FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MATER EAST ACADEMY MIDDLE SCHOOL

District Name: Dade

Principal: Roberto Blanch

SAC Chair: Valerie Rodgers

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/31/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Rey Breto	BS- Economics and Finance MS- Educational Leadership	3	2	'12 '11 '10 '09 '08 School Grade C C B B B High Standards Rdg. – 48 57 40 37 42 High Standards Math – 43 61 75 73 76 Lrng Gains-Rdg. – 64 57 52 51 54 Lrng Gains-Math – 58 61 81 78 84 Gains-Rdg-25% - 76 73 43 57 48 Gains –Math-25% - 69 64 79 79 82
Principal	Alex Tamargo	BA – English Literature with a Minor in Secondary Education MS – Educational Leadership	5	8	'12 '11 '10 '09 '08 School Grade C C B B B High Standards Rdg. – 48 57 40 37 42 High Standards Math – 43 61 75 73 76 Lrng Gains-Rdg. – 64 57 52 51 54 Lrng Gains-Math – 58 61 81 78 84 Gains-Rdg-25% - 76 73 43 57 48 Gains –Math-25% - 69 64 79 79 82

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	Liliana Sanchez	BS – Psychology MS – Varying Exceptionalities Reading Endorsement	4	1	'12 '11 '10 '09 '08 School Grade C C B C B High Standards Rdg. 48 57 60 31 60 High Standards Math 43 61 60 63 79 Lrng Gains-Rdg. 64 57 66 54 64 Lrng Gains-Math 58 61 68 71 76 Gains-Rdg-25% 76 73 70 53 58 Gains-Math-25% 69 64 75 63 68

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. Compensation and benefits equal to that of traditional public schools.	Principal	On-going	
2	2. Soliciting referrals from current employees.	Principal	On-going	
3	3. Soliciting referrals from administrative colleagues.	Principal	On-going	
4	4. Provide individualized support for all teachers	Principal, Reading Coach	On-going	
5	5. Attend job fairs at local colleges and universities	Principal	On-going	

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
N/A	N/A

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
15	13.3%(2)	40.0%(6)	40.0%(6)	6.7%(1)	13.3%(2)	100.0%(15)	26.7%(4)	0.0%(0)	20.0%(3)

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
Mike Gula	Armando Delgado	Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas	Team planning Model lessons Coaching sessions
Jennifer Garnett	Armando Delgado	Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas	Team planning Model lessons Coaching sessions

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

Mater East Academy Middle Charter School, in an effort to meet its stakeholders' needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely. Parental involvement is of the utmost importance at Mater Academy East. One of the school's goals is to help parents become learning facilitators so they may effectively meet the educational needs of their children, as the students in turn, strive to meet the school's high academic standards. One way in which this will be accomplished is by providing parents, in collaboration with the Bilingual Parent Outreach Program, a series of informational workshops on various topics. These workshops will be held in the evenings on a monthly basis. Additionally, parents have access to the school's Parent Resource Center which provides them with an array of resource materials as well as usage of the computer.

The City of Miami Police Department will send officers to Mater Academy East in an attempt to equip students with strategies designed to prevent youth violence and create awareness. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment an intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs students.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs to conducts a comprehensive needs assessment of migrant students and ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic information as follows:
Training for add-on endorsement programs, such as Reading, Gifted, ESOL Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
• Parent outreach activities
• Professional development on best practices for ESOL and content area teachers
• Coaching and mentoring for ESOL and content are teachers
• Reading and supplementary instructional materials

Title X- Homeless

All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Several extended learning opportunities exist for the Mater East Academy students. These include but are not limited to:
• Target tutoring delivered after-school twice a week to students needing assistance in the subject areas of reading and mathematics
• Saturday tutoring offered for 6 weeks prior to testing month
• FCAT explorer assignments given to address specific learning needs targeted student based on each student's individual learning and baseline assessments
• After-school tutoring will also be offered to the students by the faculty.
These opportunities for improvement are available to students in all grades and at all levels of achievement.
Opportunities for enrichment are also available for all students at Mater Academy East. Another essential component of the curriculum is the school's affiliation with the National Academy Foundation's Academy of Finance. Additionally, sports, clubs and activities have been set up to allow the students to develop socially and engage in community awareness. This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students which incorporate field trips, community service and counseling. The City of Miami Police Department has established a presence and rapport with the students at Mater Academy East Middle School in an effort to intervene and inform the students about violence prevention.

