

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
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School Name: FLORIDA INT'L ACADEMY CHARTER

District Name: Dade

Principal: Dr. Anthony Hall

SAC Chair: Mr Donnie Alexander

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/18/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sonia C. Mitchell	BS – Business MS – Elem Ed Ed.S – Reading Leadership Certification - Pending	2	14	School Grades '12'11'10'09'08 D F A A B High Standards-Rdg 23 36 55 53 46 High Standards-Math 34 42 69 66 57 Lrng Gains-Rdg 57 37 62 69 61 Lrng Gains-Math 59 48 76 86 82 Gains-R-25 74 28 65 84 57 Gains-M-25 67 57 91 84 81
Assis Principal	Veronica Grant	BS – Science MA – Accounting Leadership Cert. Pending	6	6	School Grades '12'11'10'09'08 D F A A B High Standards-Rdg 23 36 55 53 46 High Standards-Math 34 42 69 66 57 Lrng Gains-Rdg 57 37 62 69 61 Lrng Gains-Math 59 48 76 86 82 Gains-R-25 74 28 65 84 57 Gains-M-25 67 57 91 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)
Reading	Maria Ebarle	BS – Elem. Ed MA – English	1	1	'12'11'10'09'08 School Grades D A C - C High Standards-Rdg 23 15 30 14 10 High Standards-Math 34 48 22 41 32 Lrng Gains-Rdg 57 34 58 35 51 Lrng Gains-Math 59 64 57 71 89 Gains-R-25 74 35 58 36 82 Gains-M-25 67 64 57 79 89

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with principal	Principal	Weekly thru June 10, 2013	
2	2. Partnering new teachers with veteran staff	Assistant Principal	Biweekly thru Lesson Study	
3	3. Recruitment by Human Resources	Assistant Principal	May 2012 thru July 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Waiver and taking classes

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
18	38.9%(7)	11.1%(2)	44.4%(8)	5.6%(1)	27.8%(5)	94.4%(17)	27.8%(5)	0.0%(0)	38.9%(7)

## 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
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Marvia McDonald	Kerrine Ogle Boaz Nemours	Highly Effective Rating and Experience	During Common Planning Time
Esther Edouard	Kerline Desmaret Wendy Guillaume	Highly Effective Rating and Experience	During Common Planning Time

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

#### Title I, Part D

NA

#### Title II

NA

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2013 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

FIA will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

#### Violence Prevention Programs

NA

#### Nutrition Programs

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

#### Housing Programs

NA

#### Head Start

NA

#### Adult Education

NA

#### Career and Technical Education

NA

#### Job Training

NA

#### Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving

- Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- District psychologist
- Member of advisory group

3. Community stakeholders RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
- There will be an ongoing evaluation method established for service at each tier to monitor the effectiveness of school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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?

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The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress using District Interim Assessments at least three times per year starting in by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
  - What progress is expected in each core area?
  - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
  - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of

program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving

#### 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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

##### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

##### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs
- FAB/BIP

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic RtI principles and procedures; and

3. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The principal (Sonia Mitchell) selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals (Anita Mesin-ESE, Harold Benoit-Math, Maria Ebarle-Reading, Tatlin Thomas-Science) who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. School Literacy Leadership Teams may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join.

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

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from RLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

The team will meet monthly throughout the school year. School Literacy Leadership Teams may choose to meet more often.

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

The Literacy Leadership Team will create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which should meet at least once a month. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities.

The principal will create a reading goal, specific objectives and action steps in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AMO.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/17/2012)

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

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

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

The principal will promote the Literacy Leadership Team as an integral part of the school literacy reform to promote a culture of reading by:

Including representation from Math, Science and Social Studies on the Literacy Leadership Team

Selecting team members who are skilled and committed to improving literacy

Offering professional growth opportunities for team members

Creating a collaborative environment that fosters sharing and learning

Developing a school wide organizational model that supports literacy instruction in all classes

Encouraging the use of data to improve teaching and student achievement

### \*High Schools Only

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

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

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

## Postsecondary Transition

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

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



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 30% (106) of students achieved proficiency (FCAT Level 3).  The goal for the 2013 FCAT 2.0 Reading Assessment is to increase students achieving proficiency (FCAT Level 3) by 7 percentage points to 37% (129)
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(106)	37%(129)

#### 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	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was reporting category 2: Reading application. Students demonstrated a deficit in the areas of main idea, compare /contrast and general reading comprehension skills. The cognitive levels of the test were also a problem. Seeing as several of our students had a lower developmental score because the questions that were attempted and answered correctly were on the lower level of the DOK. This increased rigor in questioning on the FCAT 2.0 is the major barrier that our students will have when sitting the FCAT 2.0 assessment next year.	1a.1. In an effort to offset the anticipated barrier, students will be exposed to higher level of questioning through reading instruction with the use of the Webb's Depth of knowledge; Task Cards as well as other teacher generated higher order question stems. Students will be taught the strategy of close reading as this has been proven to enhance reading comprehension along with higher level critical thinking skills, both of which are necessary for student success on the FCAT 2.0. Graphic organizers and other scaffolding tools will be used and scaffold in the initial offset of instruction. Students will use these tools as a guide and will gradually be given less opportunities to utilize them in an effort to encourage independence. Students will also be placed accurately in differentiated groups within Core and Intensive reading classes, where they will practice fluency strategies such as buddy reading, timed readings and echo reading to	1a.1. Reading Coach and Leadership Team	1a.1. Following the FCIM model, the Leadership Team, reading coach and teachers will review assessment data biweekly and adjust instruction as needed during department meetings.  School Site Data Chats will be conducted biweekly to identify, instructional focus and strategies needed for individual students. An Instructional Focus Calendar will be established to target the existing deficiencies.	1a.1. Formative: Mini-Assessments, Interim Assessments FAIR and Mid-Year Assessments  Summative: 2013 FCAT 2.0 assessment

		enhance prosody and automaticity.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:			The results of the 2012 FCAT 2.0 Reading Assessment indicates that 12% (41) of students achieved proficiency (FCAT Level 4&5).  The goal for the 2013 FCAT 2.0 Reading Assessment is to increase students achieving proficiency (FCAT Level 4&5) by 3 percentage points to 15% (52)		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
12%(41)			15%(52)		
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	2a.1. After disaggregation of data for the 2012 FCAT 2.0 reading assessment or 4-5 students struggled with the question stems that were within the higher cognitive level (real world application and literary analysis. Students showed minimal progress in the areas of informational text and literary analysis. The students lacked the critical thinking and reasoning skills that are necessary for demonstrated success in	2a.1. Students will be exposed to higher levels of questioning through the use of the DOK and Task Cards. Students will also use the task cards to generate questions for these focus areas which they will use within their learning communities. Student groups will be differentiated and teacher will differentiate based on product. These higher students will be required to create literary works that are aligned with the common core's	2a.1. Reading Coach and Leadership Team	2a.1. Following the FCIM model, the Leadership Team, reading coach and teachers will review assessment data biweekly and adjust instruction as needed during department meetings.  School Site Data Chats will be conducted biweekly to identify, instructional focus and strategies needed for individual students. An Instructional Focus Calendar will be	2A.1. Formative: Mini-Assessments, Interim Assessments FAIR and Mid-Year Assessments  Summative: 2013 FCAT 2.0 assessment

	answering these types of questions on the FCAT 2.0 reading assessment	approach To reading and writing. Students will be exposed to close reading, where the text will become the expert Students will also take part in Socratic seminars, literature circles and peer tutoring groups to develop critical thinking and reasoning skills.	established to target the existing deficiencies.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:			The results of the 2012 FCAT 2.0 Reading Assessment indicates that 69% (224)) of students making learning gains.  The goal for the 2013 FCAT 2.0 Reading Assessment is to increase students making learning gains by 5 percentage points to 74% (240)		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
69%(224)			74%(240)		
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
	3a.1. The area noted on the 2012 administration of the FCAT 2.0 reading test was reporting category 2: reading application.	3a.1. The students will be given an abundance of reading strategies that have been proven to enhance reading comprehension and fluency. Strategies such as: reciprocal teaching,	3a.1. Reading Coach and Leadership Team	3a.1. Following the FCIM model, the Leadership Team, reading coach and teachers will review assessment data biweekly and adjust instruction as needed during department	3A.1. Formative: Mini-Assessments, Interim Assessments FAIR and Mid-Year Assessments

1	QAR, Socratic seminars, literature circles, as well as fluency strategies such as: buddy reading and cloze reading will be employed. Students will also be taught using the DOK to ensure that the rigor that is needed to be successful on the FCAT 2.0 is addressed. In reading classes data from FAIR will be used to profile the students for placement along with the TRE. Students will then be instructed on targeted skill areas using the materials for intervention on the FCRR website to address specific skill sets. Reading intervention programs will also be utilized such as success maker to enhance classroom instruction.	meetings.  School Site Data Chats will be conducted biweekly to identify, instructional focus and strategies needed for individual students. An Instructional Focus Calendar will be established to target the existing deficiencies.	Summative: 2013 FCAT 2.0 assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 74% (63) of students in the lowest 25% made learning gains.  The goal for the 2013 FCAT 2.0 Reading Assessment is to increase students in the lowest 25% making learning gains by 5 percentage points to 79% (67).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(63)	79%(67)

# 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	3a.1. The area noted on the 2012 administration of the FCAT 2.0 reading test was reporting category 2: reading application.	3a.1. The students will be given an abundance of reading strategies that have been proven to enhance reading comprehension and fluency. Strategies such as: reciprocal teaching, QAR, Socratic seminars, literature circles, as well as fluency strategies such as: buddy reading and cloze reading will be employed. Students will also be taught using the DOK to ensure that the rigor that is needed to be successful on the FCAT 2.0 is addressed. In reading classes data from FAIR will be used to profile the students for placement along with the TRE. Students will then be instructed on targeted skill areas using the materials for intervention on the FCRR website to address specific skill sets. Reading intervention programs will also be utilized such as success maker to enhance classroom instruction.  Success Academy materials and tutoring materials (Florida Ready) will be used to facilitate tutoring sessions.	3a.1. Reading Coach and Leadership Team	3a.1. Following the FCIM model, the Leadership Team, reading coach and teachers will review assessment data biweekly and adjust instruction as needed during department meetings.  School Site Data Chats will be conducted biweekly to identify, instructional focus and strategies needed for individual students. An Instructional Focus Calendar will be established to target the existing deficiencies.	3a.1. Formative: Mini-Assessments, Interim Assessments FAIR and Mid-Year Assessments  Summative: 2013 FCAT 2.0 assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	53	57	62	67	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 40% (126) of students in the Black subgroup made satisfactory progress in reading.  The goal for the 2013 FCAT 2.0 Reading Assessment is to increase students in the Black subgroup making satisfactory progress by 13 percentage points to 53 % ( 167).
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
Black: 40%(126)			Black: 53%(167)		
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	5B.1. Black: The students in the subgroups making satisfactory progress showed minimal progress in reporting category 2: reading application as well as reporting category 1: vocabulary	5B.1. Students will be placed in reading classes appropriately using FAIR and TRE, students will then be instructed on specific skill areas such as : fluency, comprehension and vocabulary or all three. Activities from the FAIR toolkit will be used to address deficiencies as well as supplemental materials from the FCRR website within the reading groups in the intensive reading classes. Fluency will be practiced daily within groups to build stamina and enhance comprehension. Students will also be exposed to higher order questions using the DOK and task cards.	5B.1. Reading Coach and Leadership Team	5B.1. Following the FCIM model, the Leadership Team, reading coach and teachers will review assessment data biweekly and adjust instruction as needed during department meetings.  Weekly planning will be done with Leadership Team, teacher and reading coaches to ensure that instruction is focused on the needs of each student. Appropriate teaching and learning strategies shall be implemented to maximize the students' learning potentials and gains.  Teachers through discussions will challenge students to use learned word in context engaging them in dialogues that will surmise the instructional practices introduced. Through differentiation vocabulary centers will be implemented in the rotational model of the reading classroom. Student placement within these groups will remain fluid as data changes	5B.1. Formative: Mini-Assessments, Interim Assessments FAIR and Mid-Year Assessments  Summative: 2013 FCAT 2.0 assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 18% (4) of students in the (ELL) subgroup made satisfactory progress in reading.  The goal for the 2013 FCAT 2.0 Reading Assessment is to increase students in the (ELL) subgroup making satisfactory progress by 16 percentage points to 34% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(4)	34%(7)

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	5c.1. The students in the subgroups making satisfactory progress showed minimal progress in reporting category 2: reading application as well as reporting category 1: vocabulary	5c.1. Students will be placed in reading classes appropriately using FAIR and TRE, students will then be instructed on specific skill areas such as : fluency, comprehension and vocabulary or all three. Activities from the FAIR toolkit will be used to address deficiencies as well as supplemental materials from the FCRR website within the reading groups in the intensive reading classes. Fluency will be practiced daily within groups to build stamina and enhance comprehension. Students will also be exposed to higher order questions using the DOK and task cards.	5c.1. Reading Coach and Leadership Team	5c.1. Students will be re-grouped after every AP test window on the FAIR based on results. Skill subsets will be taught and re-taught after assessment to maximize effectiveness. Students will also be monitored through ongoing classroom assessments.	5.1. Formative: Mini-Assessments, Interim Assessments FAIR and Mid-Year Assessments  Summative: 2013 FCAT 2.0 assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	<p>The results of the 2012 FCAT 2.0 Reading Assessment indicates that 42% (137) of students in the Economically Disadvantaged subgroup made satisfactory progress in reading.</p> <p>The goal for the 2013 FCAT 2.0 Reading Assessment is to increase students in the Economically Disadvantaged subgroup making satisfactory progress by 11 percentage points to 53%</p>
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			(173).		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
42%(137)			53%(173)		
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	5E.1. The students in the subgroups making satisfactory progress showed minimal progress in reporting category 2: reading application as well as reporting category 1: vocabulary	5E.1. Students will be placed in reading classes appropriately using FAIR and TRE, students will then be instructed on specific skill areas such as : fluency, comprehension and vocabulary or all three. Activities from the FAIR toolkit will be used to address deficiencies as well as supplemental materials from the FCRR website within the reading groups in the intensive reading classes. Fluency will be practiced daily within groups to build stamina and enhance comprehension. Students will also be exposed to higher order questions using the DOK and task cards.	5E.1. Reading Coach and Leadership Team	5E.1. Students will be re-grouped after every AP test window on the FAIR based on results. Skill subsets will be taught and re-taught after assessment to maximize effectiveness. Students will also be monitored through ongoing classroom assessments.	5E.1. Formative: Mini-Assessments, Interim Assessments FAIR and Mid-Year Assessments  Summative: 2013 FCAT 2.0 assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Chat	6-8	Reading Coach	School Wide	August 17, 2012	Classroom visits, Coach-Teacher Conferences, and Data Analysis	Literacy Team and Leadership Team
FAIR and Voyager	6-8	Reading Coach	School Wide	August 27, 2012	Classroom visits, Coach-Teacher Conferences, and Data Analysis	Literacy Team and Leadership Team
Success Maker	6-8	Reading Coach	School Wide	August 29, 2012	Classroom visits, Coach-Teacher Conferences, and Data Analysis	Literacy Team and Leadership Team

Reading Budget:



Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-5	FCAT Strategy Materials	EESAC(5.00 per student)x354	\$885.00
			Subtotal: \$885.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-5	Success Maker	General Funds	\$12,000.00
			Subtotal: \$12,000.00
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: \$12,885.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			Our Cella goal is to reduce the number of our students who are non-proficient in listening and speaking 20% in reading by 10%		
2012 Current Percent of Students Proficient in listening/speaking:					
80%(16)					
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	1.1. The area of deficiency as noted on the administration of the 2012 Spring Cella in listening/speaking was Vocabulary.	1.1. The following strategies will be employed to enhance vocabulary instruction: morphological instruction, semantic mapping, school wide interdisciplinary vocabulary instruction, interactive word walls, verbal clues/pictures, teacher modeling, teacher –student modeling, use of illustrations Reader's Theatre and diagrams.	1.1. Literacy Team and Leadership Team.	1.1. Following the FCIM model, the Leadership Team, ESOL specialist and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Weekly planning will be done with teacher and reading coaches to ensure that instruction is focused on the needs of each student. Appropriate teaching	1.1. Formative: teacher made assessments, Biweekly assessments , District assessments, Success Maker, Voyager  Summative: 2013 Spring Cella Results from the 2013 FCAT 2.0 Reading Test, Woodcock

	Other strategies include using Illustration/Diagrams, Simple Direct Language, Substitution, Expansion, Paraphrase, Cooperative Learning and Repetition.	and learning strategies shall be implemented to maximize the students' learning potentials and gains.	Johnson III
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.  CELLA Goal #2:	Our CELLA goal is to reduce the number of students that are non-proficient in reading 65% by 10%.
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2012 Current Percent of Students Proficient in reading:

35%(7)

#### 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	2.1. The area of deficiency as noted on the administration of the 2012 Spring CELLA in proficiency was Literary Analysis/Fiction/Nonfiction.	2.1. The following strategies will be filtered throughout the Language Arts/Reading classrooms to address the noted deficiency: Activating and/or Building Prior Knowledge, literature circles, dramatization, biographical studies, poetry reading, character mapping, reader's theater, close reading, text highlighting, and cooperative learning. Qualitative and quantitative text complexity demands will be infused throughout the instructional model with the use of AR reading list in an effort to meet the rigorous task demands of the FCAT 2.0 literary analysis question stems. Webb's depth of Knowledge along with literary task cards will be used to create higher order questions and activities needed to enrich the proficient and high achieving students.	2.1. Literacy Team and Leadership Team	2.1. Following the FCIM model, the Leadership Team, SOL specialist and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Weekly planning will be done with teacher and reading coaches to ensure that instruction is focused on the needs of each student. Appropriate teaching and learning strategies shall be implemented to maximize the students' learning potentials and gains.	2.1. Formative: teacher made assessments, Biweekly assessments , District assessments, Success Maker, Voyager  Summative: 2013 Spring CELLA Results

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

3. Students scoring proficient in writing.

CELLA Goal #3:			Our CELLA goal in writing is to reduce the number of non-proficient students 85% by 10%.		
2012 Current Percent of Students Proficient in writing:					
15%(3)					
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	2.1. The area of deficiency as noted on the administration of the 2012 Spring Cella in writing was using the writing process.	2.1. Discuss the elements of the writing piece introducing the six basic introductions and conclusions, teacher modeling using anchor papers, review effective writing skills (Q-quotations, F-fix, F.R.I.E.S-facts, reason, incidents/imagery, examples, statistics, and anecdotes). Introduce pre-writing strategies (clustering, listing, etc.) Other strategies that will be used is: Dialogue, Graphic Organizers, Letter Writing, and Personal Journals.	2.1. Literacy Teams and Leadership Team	2.1. Students will respond to a writing prompt monthly and will work on working with their peers in evaluating, revising and editing their responses. Student's writing response will be analyzed by the teachers using the writing rubric. Adjustments in the instructional focus will be based on the analyses results. Teachers will conduct conferences focusing on individual student needs providing feedback. Teachers will score final draft using 6 point rubric. As a class, students will improve low scoring papers by showing low, medium and high scoring papers. Teachers will participate in ongoing holistic scoring sessions.	2.1. Formative: Monthly Writing Prompts  Summative: 2013 Spring Cella 2013 FCAT 2.0 Writing

CELLA Budget:

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

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

End of CELLA Goals

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 38% (133) of students achieved proficiency (FCAT Level 3).  The goal for the 2013 FCAT 2.0 Mathematics Assessment is to increase students achieving proficiency (FCAT Level 3) by 2 percentage points to 40% (140)
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(133)	40%(140)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty was Reporting Category 3-Geometry and Measurement	1A.1. Engage students in activities to use technology (such as Gizmos, Discovery, and FCAT Explorer) that include visual stimulus to develop students' understanding of data analysis. Provide students with models, both digital and tangible to enable them to visualize, draw and measure cross-sections of a range of geometric solids.	1A.1. Leadership Team,	1A.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed.  District Interim Data will be reviewed and adjustment to strategies made as necessary.	1A.1. Formative: Biweekly assessments and District Interim Data reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 19% (65) of students achieved proficiency (FCAT Level 4).  The goal for the 2013 FCAT 2.0 Mathematics Assessment is to increase students achieving proficiency (FCAT Level 4) by 1 percentage point to 20% (66)
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(65)	19%(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	2A.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty was Reporting Category 3-Geometry and Measurement	2A.1. Use hands-on activities to explore area and volume using non-traditional units of measure. (i.e., using nets construct cubes, prism, and tetrahedrons of different scales and compare the ratios of edge length, area, and volume of the models. Develop guidelines for students to us writing and journaling to identify learned concepts and to eliminate misconceptions.	2A.1. Leadership Team	2A.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed.  District Interim Data will be reviewed and adjustment to strategies made as necessary.	2A.1. Formative: Biweekly assessments and District Interim Data reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 81% (262) of students making learning gains.  The goal for the 2013 FCAT 2.0 Mathematics Assessment is to increase students making learning gains by 5 percentage points to 86% (279)
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%(262)	86%(279)

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	3A.1. The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Assessment was Fractions, Ratios/Proportional Relationships, & Statistics	3A.1. Use visual models to explain multiplication and division of fractions. Use number lines and circle graphs to model concept of dividing fractions, as well as mixed numbers.	3A.1. Leadership Team	3A.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed.  District Interim Data will be reviewed and adjustment to strategies made as necessary.	3A.1. Formative: Biweekly assessments and District Interim Data reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 91% (77) of students in the lowest 25% made learning gains.
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Mathematics Goal #4:	The goal for the 2013 FCAT 2.0 Mathematics Assessment is to increase students in the lowest 25% making learning gains by 4 percentage points to 95% (81).
2012 Current Level of Performance:	2013 Expected Level of Performance:
91%(77)	95%(81)

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	4A.1. The lowest scoring area was in the Reporting Category of Geometry and Measurement	4A.1. Engage students in activities to use technology (such as Gizmos, Discovery, and Riverdeep) that include visual stimulus to develop students' understanding of data analysis.  Increase the use of manipulatives to explore measurement with nontraditional units.  After school tutoring using FCAT Achieves and Florida Ready Math will be provided.	4A.1. Leadership Team	4A.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed.  District Interim Data will be reviewed and adjustment to strategies made as necessary.	4A.1. Formative: Biweekly assessments and District Interim Data reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Our goal from 2011 -2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 55% (173) of students in the Black subgroup made satisfactory progress in reading.  The goal for the 2013 FCAT 2.0 Mathematics Assessment is to increase students in the Black subgroup making satisfactory progress by 5percentage points to 60% ( 189).  The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 60% (19) of students in the Hispanic subgroup made satisfactory progress in reading.  The goal for the 2013 FCAT 2.0 Mathematics Assessment is to increase students in the Hispanic subgroup making satisfactory progress by 6 percentage points to 66%(20).
2012 Current Level of Performance:	2013 Expected Level of Performance:



Black: 55%(173) Hispanic: 60%(19)			Black: 60%(189) Hispanic: 66%(20)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Black: The lowest scoring area for the Black and Hispanic Subgroup was the Reporting Category of geometry and Measurement	5B.1. Engage students in activities to use technology (such as Gizmos, Discovery, and FCAT Explorer) that include visual stimulus to develop students' understanding of data analysis.  Foster the use of meanings of numbers to create strategies for solving problems and responding to real life situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers  After school tutoring using FCAT Achieves and Florida Ready Math will be provided.	5B.1. Leadership Team	5B.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed.  District Interim Data will be reviewed and adjustment to strategies made as necessary.	5B.1. Formative: Biweekly assessments and District Interim Data reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 41% (9) of students in the (ELL) subgroup made satisfactory progress in reading.  The goal for the 2013 FCAT 2.0 Mathematics Assessment is to increase students in the (ELL) subgroup making satisfactory progress by 12percentage points to 53% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(9)	53%(11)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5C.1. The lowest scoring area for the (ELL) Subgroup was the Reporting Category of geometry and Measurement	5C.1. Engage students in activities to use technology (such as Gizmos, Discovery, and Riverdeep) that include visual stimulus to develop	5C.1. Leadership Team	5C.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to	5C.1. Formative: Biweekly assessments and District Interim Data reports.

1	students' understanding of data analysis  Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	curriculum focus will be made as needed.  District Interim Data will be reviewed and adjustment to strategies made as necessary.	Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 55% (180) of students in the Economically Disadvantaged subgroup made satisfactory progress in reading.  The goal for the 2013 FCAT 2.0 Mathematics Assessment is to increase students in the Economically Disadvantaged subgroup making satisfactory progress by 6percentage points to 61% (199).
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(180)	61%(199)

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
	5E.1. The lowest scoring area for the Economically Disadvantaged Subgroup was the Reporting Category of geometry and Measurement	5E.1. Engage students in activities to use technology (such as Gizmos, Discovery, and Riverdeep) that include visual stimulus to develop students' understanding of data analysis.	5E.1. Leadership Team	5E.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed.	5E.1. Formative: Biweekly assessments and District Interim Data reports.  Summative: Results from the 2013 FCAT 2.0

1		Foster the use of meanings of numbers to create strategies for solving problems and responding to real life situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers	District Interim Data will be reviewed and adjustment to strategies made as necessary.	Mathematics Assessment
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End of Middle School Mathematics Goals

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

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

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

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	The results of the 2012 Algebra EOC assessment indicate that 50% (14) of students scored in proficiency (Level 3).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 11 percentage points to 61%(17)
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(14)	61%(17)

### 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	1.1. According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Mathematics	1.1. Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.  Use Venn diagrams in a variety of ways to illustrate intersection, union, and difference, null and disjoint sets and to solve a variety of real world problems.  Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	1.1. Leadership Team	1.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed.  District Interim Data will be reviewed and adjustment to strategies made as necessary.	1.1. Formative: Biweekly assessments and District Interim Data reports.  Summative: Results from the 2013 Algebra EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	The results of the 2012 Algebra EOC assessment indicate that 4%(1) of students scored in the (Levels 4-5)
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Algebra Goal #2:			Our goal for the 2012-2013 school year is to increase the percentage of students achieving (Level 4-5) by 5 percentage points to 9%(3)		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
4%(1)			9%(3)		
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	1.1. According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Mathematics	1.1. Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.  Use Venn diagrams in a variety of ways to illustrate intersection, union, and difference, null and disjoint sets and to solve a variety of real world problems.  Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	1.1. Leadership Team	1.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed.  District Interim Data will be reviewed and adjustment to strategies made as necessary.	1.1. Formative: Biweekly assessments and District Interim Data reports.  Summative: Results from the 2013 Algebra EOC Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # Our goal from 2011 -2017 is to reduce the percent of non-proficient students by 50%. 3A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

End of Algebra EOC Goals

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

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

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

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	The results of the 2012 Geometry EOC assessment indicate that 41%(7) of students scored in the middle third (Level 3)  Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the middle third (Level 3) by 1 percentage point to 42%(7)
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(7)	42%(7)

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	1.1. According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty was Reporting Category 3- Trigonometry and Discrete Mathematics	1.1. Provide students with models, Both, digital and tangible to enable them to visualize, draw and measure cross-sections of a range of geometric solids.  Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent)  Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate	1.1. Leadership Team	1.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed.  District Interim Data will be reviewed and adjustment to strategies made as necessary.	1.1. Formative: Biweekly assessments and District Interim Data reports.  Summative: Results from the 2013 Geometry EOC Assessment

misconceptions.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	The results of the 2012 Geometry EOC assessment indicate that 47%(8) of students scored in the upper third (Level 4-5)  Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third (Level 4-5) by 1 percentage point to 48%(8)
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(8)	48%(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
1	2.1. The results of the 2012 Geometry EOC assessment indicate that the area of greatest difficulty was Reporting Category 2- Three-Dimensional Geometry	2.1. Provide inductive reasoning strategies that include discovery learning activities.  Provide students opportunities to investigate geometric properties.  Transform two dimensional shapes into three dimensional models using materials found in the environment	2.1. Leadership Team	2.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed.  District Interim Data will be reviewed and adjustment to strategies made as necessary.	2.1. Formative: Biweekly assessments and District Interim Data reports.  Summative: Results from the 2013 Geometry EOC Assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # Our goal from 2011 -2017 is to reduce the percent of non-proficient students by 50%. 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	64	68	72	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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



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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Success Maker	6-8	Leadership Team	School Wide	August 29, 2012	Classroom visits, Coach-Teacher Conferences, and Data Analysis	Leadership Team
Data Chat	6-8	Leadership Team	School Wide	August 17, 2012	Classroom visits, Coach-Teacher Conferences, and Data Analysis	Leadership Team
Lesson Study	6-8	Leadership Team	School Wide	August 16, 2012	Classroom visits, Coach-Teacher Conferences, and Data Analysis	Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-5	FCAT tutoring materials	EESAC	\$885.00
			Subtotal: \$885.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-5	Success Maker	General Funds	\$12,000.00
			Subtotal: \$12,000.00
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: \$12,885.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	The results of the 2012 FCAT 2.0 Science assessment indicate that 39% (41) of students achieved proficiency  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 4 percentage points to 43% (45).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%(41)	43%(45)

### 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	1A.1. Results of the 2012 FCAT 2.0 Science assessment indicate that students experience the most difficulty are Reporting Category 1: The Nature of Science:	1A.1. Develop models to understand, illustrate, and explain key scientific ideas and data. Provide students with opportunities to share models and ideas with mentors and peers	1A.1. Leadership Team	1A.1. Leadership Team will use Edusoft reports to review the results of biweekly assessments. Instruction will be intensified and curriculum focus will be adjusted as necessary	1A.1. Formative: Biweekly assessments will be administered using Edusoft. Summative: The 2013 FCAT Science Assessment

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

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

### Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The results of the 2012 FCAT 2.0 Science assessment indicate that 9% (9) of students achieved proficiency (Level 4&5).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 4&5) by 1 percentage point to 10% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(9)	10%(11)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area where students experience the most difficulty are Reporting Category 1: Nature of Science	2A.1. Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientist use, (i.e. Science Fair, SECME, Fairchild Challenge).	2A.1. Leadership Team	2A.1. Leadership Team will use Edusoft reports to review the results of biweekly assessments. Instruction will be intensified and curriculum focus will be adjusted as necessary	2A.1. Formative: Biweekly assessments will be administered using Edusoft.  Summative: The 2013 FCAT Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community focus on Scientific Thinking	6-8	PLC Leader	Grades 6-8	Every two weeks during common planning time beginning September 17, 2012	Classroom walk-through s	Leadership Team
2012-2013 MDCPS Science Fair Guidelines	Grades 6-8	Leadership Team	Science Teachers	November 2012	School-wide science fair participation and results	Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1 and 2	Materials for conducting scientific investigations, science fair and science journals	EESAC	\$500.00
			Subtotal: \$500.00
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: \$500.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Assessment indicates that 93 % (100) of students achieved proficiency (FCAT Level 3).  The goal for the 2013 FCAT 2.0 Writing Assessment is to increase students achieving proficiency (FCAT Level 3) by 1 percentage point to 94% (101)
2012 Current Level of Performance:	2013 Expected Level of Performance:
93%(100)	94%(101)

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	1a.1. The area of deficiency as noted on the 2012 administration of the writing FCAT was Writing Application, writing a persuasive essay that state a claim or position, present detailed evidence, examples and reasoning to support effective arguments and refute opposing arguments.	1a.1. During writing instruction, students will utilize graphic organizer, plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts).  Select a favorite topic or activity and write a persuasive text such as (an advertisement, poster, and message) that shows why the topic or activity is important.	1a.1. Administration, Reading/Writing Coach	1a.1. Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus	1a.1. Formative: District Baseline data and monthly writing prompts. Summative: 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Writing Process: Effective Instruction	6-8	Reading Coach	6-8 Teachers	September 17, 2012	Writing Samples analyses, walk-throughs	Reading Coach, Literacy Teams

## Writing Budget:

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

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in Civics.

Civics Goal #1:

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal #2:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Civics Budget:

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

End of Civics Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	<p>Our goal for the 2012-2013 school year is to increase the attendance to 96.38% (349). By minimizing absences due to illnesses and truancy and to create a climate in our school where parents ,students and faculty feel welcome and appreciated.</p> <p>Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 1%.</p>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.88%(347)	96.38%(349)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
89	85
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
61	58
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	1.1 Truancy increased by 1% from the previous years.	1.1. Identify and refer students who may be developing a pattern of nonattendance or tardiness to Counselor/CIS for intervention services.	1.1. Assistant Principal	1.1. Weekly updates to Administration by Counselor/CIS and to entire faculty during faculty meetings	1.1. CIS logs and attendance rosters
2	1.2. Students lack personal incentives for arriving to school on time.	1.2. Identify and refer students who may be developing a pattern of tardiness to Counselor/CIS for intervention services.	1.2. Assistant Principal and Counselor	1.2. Weekly updates to Administration by Counselor/CIS and to entire faculty during faculty meetings	1.2. CIS logs and attendance rosters

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-Wide Attendance Procedures	6-8	Counselor and CIS	School Wide	September 2012	Daily monitoring of Attendance Bulletin by classroom teachers and attendance clerks.	Attendance Clerks and Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	Provide incentives for students with perfect and improved attendance.	Title I Funds	\$500.00
			Subtotal: \$500.00
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: \$500.00

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:			Our goal is to decrease the number of student suspension by 6.		
2012 Total Number of In–School Suspensions			2013 Expected Number of In-School Suspensions		
1			1		
2012 Total Number of Students Suspended In-School			2013 Expected Number of Students Suspended In-School		
1			1		
2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
56			50		
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
40			36		
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	1.1. Student’s failure to comply with the student code of conduct	1.1. Utilize the Student Code of Conduct by providing incentives for compliance through the use of Elementary and Secondary- SPOT Success Recognition program.	1.1. Leadership Team	1.1. Monitor SPOT Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	1.1. Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	6-8	Assistant Principal and Counselor	6-8 Teachers	September 2012	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct.	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The school's Counselor and CIS will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct	The school's Counselor and CIS will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Title I	\$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 Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	0
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
0	0

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	1.1. N/A - See PIP - Title I				

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Family Day	Increase parent involvement/Games and Refreshments	Title I	\$500.00
			Subtotal: \$500.00
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: \$500.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM			Our Goal for the STEM program is to improve our student involvement in more science and technology based projects.		
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack exposure and scientific knowledge in the area of agriculture	1.1. . The school will implement a gardening project for 5th Graders. This project will be designed to improve test scores and promote exploration of careers in the fields of science, technology, engineering and mathematics. As an extension to the gardening project, a group of students will be able to share their vegetables with the retirement home located next to the school as a service project. Students will participate in a school wide science fair as well as the district science fair.	1.1. Leadership	1.1. Following the FCIM model, data from school-based assessments and District Interims will be analyzed bi-weekly by Leadership Team and shared with teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.	1.1. Formative: School based assessment and District Baseline and Interim assessments.  Summative: 2013 FCAT Science assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Florida Agriculture in the Classroom, Inc. Summer Regional Workshop	6-8	Summer Regional Workshop	Assistant Principal	June 12, 2012	Classroom Walk through	Leadership Team

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will be provided training through a mentoring program provided by Miami Dade College.	Soil and gardening tools	General Fund	\$1,000.00
			Subtotal: \$1,000.00
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: \$1,000.00

End of STEM Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

# Additional Goal(s)

No Additional Goal was submitted for this school



FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 1-5	FCAT Strategy Materials	EESAC(5.00 per student)x354	\$885.00
Mathematics	Goals 1-5	FCAT tutoring materials	EESAC	\$885.00
Science	Goals 1 and 2	Materials for conducting scientific investigations, science fair and science journals	EESAC	\$500.00
Attendance	Truancy Prevention	Provide incentives for students with perfect and improved attendance.	Title I Funds	\$500.00
Suspension	The school's Counselor and CIS will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct	The school's Counselor and CIS will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Title I	\$100.00
Parent Involvement	Family Day	Increase parent involvement/Games and Refreshments	Title I	\$500.00
STEM	Teachers will be provided training through a mentoring program provided by Miami Dade College.	Soil and gardening tools	General Fund	\$1,000.00
				Subtotal: \$4,370.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 1-5	Success Maker	General Funds	\$12,000.00
Mathematics	Goals 1-5	Success Maker	General Funds	\$12,000.00
				Subtotal: \$24,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$28,370.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn

Priority

jn

Focus

jn

Prevent

jn

NA

Are you a reward school: ☐ Yes ☐ No

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

## 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
FCAT Tutoring materials	\$1,770.00
Materials for conducting scientific investigations and science journals	\$500.00

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

1. Assist in developing and monitoring the implementation of SIP.
  2. Review Budget

## 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 FLORIDA INT'L ACADEMY CHARTER 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	62%	65%	58%	239	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	64%	66%			130	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	82% (YES)	62% (YES)			144	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					513	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District FLORIDA INT'L ACADEMY CHARTER 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	69%	91%	42%	257	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	76%			138	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	65% (YES)	91% (YES)			156	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					551	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested