be utilized to support reporting category 4: Provide a variety of	Tea resp mor inst	ndership Literacy am (LLT) will be ponsible for nitoring tructional ategies.	determine effectiveness of the strategies will be to review formative biweekly assessment data to ensure progress is being made and to adjust instruction as needed.	1.1. Evaluation tools will include: Formative assessments, FAIR, FCAT Explorer, Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Reading Test results.	
	d on the analysis of studen	nt achievement data, and re	efere	ence to "Guiding	Questions", identify and d	lefine areas in need	
1b. F	lorida Alternate Assessm	ment:					
	ents scoring at Levels 4, ing Goal #1b:	5, and 6 in reading.					
2012	Current Level of Perforn	nance:		2013 Expected	Level of Performance:		

Problem-Solving Process to Increase Student Achievement							
Anticipated Barrier	Strategy	Position	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			

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

Based on the analysis of studer of improvement for the followin		eference to "Guiding	g Questions", identify and	define areas in nee	
2a. FCAT 2.0: Students scori Level 4 in reading. Reading Goal #2a:	ent 41% of the stu 4 and 5. Our goal for the	Our goal for the 2012-2013 school year is to increase student achievement Levels 4 and 5 by 2 percentage points			
2012 Current Level of Perfor	mance:	2013 Expected	d Level of Performance:		
41%(177)		43%(186)			
Р	roblem-Solving Process	to Increase Studer	nt Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2 "Reading Application". Students need additional support in identifying author's purpose and summarizing.	2.1. Provide students with instruction utilizing grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining and or explaining.	2.1. RtI Team	2.1. Review formative bi- weekly assessment data to ensure progress is being made and adjust instruction as needed.	2.1. Formative FAIR, FCAT Explorer, Interim Assessments, teacher-generated assessments, samples of students work Summative 2012 FCAT Readin Test	
Based on the analysis of studer of improvement for the followin		eference to "Guidino	g Questions", identify and	define areas in nee	

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Strategy Anticipated Barrier Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

	on the analysis of stude provement for the following	ent achievement data, and ing group:	refere	ence to "Guidi	ding	Questions", identify a	and c	define areas in need
	CAT 2.0: Percentage of in reading.	students making learnin		The results of the 2012 FCAT Reading Test indicate that 72% of the students made learning gains.				
Read	ing Goal #3a:					2012-2013 school ye 5 percentage points		
2012	Current Level of Perform	rmance:		2013 Expect	ted	Level of Performan	ice:	
72%(283)			77%(303)				
	F	Problem-Solving Process	toIr	ncrease Stud	dent	: Achievement		
	Anticipated Barrier	Strategy		Person or Position esponsible fo Monitoring	or	Process Used to Determine Effectiveness of Strategy		Evaluation Tool
1	3.1. Area of deficiency as noted on the 2012 administration of the FCAT Reading test was reporting category 1-Vocabulary.	3.1. The following instructional strategies will be used to support reporting category 1: the use of vocabulary maps, word walls and personal dictionaries and thesaurus. Instruction will be used through various content related areas and courses.	resp mor e inst	will be consible for nitoring	F C C t t	3.1. Process used to determine effectivene of the strategies will to review formative by weekly assessment do ensure progress is being made and to according to a needed	be pi- lata djust d.	3.1. Evaluation tools will include: Formative assessments, FAIR, FCAT Explorer, Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Reading Test results.
	I on the analysis of stude provement for the following	ent achievement data, and ing group:	refere	ence to "Guidi	ding	Questions", identify a	and c	define areas in need
	lorida Alternate Assess entage of students mak							
	ing Goal #3b:							
2012	Current Level of Perfor	rmance:		2013 Expected Level of Performance:				
	ţ	Problem-Solving Process	toIr	ncrease Stud	dent	Achievement		
Antic	Sipated Barrier Stra	ategy F	or	onsible Ef	Deter	tiveness of	Eval	uation Tool
		No E	Data S	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:

maki	ng learning gains in read	ing.	gains.	gains.		
Read	ing Goal #4:			Our goal for the 2012-2013 school year is to increase the student learning gains in the lowest quartile by 5 percentage points to 83%.		
2012	Current Level of Perform	nance:	2013 Expected	d Level of Performance:		
78%(69)			83%(73)	83%(73)		
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	4.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2 "Reading Application". Students need additional support in identifying author's purpose and summarizing.	4.1. The following instructional strategies will be used to support reporting category 2: Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining and or explaining.	4.1. LLT Team will be responsible for monitoring instructional strategies.	of the strategies will be to review formative bi-	4.1. Evaluation tools will include: Formative assessments, FAIR, FCAT Explorer, Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Reading Test results.	

Based on Amb	Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			~	2011-2017 is to a tudents by 50%.	reduce the percen	t of non-
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	80	82	84	85	87	

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: The 2012 FCAT reading results indicated that all students within the reported ethnicity groups did not make 5B. Student subgroups by ethnicity (White, Black, satisfactory progress in reading for the 2011-2012 school Hispanic, Asian, American Indian) not making year. satisfactory progress in reading. Our goal is to increase the ethnic subgroups for following: • White students by at least 7 percentage points (87%); Reading Goal #5B: • Black students by at least 4 percentage points (78%); Hispanic students by at least 11 percentage points (86%); • Asian students by at least 7 percentage points (80%). 2012 Current Level of Performance: 2013 Expected Level of Performance: White: 80%(74) White: 87%(80) Black: 74%(155) Black: 78%(164) Hispanic: 86%(90) Hispanic: 75% (79) Asian: 73%(16) Asian: 80%(18) American Indian: NA American Indian: NA 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	Reporting Category 2 "Reading Application".	5A.1. Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining and or explaining.	5A.1. RtI Team	5A.1. Review formative bi- weekly assessment data to ensure progress is being made and adjust instruction as needed.	5A.1. Formative FAIR, FCAT Explorer, Interim Assessments, teacher-generated assessments, samples of students work Summative 2012 FCAT Reading Test
2	Reporting Category 4 "Information Text and Research Process. Students need additional	instructional strategies and activities that include building strong arguments to support answers, exploring shades of meaning, using	5A.2. RtI Team	5A.2. Review formative bi- weekly assessment data to ensure progress is being made and adjust instruction as needed	5A.2. Formative FAIR, FCAT Explorer, Interim Assessments, teacher-generated assessments, samples of students work Summative 2012 FCAT Reading Test

	I on the analysis of studen provement for the following		refere	nce to "Guiding	Questions", identify and o	define areas in need
sationastory progress in reading.			F	Less than ten students identified ELL participated in the FCAT Reading test. Due to confidentiality, scores are not reported.		
2012	Current Level of Perforn	nance:	2	2013 Expected	Level of Performance:	
N/A			1	N/A		
	Pr	oblem-Solving Process	toIn	crease Studer	nt Achievement	
	Anticipated Barrier	Strategy		Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Area of deficiency as noted on the 2012 administration of the FCAT test was reporting category: Vocabulary.	The following instructional strategies will be used to support reporting category, Vocabulary: the use of vocabulary maps, word walls and personal dictionaries and thesaurus. Instruction will be used through various content related areas and courses.	resp mon instr	will be consible for itoring ructional tegies	Process used to determine effectiveness of the strategies will be to review formative bi- weekly assessment data to ensure progress is being made and to adjust instruction as needed	Evaluation tools will include: Formative assessments, FAIR, FCAT Explorer, Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Reading Test results.
2						

of imp	provement for the following	subgroup:				
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:			with disabilities for the 2011-20 Our goal is to in	The 2012 FCAT reading results indicated that the students with disabilities did not make satisfactory progress in reading for the 2011-2012 school year. Our goal is to increase the students with disabilities to make satisfactory progress in reading by at least 21 percentage points (75).		
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:		
54%(14)			75%(19)			
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 "Reading Application". Students need additional support in identifying author's purpose and summarizing.	The following instructional strategies will be used to support reporting category 2: Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining and or explaining.	LLT will be responsible for monitoring instructional strategies.	Process used to determine effectiveness of the strategies will be to review formative biweekly assessment data to ensure progress is being made and to adjust instruction as needed	Evaluation tools will include: Formative assessments, FAIR, FCAT Explorer, Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Reading Test results.	
2						
3						

	on the analysis of studen provement for the following		eference to "Guidino	g Questions", identify and	define areas in need	
set infactory progress in reading			economically d	The 2012 FCAT reading results indicated that the economically disadvantaged students did not make satisfactory progress in reading for the 2011-2012 school year.		
Reading Goal #5E:			students to ma	Our goal is to increase the economically disadvantaged students to make satisfactory progress in reading by at least 3 percentage points (73%).		
2012	Current Level of Perforn	nance:	2013 Expecte	2013 Expected Level of Performance:		
70%(74)			73%(77)	73%(77)		
	Pr	oblem-Solving Process t	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	1	The following instructional strategies will be used to support reporting category 2:	LLT will be responsible for monitoring instructional	Process used to determine effectiveness of the strategies will be to review formative bi-	Evaluation tools will include: Formative assessments,	

1	Students need additional support in identifying author's purpose and summarizing.	appropriate texts that	being made and to adjust instruction as needed.	Explorer, Interim
2				

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)	early release) and Schedules (e.g.,	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Book Study: What Great Teachers Do Differently by Todd Whitaker.	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	After school meetings will be held on the third Wednesday of each month, starting August 18, 2012 and ending December 19, 2012.	Formal and informal assessments and results from analyzing student work will be used as follow-up monitoring.	Administration
Common Core State Standards	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	After school meetings will be held on the third Wednesday of each month, starting January 16, 2013 and ending May15, 2013.	Formal and informal assessments and results from analyzing student work will be used as follow-up monitoring.	Administration
Florida Continuous Improvement Model	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	Professional Development meeting will be scheduled on August 17, 2012	Formal and informal assessments, creation and implementation of instructional focus calendars will be used for follow-up monitoring.	Administration

Reading Budget:

Evidence-based Program(s)/N	Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Book per teacher	School General Fund	\$930.00
CCSS	Copies of documents	School General Fund	\$100.00
FCIM	Copies of documents	School General Fund	\$100.00
			Subtotal: \$1,130.00
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

End of Reading Goals

Grand Total: \$1,130.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. 7 students participated in the CELLA administration. 1. Students scoring proficient in listening/speaking. Our goal is to have at least 50% of our students scoring proficient in the Listening/Speaking section of the CELLA CELLA Goal #1: assessment. 2012 Current Percent of Students Proficient in listening/speaking: NA Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Teacher-led groups will MTSS/RtI Team Area of deficiency as Process used to Evaluation tools noted on the 2012 be implement such as and LFP determine effectiveness will include: administration of the whole-class, small committee will be of the strategies will be Formative CELLA test was group, and individual responsible for to review formative biassessments, reporting category: instruction. In general, monitoring weekly assessment CELLA, Interim Listening and Speaking. communication paths in instructional data to ensure progress Assessments, teacher-led groups are strategies. is being made and to teacheradjust instruction as generated almost exclusively between teacher and needed. assessments, student. Teacher-led samples of groups are an effective students work, and efficient way of summative introducing material, assessments, and summing-up the 2013 FCAT conclusions made by individual groups, Writing Test meeting the common results.

Students read in English at grade level text in a manner similar to non-ELL students.			
2. Students scoring proficient in reading.	7 students participated in the CELLA administration.		
CELLA Goal #2:	Our goal is to have at least 50% of our students scoring proficient in the Reading section of the CELLA assessment.		
2012 Current Percent of Students Proficient in reading:			

needs of a large or small group, and providing individual attention or instruction

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	Area of deficiency as noted on the 2012 administration of the CELLA test was reporting category: Reading.	The following instructional strategies: activating prior knowledge and eliciting prediction. Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed. Students will be given opportunities to use prediction as a "before reading" strategy, students rely on their background knowledge to make global predictions. When prediction is used as a "during reading" strategy, the students will combine their background knowledge with the textual information provided to assess those global predictions and revise those which have been found to be inappropriate.	MTSS/RtI Team and LEP committee will be responsible for monitoring instructional strategies.	Process used to determine effectiveness of the strategies will be to review formative biweekly assessment data to ensure progress is being made and to adjust instruction as needed.	Formative assessments, CELLA, Interim

Stude	ents write in English at gr	ade level in a manner sir	nilar to non-ELL st	udents.		
3. St	udents scoring proficie	nt in writing.	7 students par	ticipated in the CELLA		
CELLA Goal #3:				Our goal is to have at least 50% of our students scoring proficient in the Writing section of the CELLA assessment.		
2012	2 Current Percent of Stu	idents Proficient in writ	ting:			
NA						
	FIO	blem-Solving Process t	to frici ease stude	ent Acmevement	_	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Area of deficiency as noted on the 2012 administration of the CELLA test was reporting category: Wrting.	Students will be given opportunities to use graphic organizers. The graphic organizers will give the students another way to see the information. In addition, this allows students with different levels of	monitor progress.	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus.	Evaluation tools will include: Formative assessments, District baseline and monthly writing prompts, Summative assessments and	

language proficiency to		2013 FCAT
use them effectively.		Writing Test.

CELLA Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Book per teacher	School General Funds	\$930.00
CCSS	Copies of Documents	School General Funds	\$100.00
FCIM	Copies of Documents	School General Funds	\$100.00
			Subtotal: \$1,130.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
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
	<u> </u>		Subtotal: \$0.00
		G	rand Total: \$1,130.00

End of CELLA Goals

Middle School Mathematics Goals

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

,					
	on the analysis of studen provement for the following		eference to "Guidino	g Questions", identify and o	define areas in need
	CAT2.0: Students scoring ematics.	g at Achievement Level :		the 2012 FCAT Mathematic dents achieved level 3 pro	
Math	ematics Goal #1a:		Our goal for the student proficie	e 2012-2013 school year is ency by 5 percentage point	to increase Level 3 s to 35%.
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:	
30%(78)		35%(92)		
	Pr	oblem-Solving Process t	to Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Areas of deficiency as noted on the 2012 administration of the FCAT Math test were Geometry and Measurement.	1.1. Students will have the opportunity to design their own geometric shapes and then use manipulatives to explore measurements of two-and three-dimensional figures.	1.1. MTSS/RtI Team and Math Department will be responsible for monitoring instructional strategies.	1.1. Process used to determine effectiveness of the strategies will be to review formative bi- weekly assessment data to ensure progress is being made and to adjust instruction as needed.	1.1 Evaluation tools will include: Formative assessments, Khan Academy, Florida Achieves, Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Math Test results.
	on the analysis of studen provement for the following		eference to "Guidino	g Questions", identify and o	lefine areas in need
	orida Alternate Assessn	nent: 5, and 6 in mathematics	5.		
	ematics Goal #1b:	2, 23 0			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:					
2012 Current Level of Performance:			2013 Exp	ected Level of Perfor	mance:
	Problem-Solving	Process to I	ncrease St	tudent Achievement	
Anticipated Barrier	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted		

of imp	provement for the fol	lowing	group:						
	CAT 2.0: Students 4 in mathematics		g at or above Achieve	ment			he 2012 FCAT Mather dents scored at or abo		
Mathematics Goal #2a:					2012-2013 school ye ement Levels 4 and 5				
2012	Current Level of P	erform	nance:		2013 Expe	ctec	Level of Performan	ice:	
49%(⁻	129)				52%(136)				
		Pr	oblem-Solving Proces	s to I	ncrease Stu	ıder	nt Achievement		
	Anticipated Bar	rier	Strategy	R	Person or Position Responsible Monitoring		Process Used to Determine Effectiveness of Strategy		Evaluation Tool
1	Area of deficiency a noted on the 2012 administration of th FCAT Math test wa reporting category "Geometry and Measurement."	е	Students will have the opportunity to design their own geometric shapes and then use manipulatives to explore measurements of two-and three-dimensional figures.	an De res mo	SS/RtI Team d Math partment wil sponsible for onitoring structional rategies.		Process used to determine effectivend of the strategies will to review formative be weekly assessment of to ensure progress is being made and to act instruction as needed	ess be bi- lata djust d.	Evaluation tools will include: Formative assessments, Florida Achieves, Khan Academy , Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Math Test results.
	on the analysis of sprovement for the following		t achievement data, and group:	refer	rence to "Gui	ding	Questions", identify a	and d	lefine areas in need
Stude math	orida Alternate As ents scoring at or a ematics. ematics Goal #2b:		nent: Achievement Level 7 i	n					
2012	Current Level of P	erform	nance:		2013 Expe	ctec	Level of Performan	ice:	
		Pr	oblem-Solving Process	s to I	ncrease Stu	ıder	nt Achievement		
Antic	ipated Barrier	Strate	egy	Posit Resp for	onsible	Dete Effe	cess Used to ermine ctiveness of itegy	Evalı	uation Tool
			No	Data	Submitted				

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

gains in mathematics.				82% of the students made learning gains.					
				Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 87%.					
2012	Current Level of Pe	erforn	nance:		2013 Exped	cted	Level of Performan	ce:	
82%(234)				87%(248)				
		Pr	oblem-Solving Process	s to I	ncrease Stu	den	t Achievement		
	Anticipated Barr	rier	Strategy	R	Person or Position Pesponsible f Monitoring	or	Process Used to Determine Effectiveness of Strategy		Evaluation Tool
1	Area of deficiency a noted on the 2012 administration of the FCAT Math test was reporting category Geometry and Measurement.	e S	Students will have the opportunity to design their own geometric shapes and then use manipulatives to explore measurements of two-and three-dimensional figures.	and De res mo ins	SS/RtI Team d Math partment will sponsible for onitoring structional ategies.	be	Process used to determine effectivene of the strategies will I to review formative bi weekly assessment da to ensure progress is being made and to ad instruction as needed	ess be i- ata ljust	Evaluation tools will include: Formative assessments, Florida Achieves, Khan Academy , Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Math Test results.
	on the analysis of sorovement for the follower		t achievement data, and group:	refer	ence to "Guid	ding	Questions", identify a	nd d	efine areas in need
Perce math	lorida Alternate Assentage of students rematics. ematics Goal #3b:		nent: ng Learning Gains in						
2012	Current Level of Pe	erforn	nance:		2013 Expected Level of Performance:				
		Pr	oblem-Solving Process	s to I	ncrease Stu	den	t Achievement		
Antio	cipated Barrier	Strat	egy	Posit Resp for	onsible E	Dete	cess Used to ermine ctiveness of tegy	Evalu	uation Tool
			No I	Data	Submitted				
Basec	on the analysis of s	tuden	t achievement data, and	refer	ence to "Guid	dina	Ouestions", identify a	nd d	efine areas in need

gains.

The results of the 2012 FCAT Mathematics Test indicate that

The results of the 2012 FCAT Mathematics Test indicate that

68% of the students in the lowest quartile made learning

3a. FCAT 2.0: Percentage of students making learning

of improvement for the following group:

making learning gains in mathematics.

4. FCAT 2.0: Percentage of students in Lowest 25%

Mathematics Goal #4:			S	Our goal for the 2012-2013 school year is to increase the student learning gains in the lowest quartile by 5 percentage points to 73%.					
2012	: Current	Level of Perf	formance:		2	2013 Expected Level of Performance:			
68%(68%(38)				7	3%(41)			
			Problem-Sol	ving Process	to I no	crease Studer	nt Ach	ilevement	
	Antic	ipated Barrie	er St	rategy	Res	Person or Position sponsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	noted or administ FCAT M		opportunity their own of shapes and manipulativ measurem		and Depa respo moni instr	S/RtI Team Math Intrent will be onsible for toring uctional egies.	deter of the to rev week to en being	ess used to mine effectiveness e strategies will be view formative bi- ly assessment data sure progress is made and to adjust action as needed.	Evaluation tools will include: Formative assessments, Florida Achieves, Khan Academy , Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Math Test results.
	•		<u> </u>				•		
Based	d on Amb	itious but Achi	evable Annual	Measurable Ob	jectiv	es (AMOs), AM	IO-2, F	Reading and Math Pe	erformance Target
Meas	urable Ob ol will red	but Achievable bjectives (AMO uce their achie	s). In six year	Our goal proficie	for	ematics Goal # 2011-2017 is tudents by 50	s to 1	reduce the percen	t of non-
	line data 0-2011	2011-2012	2012-2013	5A : 2013-201	4	2014-201	5	2015-2016	2016-2017
		87%	88%	90%		91%		92%	
			dent achievemo	ent data, and r	eferer	nce to "Guiding	g Ques	tions", identify and	define areas in need
5B. S Hispa	itudent s anic, Asia factory p	subgroups by	ethnicity (Wh		s s s	tudents within atisfactory pro chool year. Our goal is to in White student Black student Hispanic stude	the regress ncreas ts by a s by a ents b	ematics results indice ported ethnicity growin mathematics for the ethnic subground the least 6 percentage at least 2 percentage at least 6 percentage at least 17 percentage the subground the least 17 percentage at least 17 percentage the least 18 percentage the least 1	ups did not make he 2011-2012 ups for following: e points (94%); points (83%); age points (88%);
2012	! Current	Level of Perf	formance:					el of Performance:	(7070).
Black Hispa Asian	e:88%(58 :81%(92) nic:82%(:79%(11) ican India	55) 55)			B F A	Vhite: 94%(62) Black: 83%(94) Bispanic: 88% (5 Sian: 95%(13) Smerican Indian	55)		
			Problem-Sol	ving Process				nievement	
						Person or	F	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Area of deficiency as noted on the 2012 administration of the FCAT Math test was reporting category Geometry and Measurements.	Students will have the opportunity to design their own geometric shapes and then use manipulatives to explore measurements of two-and three-dimensional figures.	Math Department	of the strategies will be to review formative bi- weekly assessment data	Evaluation tools will include: Formative assessments, Florida Achieves, Khan Academy , Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Math Test results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making Less than ten students identified ELL participated in the satisfactory progress in mathematics. FCAT Math test. Due to confidentiality, scores are not reported. Mathematics Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Area of deficiency as Students will have the MTSS/RtI and Process used to Evaluation tools noted on the 2012 opportunity to design Math Department determine effectiveness will include: administration of the their own geometric will be responsible of the strategies will be Formative FCAT Math test was shapes and then use for monitoring to review formative biassessments, instructional manipulatives to explore Florida Achieves, reporting category weekly assessment data Geometry and measurements of twostrategies. to ensure progress is Khan Academy, Measurements. and three-dimensional being made and to adjust Interim instruction as needed. figures. Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Math Test results

Based on the analysis of student achievement data, and of improvement for the following subgroup:	reference to "Guiding Questions", identify and define areas in need
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	The 2012 FCAT reading results indicated that the students with disabilities did not make satisfactory progress in mathematics for the 2011-2012 school year.
Mathematics Goal #5D:	Our goal is to increase the students with disabilities to make satisfactory progress in mathematics by at least 15 percentage points (85%).
2012 Current Level of Performance:	2013 Expected Level of Performance:

70%((13)		85%(15)		
	P	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Area of deficiency as noted on the 2012 administration of the FCAT Math test was reporting category Geometry and Measurements.	Students will have the opportunity to design their own geometric shapes and then use manipulatives to explore measurements of two-and three-dimensional figures.	MTSS/RtI and Math Department will be responsible for monitoring instructional strategies.	Process used to determine effectiveness of the strategies will be to review formative biweekly assessment data to ensure progress is being made and to adjust instruction as needed.	Evaluation tools will include: Formative assessments, Florida Achieves, Khan Academy , Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Math Test results

	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:						
satis	conomically Disadvanta factory progress in math ematics Goal #5E:	ged students not making nematics.	economically di satisfactory pro year. Our goal is to in students to ma	The 2012 FCAT Mathematics results indicated that the economically disadvantaged students did not make satisfactory progress in reading for the 2011-2012 school year. Our goal is to increase the economically disadvantaged students to make satisfactory progress in mathematics by at			
2012	Current Level of Perforr	nance:		d Level of Performance:			
81%(47)		84%(49)	84%(49)			
	Pr	oblem-Solving Process t	to Increase Studer	ncrease Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Area of deficiency as noted on the 2012 administration of the FCAT Math test was Geometry and Measurement.	Students will have the opportunity to design their own geometric shapes and then use manipulatives to explore measurements of two-and three-dimensional figures.	MTSS/RtI Team and Math Department will be responsible for monitoring instructional strategies.	Process used to determine effectiveness of the strategies will be to review formative biweekly assessment data to ensure progress is being made and to adjust instruction as needed.	Evaluation tools will include: Formative assessments, Florida Achieves, Khan Academy , Interim Assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 FCAT Math Test results.		

* When using percentages,	include the number of studen	its the	percentage i	represents next to the per	centage (e.g., 70% (35)).
Based on the analysis of in need of improvement	f student achievement data for the following group:	, and r	reference to	o "Guiding Questions", id	dentify and define areas
1. Florida Alternate As Levels 4, 5, and 6 in m	ssessment: Students scor nathematics.	ing at			
Mathematics Goal #1:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforn	nance:
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No		Submitted		•
Based on the analysis of in need of improvement	f student achievement data for the following group:	, and r	eference to	o "Guiding Questions", id	dentify and define areas
2. Florida Alternate As or above Level 7 in ma	ssessment: Students scor athematics.	ing at			
Mathematics Goal #2:					
2012 Current Level of	Performance:		2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	o Data	Submitted		
Based on the analysis of in need of improvement	f student achievement data for the following group:	, and r	reference to	o "Guiding Questions", id	dentify and define areas
3. Florida Alternate As making learning gains	ssessment: Percent of stu in mathematics.	ıdents			
Mathematics Goal #3:					
2012 Current Level of	Performance:		2013 Expected Level of Performance:		

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

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).								
	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:				The results of the 2012 Algebra EOC Assessment indicate that 37% (27) of students scored in the middle third (levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (levels 3-5) by1 percentage point to 38%(28).				
2012	Current Level of Perform	mance:		2013 Expecte	d Level of Performance:			
37%(27)			38%(28)				
	Pr	roblem-Solving Process	toIr	ncrease Stude	nt Achievement			
	Anticipated Barrier	Strategy		Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	According to the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was functions, linear equations and inequalities.	Provide all students with more practice in solving real-world problems involving relations and functions, linear equations and inequalities.	MTS and Deparesp mon instr	SS/RtI Team Math	Process used to determine effectiveness of the strategies will be to review formative biweekly assessment data to ensure progress is being made and to adjust instruction as needed.	Evaluation tools will include: Formative assessments, Interim Assessments, teacher-generated assessments, samples of students work, Florida Achieves, summative assessments, and 2013 Algebra I EOC test results.		

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.

Algebra Goal #2:

Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (levels 4-5) by1 percentage point to 57%(42).

2012 Current Level of Performance:

2. Students scoring at or above Achievement Levels 4 that 56% (41) of students scored in the upperthird (levels 4-5).

Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (levels 4-5) by1 percentage point to 57%(42).

56%(41)			57%(42)			
	Pr	oblem-Solving Process	to Increase Studer	ncrease Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	According to the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was functions, linear equations and inequalities.	Provide all students with more practice in solving real-world problems involving relations and functions, linear equations and inequalities.	and Math	determine effectiveness of the strategies will be to review formative biweekly assessment data to ensure progress is being made and to adjust instruction as needed.	Evaluation tools will include: Formative assessments, teacher-generated assessments, samples of students work, summative assessments, Florida Achieves, Interim Assessments and 2013 Algebra I EOC test results.	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target									
Algebra Goal # 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Algebra Goal # Our goal for 2011-2017 is to reduce the percent of non-proficient students by 50%. 3A:					t of non-				
Baseline data 2011-2012 2012-2013			2013-2014	2014-2015	2015-2016	2016-2017			
	87	88	90	91	92				

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: The 2012 EOC Algebra results indicated that all students 3B. Student subgroups by ethnicity (White, Black, within the reported ethnicity groups did not make Hispanic, Asian, American Indian) not making satisfactory progress in reading for the 2011-2012 school year. satisfactory progress in Algebra. Our goal is to increase the ethnic subgroups for following: Algebra Goal #3B: White students by at least 6 percentage points (94%);
Black students by at least 2 percentage points (83%); • Hispanic students by at least 6 percentage points (88%). 2012 Current Level of Performance: 2013 Expected Level of Performance: White: 94%(15) White: 88%(14) Black: 83%(30) Black: 81%(29) Hispanic: 88%(16) Hispanic: 82%(15) Asian: NA Asian: NA American Indian: American Indian: NA NA 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
Algebra I EOC assessment, the area of	real-world problems involving relations and	and Math Department will be responsible for	determine effectiveness of the strategies will be	Evaluation tools will include: Formative assessments, teacher-generated

	!		strategies.	being made and to adjust instruction as needed.	assessments, samples of students work, summative assessments, Florida Achieves, Interim Assessments, and 2013 Algebra I EOC test results.			
Rasad	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need							

Algebra test.

Less than ten students identified ELL participated in the EOC

of improvement for the following subgroup:

satisfactory progress in Algebra.

Algebra Goal #3C:

3C. English Language Learners (ELL) not making

2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Strategy Monitoring Provide all students with MTSS/RtI Team Process used to **Evaluation tools** According to the 2012 more practice in solving and Math determine effectiveness will include: Algebra I EOC real-world problems Department will be of the strategies will be Formative assessment, the area of involving relations and responsible for to review formative biassessments, functions, linear teacher-generated greatest difficulty for monitoring weekly assessment data students functions, linear equations and instructional to ensure progress is assessments, being made and to adjust samples of equations and inequalities. strategies. inequalities. instruction as needed. students work, summative assessments. Florida Achieves, Interim Assessments, and 2013 Algebra I EOC test results. Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. N/A Algebra Goal #3D: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of Strategy Monitoring

	on the analysis of studen or overnent for the following	t achievement data, and register, subgroup:	eference to "Guiding	Questions", identify and o	define areas in need	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:			economically disatisfactory proyear. Our goal is to instudents to male	The 2012 EOC Algebra results indicated that the economically disadvantaged students did not make satisfactory progress in Algebra for the 2011-2012 school year. Our goal is to increase the economically disadvantaged students to make satisfactory progress in Algebra by at least 3 percentage points (84%).		
2012	Current Level of Perform	nance:	2013 Expected	d Level of Performance:		
81%(9)			84%(9)	84%(9)		
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	According to the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was the reporting category regarding functions, linear equations and inequalities.	Provide all students with more practice in solving real-world problems involving relations and functions, linear equations and inequalities.	MTSS/RtI Team and Math Department will be responsible for monitoring instructional strategies	Process used to determine effectiveness of the strategies will be to review formative biweekly assessment data to ensure progress is being made and to adjust instruction as needed.	Evaluation tools will include: Formative assessments, teacher-generated assessments, samples of students work, summative assessments, and 2013 Algebra I EOC test results.	

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: The results of the 2012 Geometry EOC assessment 1. Students scoring at Achievement Level 3 in indicate that 35%(34) of the students scored in the Geometry. middle third (levels 3-5). Geometry Goal #1: Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (levels 3-5) by1 percentage point to 38%(28). 2012 Current Level of Performance: 2013 Expected Level of Performance: 35%(34) 36%(34) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of

		Monitoring	Strategy	
3	practice in solving real- world problems using 3- D geometric concepts.	and Math Department will be responsible for monitoring instructional strategies	determine effectiveness of the strategies will be to review formative biweekly assessment data to ensure progress is being made and to adjust instruction as needed.	Formative assessments, Interim

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: The results of the 2012 Geometry EOC Assessment 2. Students scoring at or above Achievement Levels 58% (56) of students scored in the upper third (levels 4-4 and 5 in Geometry. 5). Geometry Goal #2: Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (levels 4-5) by1 percentage point to 59%(56). 2012 Current Level of Performance: 2013 Expected Level of Performance: 58%(56) 59%(56) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy The results of the 2012 Provide students with MTSS/RtI Team Process used to Evaluation tools Geometry EOC practice in solving realand Math determine effectiveness will include: assessment indicated world problems using Department will of the strategies will be Formative that the area of trigonometric ratios be responsible for to review formative biassessments, greatest difficulty for (sine, cosine, and monitoring weekly assessment Interim instructional students was the tangent). data to ensure progress Assessments, Standard: trigonometry strategies is being made and to teacherand discrete adjust instruction as generated mathematics. needed. assessments, samples of students work, summative assessments, and 2013 Geometry EOC test results.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target								
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Geometry Goal # Our goal for 2011-2017 is to reduce the p proficient students by 50% 3A:				reduce the percent	cage of non-			
Baseline data 2012-2013		2013-2014 2014-2015 2015-2016 2016-2017						
	88	90	91	92				

	d on the analysis of stude ed of improvement for the		nd reference to "Gu	ilding Questions", identify	, and define areas
Hispa satist	etudent subgroups by e anic, Asian, American I factory progress in Geo netry Goal #3B:	ndian) not making	N/A		
2012	Current Level of Perfo	rmance:	2013 Expecte	d Level of Performance) :
N/A			N/A		
	Prok	olem-Solving Process t	to Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 Geometry EOC assessment indicated that the area of greatest difficulty for students was the Standard: 3- dimensional geometry.	Provide students with practice in solving real-world problems using 3-D geometric concepts.	MTSS/RtI Team and Math Department will be responsible for monitoring instructional strategies	Process used to determine effectiveness of the strategies will be to review formative biweekly assessment data to ensure progress is being made and to adjust instruction as needed.	Formative assessments, Interim
	d on the analysis of stude		nd reference to "Gu	liding Questions", identify	y and define areas

1	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:					
satis	3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:			N/A		
2012	? Current Level of Perfo	rmance:	2013 Expecte	d Level of Performance):	
N/A	N/A			N/A		
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	The results of the 2012 Geometry EOC assessment indicated that the area of greatest difficulty for students was the Standard: 3- dimensional geometry.	Provide students with practice in solving real- world problems using 3- D geometric concepts.	MTSS/RtI Team and Math Department will be responsible for monitoring instructional strategies	determine effectiveness of the strategies will be to review formative biweekly assessment data to ensure progress is being made and to adjust instruction as needed.	Formative assessments, Interim	

		students work, summative assessments, and
		2013 Geometry EOC test results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Less than 10 students identified as SWD participated in the Algebra I EOC. Geometry Goal #3D: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Effectiveness of Responsible for Monitoring Strategy The results of the 2012 Evaluation tools MTSS/RtI Team Process used to Geometry EOC Provide students with and Math determine effectiveness will include: assessment indicated practice in solving real-Department will of the strategies will be Formative world problems using 3be responsible for assessments, that to review formative bithe area of greatest D geometric concepts. monitoring weekly assessment Interim difficulty for students instructional data to ensure progress Assessments, was the Standard: 3strategies is being made and to teacheradjust instruction as dimensional geometry. generated needed. assessments, samples of students work, summative assessments, and 2013 Geometry EOC test results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:						
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:			N/A	N/A		
2012 Current Level of Performance:			2013 Expecte	d Level of Performance	e:	
N/A	N/A			N/A		
	Prol	olem-Solving Process t	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	The results of the 2012 Geometry EOC assessment indicated that the area of greatest	Provide students with practice in solving real- world problems using 3- D geometric concepts.	MTSS/RtI Team and Math Department will be responsible for monitoring	Process used to determine effectiveness of the strategies will be to review formative bi- weekly assessment		

1	difficulty for students was the Standard: 3- dimensional geometry.	strategies	adjust instruction as needed.	Assessments, teacher- generated assessments, samples of students work, summative assessments, and
				2013 Geometry EOC test results.

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	subject, grade	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
What Great Teachers Do Differently by Todd Whitaker.	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	After school meetings will be held on the third Wednesday of each month, starting August 18, 2012 and ending December 19, 2012.	Formal and informal assessments and results from analyzing student work will be used as follow-up monitoring.	Administration
Common Core Standards	Grades 6-12	DCS Director of Curriculum and Instruction		After school meetings will be held on the third Wednesday of each month, starting January 16, 2013 and ending May 15, 2013.	Formal and informal assessments and results from analyzing student work will be used as follow-up monitoring.	Administration
Florida Continuous Improvement Model	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	Professional Development meeting will be scheduled on August 17, 2012	Formal and informal assessments, creation and implementation of instructional focus calendars will be used for follow-up monitoring.	Administration

Mathematics Budget:

Evidence-based Prograi	m(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Book per teacher	School General Funds	\$930.00
CCSS	Copies of documents	School General Funds	\$100.00
FCIM	Copies of documents	School General Funds	\$100.00
			Subtotal: \$1,130.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developme	ent		
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

Elementary and Middle School Science Goals

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

1	d on the analysis of stud in need of improvement			Guiding Questions", ider	ntify and define
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.				the 2012 FCAT Science ne students achieved lev	
Scier	nce Goal #1a:			ne 2012-2013 school yeant proficiency by 2 perce	
2012	Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performand	ce:
55%(48)		57%(50)		
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted 2012 administration of the FCAT Science Test was Reporting Category: Nature of Science. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquirybased learning in Earth Space Science.	Provide students the opportunity to compare, contrast, interpret, analyze, and explain science concepts during laboratory activities and classroom discussions.	MTSS/RtI Team and Science Department will monitor progress.	for evidence of the use of inquiry-based	Assessments, Florida Achieves, Interim Assessments Teacher-made
areas 1b. F	d on the analysis of stud in need of improvement Torida Alternate Asses ents scoring at Levels	t for the following group ssment:	:	Guiding Questions", ider	ntify and define
Scier	nce Goal #1b:				
2012	Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performand	ce:

I of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

	d on the analysis of stude in need of improvement			Guiding Questions", ider	ntify and define	
S			that 15% of the	The results of the 2012 FCAT Science Test indicate that 15% of the students scored at or above achievement levels 4 and 5.		
Scier	nce Goal #2a:		0	ne 2012-2013 school yea vement Levels 4 and 5 b		
2012	Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performand	ce:	
15%(13)			16%(14)	16%(14)		
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	as noted 2012 administration of the FCAT Science Test was Reporting Category "Physical Sciences". Students need additional exposure to instructional strategies	Examine and explore student misconceptions using formative assessments using MDCPS Pacing Guides and Learning Village resources; and provide opportunities for students to apply physical science concepts in real-world scenarios.	MTSS/RtI Team and Science Department will monitor progress.	for evidence of the use of inquiry-based	assessments, Florida Achieves, Interim Assessments, Teacher-made 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:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	ated Barrier Strategy		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate As at Levels 4, 5, and 6 in	ssessment: Students sco n science.	ring				
Science Goal #1:						
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	mance:	
Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier	Anticipated Barrier Strategy Posit Resp for		on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data	Submitted			
	f student achievement data ement for the following gro		reference	to "Guiding Questions"	, identify and define	
· ·	ssessment: Students sco					
at or above Level 7 in						
Science Goal #2:						
2012 Current Level of	Performance:		2013 Expected Level of Performance:			
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible Itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

No Data Submitted

Biology End-of-Course (EOC) Goals

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: The results of the 2012 Biology EOC assessment 1. Students scoring at Achievement Level 3 in indicate that 36%(17) of the students scored in the middle third (levels 3-5). Biology. Our goal for the 2012-2013 school year is to increase Biology Goal #1: the percentage of students achieving proficiency (levels 3-5) by1 percentage point to 37%(17). 2012 Current Level of Performance: 2013 Expected Level of Performance: 36%(17) 37%(17) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Examine and explore MTSS/RtI Team The MTSS/RtI Team Evaluation tools The area of deficiency student and Science and Science will include: Department will review Formative misconceptions using as noted 2012 Department will formative assessments student work samples administration of the monitor progress. assessments, Biology EOC using MDCPS Pacing for evidence of the use Florida Achieves, assessment was Guides and Learning of inquiry-based Village resources; and learning activities and category of Interim classification, heredity provide opportunities the interim Assessments assessments to ensure Teacher-made and evolution. for students to apply classification, heredity adequate progress and assessments evolutional concepts in adjust intervention. Summative test, real-world scenarios. and 2013 Biology EOC test results.

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:						
Students scoring at or above Achievement Levels 4 and 5 in Biology.			indicate that 5	The results of the 2012 Biology EOC Assessment indicate that 57% (27) of students scored in the upperthird (levels 4-5).		
Biology Goal #2:			the percentage	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (levels 4-5) by1 percentage point to 58%(27).		
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:		
57%(27)			58%(27)	58%(27)		
	Prob	lem-Solving Process	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	The area of deficiency as noted 2012 administration of the	Provide students the opportunity to use microscopes to	MTSS/RtI Team and Science Department will	The MTSS/RtI Team and Science Department will review	Evaluation tools will include: Formative	

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

		Biology EOC	compare cell structure	monitor progress.	student work samples	assessments,
-		assessment was the	to cell specialization.		for evidence of the use	Florida Achieves,
-		category: modular and			of inquiry-based	Interim
-	1	cellular biology.			learning activities and	Assessments
-					the interim	Teacher-made
-					assessments to ensure	assessments
-					adequate progress and	Summative test,
-					adjust intervention.	and
-						2013 Biology EOC
-						test results.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Book Study: What Great Teachers Do Differently by Todd Whitaker.	Grades 6-12	DCS Director of Curriculum and Instruction	Grados 6 12	Wednesday of each month, starting August 18, 2012 and	Formal and informal assessments and results from analyzing student work will be used as follow-up monitoring.	Administration
Common Core State Standards	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	After school meetings will be held on the third Wednesday of each month, starting January 16, 2013 and ending May 15, 2013.	Formal and informal assessments and results from analyzing student work will be used as follow-up monitoring.	Administration
Florida Continuous Improvement Model	Grades 6-12	DCS Director of Curriculum and Instruction		Professional Development meeting will be scheduled on August 17, 2012	Formal and informal assessments, creation and implementation of instructional focus calendars will be used for follow-up monitoring.	Administration

Science Budget:

Stratogy	Description of Resources	Funding Source	Available
Strategy	Description of Resources	Fullding Source	Amount
Book Study	Book per teacher	School General Funds	\$930.00
CCSS	Copies of Documents	School General Funds	\$100.00
FCIM	Copies of Documents	School General Funds	\$100.00
		5	Subtotal: \$1,130.00
Гесhnology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00

End of Science Goals

Grand Total: \$1,130.00

Writing Goals

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:						
	CAT 2.0: Students scor	ing at Achievement Le		the 2012 FCAT Writing T s scored level 4 or highe		
Writi	ng Goal #1a:		O .	e 2012-2013 school is to students scoring level 4		
2012	Current Level of Perfo	rmance:	2013 Expecte	ed Level of Performance	e:	
98%(160)		98%(160)	98%(160)		
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	The area of deficiency as noted on the 2012 administration of the Writing FCAT persuasive writing was the reporting category: using textual support.	Review writing techniques with students using poetry, fiction, nonfiction, media, and speeches as examples for students to evaluate techniques. In addition, students will be given opportunities to incorporate factual evidence to support main ideas in body paragraphs.	LLT will monitor progress	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus.	Evaluation tools include: Formative Assessments, Diagnostic Writing, District Writing, Summative assessments and 2013 FCAT Writing Test.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A		
2012 Current Level of Performance:	2013 Expected Level of Performance:		
N/A	N/A		
Problem-Solving Process to Increase Student Achievement			

Anticipated Barrier	Strategy	tor	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Book Study: What Great Teachers Do Differently by Todd Whitaker.	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	After school meetings will be held on the third Wednesday of each month, starting August 18, 2012 and ending December 19, 2012.	Formal and informal assessments and results from analyzing student work will be used for follow-up monitoring.	Administration
Common Core State Standards	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	After school meetings will be held on the third Wednesday of each month, starting January 16, 2013 and ending May15, 2013.	Formal and informal assessments and results from analyzing student work will be used for follow-up monitoring.	Administration
Florida Continuous Improvement Model	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	Professional Development meeting will be scheduled on August 17, 2012.	Formal and informal assessments, creation and implementation of instructional focus calendars will be used for follow-up monitoring.	Administration

Writing Budget:

Evidence-based Progra	m(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Book per teacher	School General Funds	\$930.00
CCSS	Copies of Documents	School General Funds	\$100.00
FCIM	Copies of Documents	School General Funds	\$100.00
			Subtotal: \$1,130.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	ent		
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

Grand Total: \$1,130.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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:						
Students scoring at Achievement Level 3 in Civics Civics Goal #1:				2012 M-DCPS Baseline data were used for goals 1-2.		
2012 Current Level of Performance:				2013 Expecte	d Level of Performance	: :
0%(1)				11%(9)		
	Prol	olem-Solving Process t	to I n	crease Stude	nt Achievement	
	Anticipated Barrier	Strategy	Res	Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	for the Civics EOC test results will be students using formative assessments using De		and Stud Depa mon		The MTSS/RtI Team and Social Studies will review student work samples for evidence of the use of inquiry-based learning activities and assessments to ensure adequate progress and adjust intervention.	Interim

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 and	udents scoring at or abd 5 in Civics. s Goal #2:	ove Achievement Leve		2012 M-DCPS Baseline data were used for goals 1-2.		
2012	Current Level of Perfo	rmance:	2013 Expecte	2013 Expected Level of Performance:		
0%(1)		11%(9)	11%(9)		
	Prol	olem-Solving Process to	o Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	The anticipated barrier for the Civics FOC test	Examine and explore student misconceptions	MTSS/RtI Team and Social	The MTSS/RtI Team and Social Studies	Evaluation tools will include:	

1	results will be students	using formative	Studies will	Department will review	Formative
	deficient in the area of	assessments using	monitor progress.	student work samples	assessment,
	the role of government.	MDCPS Pacing Guides		for evidence of the use	Interim
		and Learning Village		of inquiry-based	Assessment,
1		resources opportunities		learning activities and	Teacher-made
'		for students to apply		assessments to ensure	assessments
		governmental concepts		adequate progress and	Summative tests,
		in real-world scenarios.		adjust intervention.	and
					2013 District
					Spring
					Assessment test
					results.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
What Great Teachers Do Differently by Todd Whitaker.	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	After school meetings will be held on the third Wednesday of each month, starting August 18, 2012 and ending December 19, 2012.	Formal and informal assessments and results from analyzing student work will be used for follow-up monitoring.	Administration
Common Core State Standards	Grades 6-12	DCS Director of Curriculum and Instruction	Grados 6 12	After school meetings will be held on the third Wednesday of each month, starting January 16, 2013 and ending May 15, 2013.	Formal and informal assessments and results from analyzing student work will be used for follow-up monitoring.	Administration
Florida Continuous Improvement Model	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	Professional Development meeting will be scheduled on August 17, 2012	Formal and informal assessments, creation and implementation of instructional focus calendars will be used for follow-up monitoring.	Administration

Civics Budget:

Evidence-based Program(s).	/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Book per teacher	School General Funds	\$930.00
CCSS	Copies of Documents	School General Funds	\$100.00
FCIM	Copies of Documents	Scool General Funds	\$100.00
			Subtotal: \$1,130.00
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: \$1,130.00

End of Civics Goals

U.S. History End-of-Cource (EOC) Goals

	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:						
Histo	udents scoring at Achie ory. History Goal #1:	evement Level 3 in U.S.		2012 M-DCPS Baseline data were used for goals 1-2.			
2012	Current Level of Perfo	rmance:	2013 Expecte	ed Level of Performance	e:		
0%(1)		12%(8)	12%(8)			
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Students have limited understanding and knowledge of the U.S. History from the period of 1840-2010.	udents will be given the opportunity to increase their knowledge of U.S. History by analyzing information from the antebellum period to the present using primary source documents.	MTSS/RtI Team and Social Studies Department will monitor progress.	The MTSS/RtI Team and Social Studies Department will review student work samples for evidence of the use of inquiry-based learning activities and assessments to ensure adequate progress and adjust intervention.	Evaluation tools will include: Formative – Teacher-made assessments and Summative test, and 2013 District Spring Assessment test results.		

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 and	udents scoring at or ab d 5 in U.S. History. History Goal #2:	ove Achievement Level		Baseline data were used	for goals 1-2.	
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
0%(1))		12%(8)	12%(8)		
	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 have limite understanding and knowledge of the U. History from the per of 1840-2010.	the opportunity to	MTSS/RtI Team and Social Studies Department will monitor progress.	and Social Studies Department will review student work samples for evidence of the use of inquiry-based learning activities and assessments to ensure adequate progress and	Teacher-made assessments and Summative test, and 2013 District
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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)	early release) and	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Book Study: What Great Teachers Do Differently by Todd Whitaker	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	After school meetings will be held on the third Wednesday of each month, starting August 18, 2012 and ending December 19, 2012.	Formal and informal assessments and results from analyzing student work will be used for follow-up monitoring.	Administration
Common Core State Standards	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	After school meetings will be held on the third Wednesday of each month, starting January 16, 2013 and ending May 15, 2013.	Formal and informal assessments and results from analyzing student work will be used for follow-up monitoring.	Administration
Florida Continuous Improvement Model	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	Professional Development meeting will be scheduled on August 17, 2012	Formal and informal assessments, creation and implementation of instructional focus calendars will be used for follow-up monitoring.	Administration

U.S. History Budget:

Evidence-based Program(s)/	Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Book per teacher	School General Funds	\$930.00
CCSS	Copies of Documents	School General Funds	\$100.00
FCIM	Copies of Documents	School General Funds	\$100.00
			Subtotal: \$1,130.00
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: \$1,130.00

End of U.S. History EOC Goals

Attendance Goal(s)

	Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:						
	tendance ndance Goal #1:		97.76% by min truancy, and t parents, stude appreciated. Our second go with excessive	Our goal for this year is to increase attendance to 97.76% by minimizing absences and illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated. Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5%.			
2012	Current Attendance Ra	ate:	2013 Expecte	ed Attendance Rate:			
97.76	%(542)		97.26 % (521)	97.26 % (521)			
	Current Number of Stunces (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Absences (10 or more)			
61			58	58			
	Current Number of Stues (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)			
181			150	150			
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Unexcused tardies have increased from the previous school year.	Identify and refer students who may be developing a pattern of tardiness to the assistant principal and/or school counselor to develop intervention strategies.	Administration and attendance clerk will monitor progress.	Monthly updates will be reported to administration and faculty members.	Attendance logs will be used as the evaluation tool.		

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Fruancy Prevention	(-ranes 6-1)	Assistant Principal and Attendance Clerk	All Staff	September 17, 2012 – Teacher Planning Day September 26, 2012 – Teacher Planning Day	An assistant principal will monitor the	Assistant Principal and School Counselor will monitor progress.

Attendance Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention Plan	Copies of documents	School General Fund	\$100.00
		•	Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
		(Grand Total: \$100.00

End of Attendance Goal(s)

Suspension Goal(s)

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.				
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions				
0	0				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In- School				

1			1			
0			0	0		
2012	! Number of Out-of-Sch	ool Suspensions	2013 Expecte Suspensions	d Number of Out-of-Sc	hool	
5			5			
2012 Scho	? Total Number of Stude ol	ents Suspended Out-of-	- 2013 Expecte of-School	d Number of Students	Suspended Out-	
3			3			
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	are not familiar with the DCS Student Code of Conduct.		suspension data.	1	Evaluation tools are, but not limited to, meeting agenda and minutes, and Parent/Student Code of Conduct Acknowledgement forms.	
2	New incoming students are not familiar with the DCS Student Code of Conduct	The assistant principal will contact parents of			Evaluation tools are, but not limited to, meeting agenda and minutes, and Parent/Student Code of Conduct Acknowledgement forms.	

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

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

Student Handbook and Code of Conduct PD for staff and parents will be provided on understanding the Student Handbook and Code of Conduct	Grades 6-12	Administration and faculty	Faculty and Students School-wide	August 16 – August 27, 2012 and ongoing	3	
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Suspension Budget:

	6.0	F !! 0	Available
Strategy	Description of Resources	Funding Source	Amount
Training on DCS Student Handbook and Code of Conduct	Document copies	School General Fund	\$300.00
			Subtotal: \$300.00
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: \$300.00

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:					
Dropout Prevention Dropout Prevention Goal #1:	Our goal for the 2012-2013 school year is to decrease the dropout rate by 0.5 percentage points and to				
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.	increase the graduation rate by 2 percentage points.				
2012 Current Dropout Rate:	2013 Expected Dropout Rate:				
2012 Current Graduation Rate:	2013 Expected Graduation Rate:				

95.7%	95.7%(66)								
	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 than 100% of students scores high enough in Reading on the FCAT, ACT, or SAT to graduate with a standard high school diploma	Identify and meet with at-risk students and their parents to discuss the MDCPS Student Progression Plan options and credit-recovery programs. Targeted students will enroll in the respective program.	monitoring.	Enrollment logs will be tracked for at-risk students regarding assistance.	Evaluation tools will include enrollment logs and school counselor parent/student contact logs.				
2	Less than 100% of students scores high enough in Reading on the FCAT, ACT, or SAT to graduate with a standard high school diploma		J	Intervention logs will be tracked for at-risk students regarding assistance.	Evaluation tools will include intervention logs and school counselor parent/student contracts.				

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)	release) and	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	Grades 6-12	School Counselor	All staff	August 16 2012	3	The school counselor will be responsible for monitoring.

Dropout Prevention Budget:

			terial(s)	Evidence-based Program(s)/Ma
Available Amount	OUTCO	Funding So	Description of Resources	Strategy
\$100.00	neral Fund \$	School Gene	Document copies	Review of MDCPS Student Progression Plan
tal: \$100.00	Subtotal: S			
				Technology
Available Amount	OURCE	Funding So	Description of Resources	Strategy
\$0.00		No Data	No Data	No Data
ototal: \$0.00	Subtota			
				Professional Development
Available Amount	OURCE	Funding So	Description of Resources	Strategy
\$0.00		No Data	No Data	No Data
			<u>'</u>	

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
			Grand Total: \$100.00

End of 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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.				Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school-wide activities.			
2012	Current Level of Parer	nt Involvement:		2013 Expecte	d Level of Parent Invo	Ivement:	
4%	4%			6%			
	Prol	olem-Solving Process t	to I r	ncrease Stude	nt Achievement		
				Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Parents have limited knowledge and understanding as of how to volunteer and the various ways that a parent/guardian can be involved at school.		Coc	e Activities ordinator will responsible for nitoring.	There will be review of attendance logs and number of volunteer hours served at the school.	Meeting minutes, volunteer logs, and receipts of background checks will be use as evaluation tools.	

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		PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
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The first regularly Director of There will be scheduled PTSA, Benefits of Curriculum and reviews of EESAC and Board DCS Activities Attending Instruction, Parents and attendance logs of Directors Coordinator will PTSA/EESAC/Board Grades 6-12 Community EESAC and number of meetings for the be responsible of Directors chairperson Members volunteer hours 2012-2013 school for monitoring. Meetings and PTSA served at the year will be the President school. target dates.

Parent Involvement Budget:

Evidence-based Progra	am(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 Developm	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:						
1. ST	EM 1 Goal #1:		science using to problems. Additionand enrollment Calculus, and to	ain proficiency in the are rechnology to solve real- tionally, the school increa in AP Physics, Chemistry Statistics. The school will anatomy & Physiology and	world engineering ase performance r, Biology, increase dual	
	Pro	blem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students have limited exposure to solving engineering problems.	Students in the physics and calculus classers will participate in cooperative learning experiences using technology to solve real-world engineering situations.	MTSS/RtI Team will monitor progress.	samples for evidence of the use of inquiry- based learning activities	will include: Formative, teacher-made	

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)	early release) and	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Book Study: What Great Teachers Do Differently by Todd Whitaker.	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	month, starting August 18, 2012 and	Formal and informal assessments and results from analyzing student work will be used as follow-up monitoring.	Administration
Common Core State Standards	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	After school meetings will be held on the third Wednesday of each month, starting January 16, 2013 and ending May15, 2013.	Formal and informal assessments and results from analyzing student work will be used as follow-up monitoring.	Administration
Florida Continuous Improvement Model	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	Professional Development meeting will be scheduled on August 17, 2012	Formal and informal assessments, creation and implementation of instructional focus calendars will be used for follow-up monitoring.	Administration

STEM Budget:

Strategy	Description of Resources	Funding Source	Available Amoun
Book Study	Book per teacher	School General Funds	\$930.00
CCSS	Copies of Documents	School General Funds	\$100.00
FCIM	M Copies of Documents School General F		\$100.00
	•	•	Subtotal: \$1,130.0
Гесhnology			
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Professional Developme	ent		
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Other			
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
·		·	Subtotal: \$0.0

End of STEM Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement: The percentage of students enrolled in the middle school college and careers class will increase by 1 percentage 1. CTE point. Student participation in the CTE course will increase with new course offering of computer program CTE Goal #1: certification. The percentage of students enrolled in full or part time dual enrollment programs at FIU or Miami Dade College will increase. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Not all students are The MTSS/RtI Team will Student log-in Middle school students MTSS/RtI Team aware of the full range will be exposed to monitor student usage will monitor data, enrollment of college and career college and career progress. of the E-Pep program. data and student opportunities offered at planning through Guidance will monitor grades on report the secondary and technology and college student enrollment in cards will be used post-secondary school. and career readiness CTE courses and as evaluation using the E-Pep participation in dual tools. program through a enrollment Civics career planning opportunities. course. The Guidance Department will expose high school students to information regarding dual enrollments and CTE course opportunities.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Book Study: What Great Teachers Do Differently by Todd Whitaker	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	Wednesday of each	assessments and results from analyzing student work will be used for	Administration
Common Core State Standards	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	Wednesday of each month, starting January 16, 2013	assessments and	Administration
Florida Continuous Improvement Model	Grades 6-12	DCS Director of Curriculum and Instruction	Grades 6-12	Professional Development meeting will be scheduled on August 17, 2012	Professional Development meeting will be scheduled on August 17, 2012	Administration

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Book per teacher	School General Fund	\$930.00
CCSS	Copies of Documents	School General Fund	\$100.00
FCIM	Copies of Documents	School General Fund	\$100.00
			Subtotal: \$1,130.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	ent		
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: \$1,130.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

Evidence-based Progra	am(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 Developm	nent		
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 N/A Goal(s)

FINAL BUDGET

Reading Book Study Book per teacher School General Fund CELLA CCSS Copies of Documents School General Funds CELLA CCSS Copies of Documents School General Funds CELLA FOIM Copies of Documents School General Funds CELLA FOIM Copies of Documents School General Funds Mathematics Book Study Book per teacher School General Funds School General Funds Mathematics CCSS Copies of Documents School General Funds Science Book Study Book per teacher School General Funds Science GCSS Copies of Documents School General Funds Science FOIM Copies of Documents School General Funds Science FOIM Copies of Documents School General Funds Science FOIM Copies of Documents School General Funds Writing Book Study Book per teacher School General Funds Writing FOIM Copies of Documents School General Funds Science FOIM Copies of Documents School General Funds Writing FOIM Copies of Documents School General Funds Civics Book Study Book per teacher School General Funds Civics CCSS Copies of Documents School General Funds CCGG Conduct Review of MDCPS Copies of Documents School General Funds CCGG CODIC					(s)/Material(s)	Evidence-based Progran
Reading CCSS Copies of documents School General Fund CELLA Book Study Book per teacher School General Fund CELLA CCSS Copies of Documents School General Funds CELLA FCIM Copies of Documents School General Funds CELLA FCIM Copies of Documents School General Funds CELLA FCIM Copies of Documents School General Funds Mathematics Book Study Book per teacher School General Funds Mathematics CCSS Copies of documents School General Funds Mathematics FCIM Copies of documents School General Funds Science Book Study Book per teacher School General Funds Science FCIM Copies of Documents School General Funds Science FCIM Copies of Documents School General Funds Writing Book Study Book per teacher School General Funds Writing FCIM Copies of Documents School General Funds Clivics Book Study Book per teacher School General Funds Clivics CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History CCSS Copies of	ole Amour	Available	Funding Source		Strategy	Goal
Reading FCIM Copies of documents School General Fund CELLA Book Study Book per teacher School General Funds CELLA CCSS Copies of Documents School General Funds CELLA FCIM Copies of Documents School General Funds CELLA FCIM Copies of Documents School General Funds Mathematics Book Study Book per teacher School General Funds Mathematics CCSS Copies of documents School General Funds Mathematics FCIM Copies of documents School General Funds Science Book Study Book per teacher School General Funds Science CCSS Copies of Documents School General Funds Science FCIM Copies of Documents School General Funds Writing Book Study Book per teacher School General Funds Writing CCSS Copies of Documents School General Funds Writing FCIM Copies of Documents School General Funds Civics Book Study Book per teacher School General Funds Civics CCSS Copies of Documents School General Funds Civics CCSS Copies of Documents School General Funds U.S. History Book Study Book per teacher School General Funds U.S. History CCSS Copies of Documents School General Funds U.S. History FCIM Copies of Documents School General Funds U.S. History FCIM Copies of Documents School General Funds U.S. History FCIM Copies of Documents School General Funds U.S. History FCIM Copies of Documents School General Funds U.S. History FCIM Copies of Documents School General Funds U.S. History FCIM Copies of Documents School General Funds U.S. History FCIM Copies of Documents School General Funds U.S. History FCIM Copies of Documents School General Funds U.S. History FCIM Copies of Documents School General Fund U.S. History FCIM Copies of Documents School General Fund U.S. History FCIM Copies of Documents School General Fund U.S. History FCIM Copies of Documents School General Fund U.S. History FCIM Copies of Documents School General Fund U.S. FCIM Copies of Documents School General Fund U.S. FCIM Copies o	\$930.0		School General Fund	Book per teacher	Book Study	Reading
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Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	j n NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
First priority for SAC funds is to be used for science equipment and consumable materials to assist in increasing science proficiency scores. If any remaining funds are unused, the SAC committee will survey the teachers asking for a prioritized needs assessment. Consensus among the SAC committee determines which needs are addressed. Teacher needs not met will be referred to other funding sources (e.g., PTSA mini-grants).Based on current number of students the amount of SAC funds will be \$2,790.00 Expenses Itemized Science equipment (\$1000.00) Math: texts, manipulatives, online programs (\$895.00) Reading: Texts, online programs, software (\$895.00)	\$2,790.00

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

- 1. Review and adopt the 2012/2013 School Improvement Plan.
- 2. Review and endorse the School Wellness Plan.
- 3. Review and endorse the School Technology Plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District DOCTORS CHARTER SC 2010-2011	DOCTORS CHARTER SCHOOL OF MI AMI SHORES					
	Reading	Math	Writing		Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	91%	92%	48%	311	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%	85%			150	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?	66% (YES)	84% (YES)				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					611	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					А	Grade based on total points, adequate progress, and % of students tested

DOCTORS CHARTER SO 2009-2010	THOOL OF IV				1	
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	86%	96%	58%	314	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%	75%			140	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?	62% (YES)	73% (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					589	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					В	Grade based on total points, adequate progress, and % of students tested