Nutrition Programs

Mater Academy East Charter School, in an effort to meet its stakeholders' needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provide nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely.
1) The school adheres to and implements the nutritional requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statue, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the Healthy Food and Beverages Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High School completion courses are available to eligible Mater Academy East Middle School students throughout their daily

schedule and through Florida Virtual School. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

Mater Academy East Charter Middle School (MEM) benefits from Mater Academy East High School's affiliation with the National Academy Foundation's Academy of Finance. MEM is committed to implement the Academy of Finance into its curriculum. Math is a strong point amongst our student body; the Academy of Finance is a perfect fit to expose our students to a curriculum revolving around Math and Business. This academy will better prepare our students for higher education. A vast majority of the students at MEM are on track to become first generation high school graduates. Our goal is to establish a curriculum around the pillars of the NAF so that all students, including those who will be attending colleges or universities for the first time in their family's history, can be exposed to the rigors of education and hands on employment opportunities in the areas of Business and Finance throughout their high school careers. Cross-curricular components to our master schedule will allow for the students enrolled in the AOF to work as a cohort group and the subject area teachers to do the same. This will result in strong relationships amongst the students and teachers who will be uniting their subject areas with the vision and mission of the NAF-AOF to ensure its success.

Job Training

N/A

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 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 ongoing parental input) our Title I School Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
• Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
• 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.
• Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.
• Additional academic and support services will be provided to students and families of the Migrant population as applicable.
• School Improve Grant Fund/School Improvement Grant Initiative
The school receives funding under the School Improve Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

• Principal
• Reading Coach
• ELL Chairperson
• ESE Chairperson
• Language Arts Department Head
• Guidance Counselor

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?

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. Monitor academic and behavior data evaluating progress by addressing the following:
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs
3. Hold regular team meetings
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

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

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.

• 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
Managed data will include:
Academic
• FAIR assessment
• Interim assessments
• FCAT 2.0
• Student grades
• Teacher-made assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior
• Climate surveys
• Attendance

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, data analysis process;
2. Provide support for school staff to understand basic RtI principles and procedures; and
3. Provide a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

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).

Mr. Alex Tamargo – Principal
Ms. Liliana Sanchez- Reading Coach
Ms. Maria Reyes – Math Teacher
Ms. Martha Rodiguez-Bello – Science Teacher
Ms. Ana Rodriguez – Special Education Specialist

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

The literacy Leadership Team will meet throughout the school year on a monthly basis to discuss implementation of best practices, instructional strategies, intervention strategies, and development of peer professional development. The team will also focus on monitoring all of the subgroups to ensure adequate yearly progress. The data generated via the formative and summative assessments will be used to guide curriculum decisions to improve instruction. The meeting will also focus on the implementation of the Comprehensive Reading Plan throughout all intensive reading classes, standard curriculum classes and ELL instruction.

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

The major initiative for the LLT this year will be
• Infuse Reading across the curriculum by ensuring that all teachers are supplementing their instruction with reading strategies via differentiated instruction.
• Monitor the fidelity of the delivery of instruction and intervention.
• Develop and implement instructional routines that use complex text and incorporate text dependent questions.
• Develop lessons that provide students with opportunities for research and to incorporate writing throughout
• Provide levels of support and interventions to students based on data

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The MTSS/RtI Leadership Team along with the Reading Coach will develop Professional Development training to all teachers on differentiated instruction and monitor the use of reading strategies in cross curriculum integration. School wide professional development will focus on implementing reading strategies to follow the school's instructional focus calendar. Reading coaches will model lesson across every subject focusing on reading comprehension. The administrative team will conduct walkthroughs and focus observations on the implementation of reading strategies throughout every subject area.

*High Schools Only

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

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

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the 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 Reading Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (108)	39% (128)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students are unable to identify the implied main idea and/or author's purpose	After reading, teachers will ingrain the practice of justifying answers by going back to the text for support. Students will utilize graphic organizers to see patterns and summarize main points.	MTSS/RtI Leadership Team	Ongoing classroom assessments focusing on students' knowledge of implied main idea and author's purpose data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Interim Assessments; Teacher-made assessments; FCAT Explorer reports; and Reading Plus Summative: Results from the 2013 FCAT Assessment in Reading

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 2011 FCAT Reading Test indicate that 15% of students achieved levels 4 and 5 proficiency. Our goal for the 2011-2012 school year is to increase levels 4 and 5 student proficiency to 18%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (50)	18% (59)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process The students have trouble finding support for their arguments	Students will enrich their skills of locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction to helps students build stronger arguments to support their answers will utilizing inquiry, project-based learning.	MTSS/RtI Leadership Team	Ongoing classroom assessments focusing on the use of text features data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Benchmark assessments Summative: 2013 FCAT Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
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.	The results of the 2011 FCAT Reading Test indicate that 64% of students demonstrated overall learning gains.

	Reading Goal #3a:	Our goal for the 2011-2012 school year is for 69% of students to make overall learning gains.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	64% (198)	69% (214)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrated limited understanding in Reporting Category 2, Reading Application. Students are unable to utilize technology that reviews and summarizes main reading points	Update computer lab schedule in order to optimize usage of computers to increase the implementation of Reading Plus, Achieve 3000, Spring Board and FCAT Explorer. Twice a week pull-out tutorial program that allows students to utilize lab to reinforce comprehension, vocabulary, and fluency skills.	MTSS/RtI Leadership Team	Review Reading Plus and Achieve 3000 usage reports and progress on FCAT Explorer. Springboard assessments data will be reviewed monthly and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Reading Plus/FCAT Explorer Reports Springboard assessments Summative: 2013 FCAT Reading Assessment

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

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 Reading Test indicate that 76% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is for 81% of students in the lowest 25% to make learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:

76% (62)	81% (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	Students have limited understanding of fluency, vocabulary, and comprehension skills needed to understand grade level text.	Build skills and academic growth in the area of fluency and comprehension by using the Jamestown Timed Readers and FCAT Coach materials during Saturday and afterschool tutorials. Utilize Jamestown Navigator and Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.	MTSS/RtI Leadership Team	Review charted student progress generated from Jamestown Timed Readers. Reading Plus usage reports Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Jamestown Assessments, Reading Plus Reports Summative: 2013 FCAT Reading Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A :	Increase % of students scoring at Levels 3-5 and reduce % of students scoring at Levels 1 and 2 by 50% over six years (using 2010-2011 as the baseline year).			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	60	65	69	

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:	Hispanic: The results of the 2011-2012 FCAT Reading Test indicate that 49% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 57%. Black: The results of the 2011-2012 FCAT Reading Test indicate that 45% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 48%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 49% (143 Black: 45% (14)	Hispanic: 57% (166) Black: 48% (15)

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
	Hispanic: Students have limited understanding of fluency,	Build skills and academic growth in the area of fluency and	MTSS/RtI Leadership Team	Review charted student progress generated from Jamestown Timed	Jamestown Assessments, Reading Plus

				Readers. Reading Plus usage reports Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Reports Summative: 2013 FCAT Reading Assessment
1	vocabulary, and comprehension skills needed to understand grade level text.	comprehension by using the Jamestown Timed Readers and FCAT Coach materials during Saturday and afterschool tutorials. Utilize Jamestown Navigator and Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.			
2	Black: Students have limited understanding of fluency, vocabulary, and comprehension skills needed to understand grade level text.	5B.2 Build skills and academic growth in the area of fluency and comprehension by using the Jamestown Timed Readers and FCAT Coach materials during Saturday and afterschool tutorials. Utilize Jamestown Navigator and Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.	MTSS/RtI Leadership Team	Review charted student progress generated from Jamestown Timed Readers. Reading Plus usage reports Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Jamestown Assessments, Reading Plus Reports Summative: 2013 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 32% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 39%
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (9)	39% (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	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary. Students have trouble identifying word meaning in context and acquiring new vocabulary.	Build skills and academic growth in the area of vocabulary through the infusion of Word of the Day program. Daily word introduction that teaches word origins along with roots and affixes. Vocabulary bi-weekly assessments will be assigned to measure growth and retention	MTSS/RtI Leadership Team	Vocabulary mini-assessment data will be reviewed monthly and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.	Vocabulary mini-assessments Summative: 2013 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	The results of the 2012 FCAT Reading Test indicate that 48% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 54%
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (146)	54% (164)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited understanding of fluency, vocabulary, and comprehension skills needed to understand grade level text.	Build skills and academic growth in the area of fluency and comprehension by using the Jamestown Timed Readers and FCAT Coach materials during Saturday and afterschool tutorials. Utilize Jamestown Navigator and Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.	MTSS/RtI Leadership Team	Review charted student progress generated from Jamestown Timed Readers. Reading Plus usage reports Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Jamestown Assessments, Reading Plus Reports Summative: 2013 FCAT Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Plus	6-8	Language Arts Teacher	All Reading and Language Arts Teachers	August 16, 2012	Implementation of Reading Plus	Reading Coach, RtI Leadership Team, Administration

Differentiated Instruction	6-8	Reading Coach	All Reading Teachers	August 15, 2012	teacher Lesson Plans	Reading Coach, RtI Leadership Team, Administration
Achieve 3000	6-8	Reading Coach	All Teachers	August 13, 2012	Implementation of Achieve 3000	Reading Coach, RtI Leadership Team, Administration
Graphic organizers	6-8	Reading Coach	All Teachers	September 17, 2012	Teacher lesson plans, Main Idea/Author's Purpose mini assessment, classroom observations	Reading Coach, RtI Leadership Team, Administration
Effective Vocabulary	6-8	Langauge Arts Teacher	All Teachers	August 15, 2012	Teacher lesson plans, Vocabulary mini assessment, classroom observations	Reading Coach, RtI Leadership Team, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Build skills and academic growth in the area of fluency and comprehension by using the Jamestown Timed Readers and FCAT Coach materials during Saturday and afterschool tutorials. Utilize Jamestown Navigator and Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.	Staff	Title I	$1,800.00
Build skills and academic growth in the area of fluency and comprehension by using the Jamestown Timed Readers and FCAT Coach materials during Saturday and afterschool tutorials. Utilize Jamestown Navigator and Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.	Consumable materials	EESAC Funds	$500.00
			Subtotal: $2,300.00
			Grand Total: $2,300.00

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:	Based on the 2012 CELLA data, the percentage of students achieving proficiency in oral skills (listening and speaking) was 71%

2012 Current Percent of Students Proficient in listening/speaking:
71%(20)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the CELLA Oral Skills Test, the number of students reaching proficiency is 71%. Students learn best when the language they hear and read is just beyond their current abilities in the language	Provide Meaningful Language Practice: Students are exposed to rich and meaningful language is for students to work with a variety of materials. Students should have experience with different written and spoken styles.	MTSS/RtI Leadership Team	Teacher lesson plans Observation walk-throughs Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Summative: 2013 FCAT 2.0 Reading Assessment 2013 CELLA Assessment of Oral Skills

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:	Based on the 2012 CELLA data, the percentage of students achieving proficiency in Reading was 25%

2012 Current Percent of Students Proficient in reading:
25%(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	As noted on the 2012 administration of the CELLA Reading Test, the number of students reaching proficiency is 25%. Meeting the instructional needs of different learners at their English language proficiency.	Vary the Complexity of Assignment (Differentiated Instruction): Teacher will modify instruction to meet students' varying readiness levels, learning preferences, and interests. Teacher can differentiate three aspects of the curriculum: content, process, and products.	MTSS/RtI Leadership Team	Teacher lesson plans Observation walk-throughs Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Summative: 2013 FCAT 2.0 Reading Assessment 2013 CELLA Reading Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:	Based on the 2012 CELLA data, the percentage of students achieving proficiency in Writing was 36%

2012 Current Percent of Students Proficient in writing:
36%(10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the CELLA Writing Test, the number of students reaching proficiency is 36%. Students do not understand the requirements of the writing task.	Rubrics Writing Prompts: Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality	MTSS/RtI Leadership Team	Teacher lesson plans Observation walk-throughs Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Summative: 2013 FCAT Writing Assessment 2013 CELLA Writing Assessment

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
Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality	FCAT Writing Rubric Changes	FEFP	$500.00
			Subtotal: $500.00
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 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 Mathematics Test indicate that 30% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (99)	40% (130)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test is Geometry/ Measurement. Students lacked the basic understanding of math concepts.	Align the Carnegie Math program and Spring Board Program to the new generation standards and allot additional time and reinforcement to measurement by providing students with opportunities to investigate geometric properties and solving problems involving derived measurements	MTSS/RtI Leadership Team	Carnegie Math program Reports. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Carnegie Reports, teacher made mini assessments. Summative: 2013 FCAT Mathematics Assessments

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

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 Mathematics Test indicate that 13% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency to 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (41)	17% (55)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement. Students lack the understanding of basic geometric concepts.	Teachers will align the math programs to the next generation sunshine state standards and reinforce basic algebraic skills as it pertains to geometric application, by developing lessons that provide visual stimulus to develop students' spatial sense through inquiry-based learning.	MTSS/RtI Leadership Team	Ongoing teacher assessments focusing on the application of geometry and measurement skills. Review monthly data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Benchmark assessments Summative: 2013 FCAT Mathematics Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement. Students lack the understanding of basic geometric concepts.	Teachers will align the math programs to the next generation sunshine state standards and reinforce basic algebraic skills as it pertains to geometric application, by developing lessons that provide visual stimulus to develop students' spatial sense through inquiry-based learning.	MTSS/RtI Leadership Team	Ongoing teacher assessments focusing on the application of geometry and measurement skills. Review monthly data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Benchmark assessments Summative: 2013 FCAT Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 Mathematics Test indicate that 58% of students demonstrated overall learning gains. Our goal for the 2012-2013 school year is for 68% of students to demonstrate overall learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (178)	68% (209)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 1, Algebraic Thinking. Students have limited ability to write, interpret, and use mathematical expressions and equations.	Use inductive reasoning strategies that include discovery learning activities through pull-out tutorial program.	MTSS/RtI Leadership Team	Ongoing teacher Assessment, review of data monthly and adjustment of curriculum as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Benchmark assessments Summative: 2013 FCAT Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 Mathematics Test indicate that 69% of students in the lowest 25% made learning gains. Our

Mathematics Goal #4:	goal for the 2012-2013 school year is for 74% of students in the lowest 25% percentile to be making learning gains.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
69% (59)	74% (63)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 1, Algebraic Thinking. Students have limited ability to write, interpret, and use mathematical expressions and equations.	Use hands on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real-world problems through Saturday and afterschool tutorial programs	MTSS/RtI Leadership Team	Review monthly mini-assessment data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Benchmark assessments Summative: 2013 FCAT 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 #
	Increase % of students scoring at Levels 3-5 and reduce % of students scoring at Levels 1 and 2 by 50% over six years (using 2010-2011 as the baseline year). 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

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:	Hispanic: The results of the 2012 FCAT Mathematics Test indicate that 44% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 57%. Black: The results of the 2012 FCAT Mathematics Test indicate that 38% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 44% (127) Black: 38% (12)	Hispanic: 57% (165) Black: 52% (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
	Hispanic: As noted in	Implement a rotation	MTSS/RtI	Evaluate the	

1	the administration of the 2012 FCAT Mathematic Test, the Hispanic subgroup did not make satisfactory progress. The area of deficiency was Reporting Category 1, Algebraic Thinking. Students have limited ability to write, interpret, and use mathematical expressions and equations.	schedule for small group instruction during the mathematics instructional block and provide tailored instruction based on mini-assessments results as well as participation in Saturday tutorial programs	Leadership Team	implementation of the rotation schedule for small groups through the use of benchmark assessments. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Benchmark assessments Summative: 2013 FCAT Mathematics Assessments
2	Black: As noted in the administration of the 2012 FCAT Mathematic Test, the Black subgroup did not make satisfactory progress. The area of deficiency was Reporting Category 1, Algebraic Thinking. Students have limited ability to write, interpret, and use mathematical expressions and equations.	Implement a rotation schedule for small group instruction during the mathematics instructional block and provide tailored instruction based on mini-assessments results as well as participation in Saturday tutorial programs	MTSS/RtI Leadership Team	Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Benchmark assessments Summative: 2013 FCAT Mathematics Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics Test indicate that 41% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 46%
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (11)	46% (12)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	As noted in the administration of the 2012 FCAT Mathematic Test, the ELL subgroup did not make satisfactory progress. The area of deficiency was Reporting Category 1, Algebraic Thinking. Students have limited ability to write, interpret, and use mathematical expressions and equations.	Implement a rotation schedule for small group instruction during the mathematics instructional block and provide tailored instruction based on mini-assessments results as well as participation in Saturday tutorial programs	MTSS/RtI Leadership Team	Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Benchmark assessments Summative: 2013 FCAT Mathematics Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making	

satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2011-2012 FCAT Mathematics Test indicate that 44% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 11 percentage points to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (132)	55% (166)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the administration of the 2012 FCAT Mathematic Test, the ED subgroup did not make AYP. Small group differentiated instruction has not been implemented with consistency.	Implement a rotation schedule for small group instruction during the mathematics instructional block and provide tailored instruction based on mini-assessments results.	MTSS/RtI Leadership Team	Evaluate the implementation of the rotation schedule for small groups through the use of benchmark assessments. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Benchmark assessments Summative: 2013 FCAT Mathematics Assessments

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 I EOC Exam indicate that 39% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 49%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (9)	49% (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	The area of deficiency as noted on the 2012 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.	Align the Carnegie Math program and Spring Board Program to the new generation standards and allot additional time and reinforcement of rationals, radicals, and quadratic.	MTSS/RtI Leadership Team	Carnegie Math program Reports. Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Carnegie Reports, teacher made mini assessments. Summative: 2013 Algebra I EOC Exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra I EOC Exam indicate that 22% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency to26%
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (5)	26% (6)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics	Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets in an inquiry, project-based learning environment.	MTSS/RtI Leadership Team	Carnegie Math program Reports Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Mini Assessments; Carnegie Cognitive Tutor Reports Summative: 2013 Algebra I EOC Exam

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:	
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 Geometry. Geometry 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				

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
Carnegie Math Program	6-8	Math Departmetn Chairperson	All Math Teachers	August 14, 2012	Monitor the implementation of Carnegie Math Program	Principal, MTSS/RtI Leadership Team, Administration
						Reading Coach,

Differentiated Instruction	6-8	Reading Coach	All Teachers	August 15, 2012	Teacher lesson plans	MTSS/RtI Leadership Team, Administration
Springboard	6-8	Springboard Representative	All Math Teachers	August 9 & 10, 2012	Monitor the implementation of Springboard Program Teacher lesson plans	Principal, MTSS/RtI Leadership Team, Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets through Saturday tutorial program to review rationals, radicals, and quadratics	Workbooks	Title I	$2,500.00
Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets through Saturday tutorial program to review rationals, radicals, and quadratics	Tutorial salaries	EESAC Funds	$1,000.00
			Subtotal: $3,500.00
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
Align the Carnegie Math program and Spring Board Program to the new generation standards and allot additional time and reinforcement to measurement.	Carnegie Math Program Training	FEFP	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,500.00

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.	On the 2012 administration of the Science FCAT, 33% of students achieved proficiency (FCAT level 3). The

Science Goal #1a:	expected level of performance for 2013 is 37% achieving proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (32)	37% (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	The area of deficiency according to five years of trend data has been Earth/Space Sciences. Students need to develop higher order thinking skills in order to increase levels of proficiency with regards to the Science Big Ideas	Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands on lab activities and classroom discussions to reinforce high order thinking skills as evidenced in lab reports	MTSS/RtI Leadership Team	Teams will review the results of the Interim Assessment to monitor student progress.	Formative: Teacher made assessments; Interim Assessment Summative: 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:	On the 2012 administration of the Science FCAT, 6% of students scored above proficiency (levels 4 and 5). The expected level of performance for 2013 is 8% achieving proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (6)	8% (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	The area of deficiency according to five years of trend data has been Scientific Thinking. Students need to develop higher order thinking skills in order to increase levels of proficiency with regards to the Science Big Ideas	Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students by enriching instruction in the development of independent experimental or engineering projects. Provide opportunities for inquiry based lab sessions where students can develop higher order thinking skills with regards to Science Big Ideas	MTSS/RtI Leadership Team	Projects and lab reports will be reviewed periodically using a rubric to assure students are making progress and adjustments are being made as necessary.	Formative: Mini assessments Summative: 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
Cross Curricular Integration	6-8	Department Chairperson	All Science teachers	October 25, 2012	Classroom walkthroughs	Principal

Interactive Science Lesson	6-8	Deparment Chairperson	All Science teachers	November 6, 2012	Classroom observations	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands on lab activities and classroom discussions to reinforce higher order thinking skills.	Cross Curricular Integration	FEFP	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

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:	On the 2012 administration of the Writing FCAT, 77% of students achieved proficiency. Our goal for 2013 to increase percentage of students who achieve proficiency to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (75)	80% (77)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The students demonstrate limited ability in Informative writing. Students have	The teacher will use sample score papers to review for content focus organization and	MTSS/RtI Leadership Team	Monitor student writing samples. Review data and adjust curriculum as needed to	Formative: Student writing samples Summative: 2013

1	limitations with regards to creating precision and interest by elaborating ideas through supporting details. In addition, the students needed reinforcement to focus and organize their writing.	word choice. Rearrange words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary.		ensure the fidelity of instruction as stated in FCIM model.	FCAT Writing Assessment

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

| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:	
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
Effective Writing Strategies	6-8	Reading Coach	Language Arts Teachers	September 26, 2012	Monitor implementation of strategies using classroom walkthrough observations.	Reading Coach
FCAT Writing Rubric Changes	6-8	Language Arts Teacher	Language Arts Teachers	October 25, 2012	Monitor implementation of strategies using classroom walkthrough observations.	Reading Coach

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:	The results of the 2012 Civics Baseline Exam indicate that 0% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	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	. The area of deficiency as noted on the 2012 administration of the Civics Baseline Assessment was alignment of lesson plans to tested End of Course benchmarks	Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics	MTSS/RtI Leadership Team.	Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Teacher-made assessments Summative: 2013 Civics Spring 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 Civics. Civics Goal #2:	The results of the 2012 Civics Baseline Exam indicate that 0% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:

	0% (0)		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	The area of deficiency as noted on the 2012 administration of the Civics Baseline Assessment was in problem solving and inquiry-based learning	Provide students with practice in using problem solving and inquiry-based learning where students can enrich their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.	MTSS/RtI Leadership Team.	Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Teacher-made assessments Summative: 2013 Civics Spring 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
Curriculum Alignment	6-8	Social Studies Department Chairperson	Social Studies Teachers	August 9, 2012	Monitor implementation of strategies using classroom walkthrough observations.	Reading Coach

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
Review pacing guide and prepare a scope and sequence to track coverage of tested benchmarks	Curriculum Alignment	FEFP	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

	Subtotal: $0.00
	Grand Total: $500.00

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:	Our goal for the 2012 school year is to increase attendance to 95.83% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.33% (323)	95.83% (325)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
101	96
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
128	122

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student truancy is (due to student illness) has increased in comparison to the 2012-2013 school year. Students' attendance is affected by economic situation at home as parents may lack the time to transport the students to school. Student tardies are related to lack of transportation to school and culture of late arrivals	Identify and refer students who may be developing a pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services. Identify and refer students who develop a pattern of tardies to Administrative Team for intervention services Develop an incentives program for homerooms with the least amount of tardies where students are awarded a doughnut party	MTSS/RtI Leadership Team	Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings.	Attendance bulletins

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	6-8	Staff from Attendance Services	Administrators and Counselor	August 17, 2012	A Truancy Intervention Program will be developed during the PD. Assistant Principal will monitor the implementation of this program by teachers and staff.	Principal and counselor

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012 school year is to reduce the total number of suspension by 1%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
5	5

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
37	33
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
30	27

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students and parents are unfamiliar with the Code of Student Conduct in relation to Consequences associated with misbehavior. Students are unfamiliar with the effects of suspension and consider them in modifying their negative behavior	The Code of Student Conduct will be read and discussed through the social studies classes. A school-wide effort will be made to raise awareness of the negative impacts suspensions have on academics as well as the students' records. Parent will be notified of Student Code of Conduct via Orientation Night and Parent Contracts sent home	MTSS/RtI Leadership Team	Review of suspension rates monthly.	Monthly suspension reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	6-8	Principal	All teachers	August 17, 2012	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct. Review communication logs to determine the number of contacts made with parents of students who have been placed on indoor/outdoor suspension.	Principal

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase enrollment of students participating in advanced placement STEM courses.
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
	Student apprehension to enroll in advanced and honors courses related to Math and	SECME Club will engage student interest in the areas of Math and Science and promote	MTSS/RtI Leadership Team	SECME Club sponsor will schedule meetings with teachers to monitor progress, review	SUMMATIVE: Projects completed as a club, such as

1	Science	active participation in these areas. They will participate in inquiry, project-based challenges such as Fairchild Tropical Garden Challenge		assessment data.	Fairchild Tropical Garden Challenge Algebra I EOC Exam, Geometry EOC Exam, and Biology EOC Exam

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						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
SECME Club will engage student interest in the areas of Math and Science and promote active participation in these areas. They will participate in inquiry, project-based challenges such as Fairchild Tropical Garden Challenge	SECME Club	FEFP	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $2,000.00

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:	Increase student enrollment in middle school CTE courses.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not prepared for certification exam in a timely manner.	CTE teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. CTE teachers articulate and host interest rallies for middle schoolers wanting to participate in Academy of Finance during the upcoming year.	MTSS/RtI Leadership Team	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests. Follow-up with students that displayed interest in AOF	Formative: Baseline assessments Practice and readiness tests

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
Program Readiness	6-8	Academy of Finance Director	Academy Teachers	August 9, 2012	Teacher lesson plans	Principal

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
CTE teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction.	Program Readiness	FEFP	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of CTE Goal(s)

Strategy	Description of Resources	Funding Source	Available Amount
CTE teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction.			

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
Mathematics	Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets through Saturday tutorial program to review rationals, radicals, and quadratics	Workbooks	Title I	$2,500.00
Mathematics	Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets through Saturday tutorial program to review rationals, radicals, and quadratics	Tutorial salaries	EESAC Funds	$1,000.00
				Subtotal: $3,500.00

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality	FCAT Writing Rubric Changes	FEFP	$500.00
Mathematics	Align the Carnegie Math program and Spring Board Program to the new generation standards and allot additional time and reinforcement to measurement.	Carnegie Math Program Training	FEFP	$1,000.00
Science	Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands on lab activities and classroom discussions to reinforce higher order thinking skills.	Cross Curricular Integration	FEFP	$1,500.00
Civics	Review pacing guide and prepare a scope and sequence to track coverage of tested benchmarks	Curriculum Alignment	FEFP	$500.00
				Subtotal: $3,500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Build skills and academic growth in the area of fluency and comprehension by using the Jamestown Timed Readers and FCAT Coach materials during Saturday and afterschool tutorials. Utilize Jamestown Navigator and Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.	Staff	Title I	$1,800.00
Reading	Build skills and academic growth in the area of fluency and comprehension by using the Jamestown Timed Readers and FCAT Coach materials during Saturday and afterschool tutorials. Utilize Jamestown Navigator and Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.	Consumable materials	EESAC Funds	$500.00
STEM	SECME Club will engage student interest in the areas of Math and Science and promote active participation in these areas. They will participate in inquiry, project-based challenges such as Fairchild Tropical Garden Challenge	SECME Club	FEFP	$2,000.00
CTE	CTE teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction.	Program Readiness	FEFP	$1,000.00
			Subtotal:	$5,300.00
			Grand Total:	$12,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes   jn No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

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.

 No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Payment of teacher salaries for the implementation of before, after, and Saturday school tutoring program	$1,000.00

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

- Develop and monitor the implementation of the School Improvement Plan through ongoing data analysis
- Discuss school-wide decisions and projects
- Develop strategies to address school-wide needs and areas of improvement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
MATER EAST ACADEMY MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	61%	81%	36%	235	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	61%			118	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	64% (YES)			137	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					490	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District
MATER EAST ACADEMY MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	60%	82%	34%	236	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	66%	68%			134	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	75% (YES)			145	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					515	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested