

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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School Name: ASPIRA SOUTH YOUTH LEADERSHIP CHARTER SCHOOL

District Name: Dade

Principal: Edward Hernandez

SAC Chair: Elisa Dilbert

Superintendent: Alberto M. Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10/24/2012

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)
Principal	Garrick S. Keidan	BS – Computer Science, University of Florida; MS – Educational Leadership, Lynn University; Professional Educator's Certification: Educational Leadership (ALL LEVELS), Exceptional Student Education K-12 Computer Science K-12 Middle Schools Integrated Studies 5-9	1	7	12 11 10 09 08 School Grades A A A A B High Standards –Rdg 50 66 64 55 63 High Standards – Math 60 76 69 65 63 Lrng Gains – Rdg 68 71 66 67 71 Lrng Gains – Math 77 81 72 70 65 Gains-R-25 79 70 70 82 69 Gains-M-25 75 86 71 69 65

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	Jennifer Vasquez	MS Reading/Reading Endorsement/ESOL	3	3	12 11 08 School Grades A A B High Standards –Rdg 50 66 63 High Standards – Math 60 76 63 Lrng Gains – Rdg 68 71 71 Lrng Gains – Math 77 81 65 Gains-R-25 79 70 69 Gains-M-25 75 86 65 Miami Museum Charter School 2nd Grade Teacher-2009-10 AYP Y Grade Information Not Available Frank C Martin K-8- 1st Grade 2008-2009 School Grade- A AYP Y High Standards Rdg. 92 High Standards Math 91 Lrng Gains-Rdg. 74 Lrng Gains-Math 72 Gains-Rdg-25% 81 Gains-Math-25% 74

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	Prescribe PD based on specific needs of instructor and student population.	Garrick S. Keidan/Jennifer Vazquez	Ongoing	
2	Develop high quality and qualified personnel from within using Professional Development and Professional Learning Communities which focus on the unique needs of our school community especially reading.	Garrick S. Keidan/Charmaine Dennis/Jennifer Vazquez	Ongoing	
3	Recruit highly qualified staff who understand and complement our school's model.	Garrick S. Keidan	August 20, 2012	
4	Use Dade County Public School's pay scale.	Garrick S. Keidan	June 8, 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	Not Applicable

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
16	0.0%(0)	25.0%(4)	68.8%(11)	6.3%(1)	25.0%(4)	100.0%(16)	31.3%(5)	0.0%(0)	37.5%(6)

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
Rafael Sanchez	Devi Hall	Prior extensive experience of mentors in science and classroom management strategies paired with newly hired science teachers.	Classroom modeling and collaboration of teaching, disciple, engagement, and motivational strategies in science by mentors. Mentors will meet with mentees once a week during common planning periods.

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

Title I, Part A Services are provided at ASPIRA South to ensure students requiring additional remediation are assisted through before and/or after school tutoring, one on one tutoring and/or student pullouts. 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 and programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students' needs while working with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation of 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; Title I CHEADS; and special support services to special needs populations such as, migrant and neglected students.

Title I, Part C- Migrant

ASPIRA South provides services and support to students and parents. The District Migrant liaison and Community Involvement Specialist coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of ASPIRA South's migrant students are met. The services are coordinated through ASPIRA's Out Reach Division which provides support services to the migrant camps throughout the South Dade community. Students are also provided extended learning opportunities (before and/or after school tutoring) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

Title II
The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program

- 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, as well as Lesson Study Group implementation and protocols

Title III

Title III

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

Title X- Homeless

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Violence Prevention Programs

ASPIRA South Charter school offers a non-violence and anti-drug program to students and parents that incorporate workshops, field trips, community service, drug tests, and counseling. In addition, it is the policy of ASPIRA South to advocate violence prevention through communication, acceptance, and understanding through student workshops and counseling.

Nutrition Programs

Nutrition Programs

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

Housing Programs

n/a

Head Start

n/a

Adult Education

Adult Education

The Program Coordinator at ASPIRA South Charter School assists hard to serve youths and young adults in enrolling in our Adult Basic Education Programs, our ESOL or GED classes, and preparing them for employment. We also provide parent/child reading services, counseling, and family support.

Career and Technical Education

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at ASPIRA South will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. In house workshops and guest speaker during Career Week also help to expose the students to opportunities available to them in their immediate community.

Job Training

n/a

Other

Other

Parental

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

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

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

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

The Community Involvement Specialist conducts orientations that involve parents in the planning and implementation of the Title I Program and extend an open invitation to the community regarding available programs, their rights under No Child Left Behind ACT, and other referral services. ASPIRA South's Community Involvement Specialist increases parental engagement by having parents complete 36 community service hours as an enrollment requirement, join the Parent Academy, and by offering Parental Workshops. ASPIRA South Youth Leadership Charter School requires each parent and student to sign our Title I School-Parent/Student Compact. To comply

Response to Instruction/Intervention (RtI) with dissemination and proper reporting, our Title I Parental Involvement Policy is posted, our Title I Orientation Meetings (Open House) are scheduled, informal parent surveys are conducted to determine specific wants and needs of our parents, parental workshops are designed and conveniently scheduled, and other documents/activities are made available. Our Community Involvement Specialist completes 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 also 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.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and promote modern teaching practices to establish quality school environments.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based MTSS Leadership Team is a tentacle of the ASPIRA South Leadership Team and functions to support the SIP initiatives and implementation through a systematic process of problem identification, strategy prescription, and support by examination of available data sources and use of research/evidence based corrections. Special attention of the MTSS Leadership Team is given to goals which impact student achievement, behavior and resiliency, school safety, school culture and climate, attendance, and prevention of student failure through prevention.

The MTSS Leadership Team will be composed of the following members: Principal, Assistant Principal/Curriculum Specialist, Reading Coach, Community Involvement Specialist, Exceptional Student Education Teacher, General Education Teacher (Core), General Education Teacher (Elective).

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 MTSS Leadership Team will function to support and enhance improvement strategies in their academic areas by facilitating data collection, analysis, and dissemination to other instructional staff and by assisting with problem solving, differentiated instruction strategies, and progress monitoring especially of Tier 2/3 cases. The MTSS Leadership Team will also function to provide support and improvement strategies in student behavior issues both individually and in areas which effect the student climate and culture collectively.

The MTSS Leadership team will be composed of a lead representative from each subject area and will meet monthly to discuss intervention strategies intended to address issues within their subject area, focus on problem solving and instructional improvement, and strategies to be implemented within their specific department to meet the unique needs of students. Each member functions as a curriculum leader within their subject area and works in collaboration with the administration and others in their subject area to determine best practices to meet the needs of our specific population, their specific needs based on various sources of data and evidence, and strategies to prevent student failure and promote the AMOs linked to the students at question. The MTSS Leadership Team will meet regularly (the 1st Monday of each month/after school) and collaborate often with the Reading Coach and Curriculum Specialist/AP to assemble and maintain a pool of real time and longitudinal data used to guide instruction with specific prescribed needs of the student population in mind and make data-based decisions to guide instruction. This information will be used within each grade level and subject area to develop instructional focus calendars with built in frequent remediation with the goal of meeting AMOs, avoiding student regression and lack of progression. The MTSS Team, Reading Coach, and Curriculum Specialist will then maintain frequent and open communication with instructional staff, students, and parents to maintain effective momentum of prescribed instruction and intervention strategies or to make changes to the intervention strategies when lack of progress is evident.

As a Leadership Team, members will review data from a variety of sources to include PMRN, Interim Assessments, classroom assignments, and FCAT to identify students who are meeting/exceeding benchmarks and those at moderate risk or at high risk for not meeting benchmarks. Organized data binders will be provided to all members of the Leadership Team and instructional staff. Interventions will be targeted, scheduled, and implemented for those students determined to be at moderate or high risk (Tier 2 and 3) before those students experience a lack of progression with a goal of prevention. Based on the above information, the team will prescribe and identify relevant professional development and resources to target identified deficiencies in instructional personnel's abilities to improve intervention skills with a goal of maximizing student's rate of progress. The team will collaborate regularly, problem solve, share best practices, evaluate effectiveness of classroom implementation, make collaborative decisions, and practice new processes and skills. The team will also facilitate the process of building a culture and climate of consensus, focus efforts on building a supportive infrastructure, and making shared and data based decisions about implementation with all stakeholders including the students and parents.

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

The school based MTSS Leadership Team will have a role in the development and ongoing implementation and progress monitoring of the SIP through regular (monthly) Leadership Team meetings throughout the Summer and through participation in the planning and development of the ASPIRA South 2012-13 Professional Development Calendar. Members of the Leadership Team will also attend regularly scheduled EESAC meetings. The RtI Problem Solving Process will be used in the implementation of the SIP strategies to ensure barriers are being overcome and goals are being met effectively by the strategies implemented. This will be determined through OPM(ongoing progress monitoring) by the MTSS for all students.

The MTSS Leadership Team will use the RtI problem solving process to streamline data collection, data analysis, problem solving, differentiated instruction and assessment, and progress monitoring into a seamless and effective process. The Team will implement the following elements specific to those classifications of students.

Tier 1

- Review curriculum and instructional goals in each core content area.
- Identify and communicate the School's AMO goals with each stakeholder.
- Plan long and short term assessments and gather/use assessment data to determine if adequate progress is being made toward goals.
- Review DI/DA processes for students who do not meet mastery.
- Develop enrichment strategies for higher performing students.
- Evaluate for response to intervention(s)

Tier 2

- Identify barrier to meeting goals as planned.
- Analyze the best strategies to address student's specific behavior or academic problems.
- Develop alternative behavioral and academic goals specific to student's unique considerations.
- Plan for DI to meet those goals.
- Use DA to assess for mastery of those goals.
- Implement strategies as supplemental interventions
- Tier 1 elements
- Evaluate for response to intervention(s)

Tier 3

- Analyze barriers which have specifically prevented individual student to meet academic or behavior goals
- Identify those specific barriers and plan specific intervention
- Implement intensive, individual instructional and supplemental interventions
- Assess for mastery of goal
- Evaluate for response to intervention(s)
- Tier 1 and 2 elements

The MTSS Leadership Team will monitor implementation of the SIP strategies for fidelity and effectiveness and adjust as necessary based on evaluation criteria. The Team will also provide support and guidance to instructional staff as needed based on student 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.

As a Leadership Team, members will review academic data from a variety of sources to include PMRN, Baseline/Interim Assessments, Reading Plus, classroom grades/assignments, and FCAT to identify students who are meeting/exceeding benchmarks and those at moderate risk or at high risk for not meeting benchmarks. Behavior data will also be available including information from the Student Case Management System, suspensions, referrals, attendance, and parent conferences. Organized data binders will be provided to all members of the Leadership Team and instructional staff and as

new information becomes available, will be provided to all members of the instructional staff. Regular meetings (the 1st Monday of each month after school) will be held to identify and discuss student who are failing to respond to interventions, not making gains, and/or continue to display behavior problems. Individual plans will be developed for these students with weekly review by Administrative members of the MTSS Team until a positive response is observed. The parent and student will be included in the weekly review.

Describe the plan to train staff on MTSS.

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The ASPIRA South staff will be trained on MTSS through a series of Professional Development Workshops beginning with the ASPIRA South Orientation in August of 2012. This workshop will give the administrators and instructional staff a working knowledge of MTSS and the RtI process including Tier 1, 2 and 3 problem solving and use of the worksheets and intervention plan. After the initial training, quarterly workshops will be conducted with administrative and instructional staff to provide ongoing support and information on the effective problem solving process.

Describe plan to support MTSS.

After the initial training, quarterly workshops will be conducted with administrative and instructional staff to provide ongoing support and information on the effective problem solving process. Real world examples of problem solving and implantation of strategies will be provided including professionals from outside sources if possible.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Mr. Garrick S. Keidan, Reading Coach: Ms. Jennifer Vasquez, Community Involvement Specialist: Mrs. Charmaine Dennis, Exceptional Student Education Teacher: Mrs. Maria Rivera, General Education Teacher: Mrs. Yoanna Marrero, General Education Teacher: Mr. Rafael Sanchez

Principal (Mr. Garrick S. Keidan): Functions as an educational leader and provides a common focus and vision for the implementation of the Florida Continuous Improvement Model and use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities; facilitates data-based decision making and activities. The Principal will also work with other members of the team to reduce or eliminate barriers with may exist and ensure that parents are incorporated in information gathering and decision making processes.

CIS and acting Assistant Principal: (Mrs. Charmaine Dennis: Functions as an educational leader to provide support to instructional staff for the use of data-based decision-making. Develops, leads, and evaluates school core content standards/ programs; Identifies 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 intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis for more specific prescription of intervention strategies to students; facilitates data-based decision making activities; participates in the design and delivery of professional development; and administers and provides support for formal assessments and support fidelity of implementation through frequent monitoring and collaboration. Will focus on strategies to reduce or eliminate barriers with may exist and ensure that parents are incorporated in information gathering and decision making processes.

Exceptional Student Education Teacher (Mrs. Maria Rivera): Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching and inclusion. Collaborates with, mentors, and models for instructional personnel with regard to Tier 3 instructional, behavioral interventions, and alternative assessments. Will focus on strategies to reduce or eliminate barriers with may exist especially with Tier 3 students and ensure that parents are incorporated in information gathering and decision making processes.

Reading Coach (Ms. Jennifer Vasquez): Leads the Literacy Leadership Team by organizing, focusing, and mentoring; facilitates data-based decision making activities. Identifies and analyzes existing literature on scientifically based curriculum/behavior interventions, motivation and engagement techniques, and effective intervention approaches. Identifies 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 intervening services for children to

be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the prescription, design, and delivery of professional development; and provides support for assessment and implementation monitoring. Will focus on strategies to reduce or eliminate barriers with may exist and ensure that parents are incorporated in information gathering and decision making processes.

Community Involvement Specialist (Mrs. Charmaine Dennis): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Will focus on strategies to reduce or eliminate barriers with may exist and ensure that parents are incorporated in information gathering and decision making processes. Will also act as a liaison between the Team, and Principal, and the EESAC to disseminate accurate information and facilitate informed decision making.

General Education Teacher (Mrs. Yoanna Marrero): (Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities; facilitates data-based decision making activities. Will focus on strategies to reduce or eliminate barriers with may exist and ensure that parents are incorporated in information gathering and decision making processes.

General Education Teacher (Mr. Rafael Sanchez): (Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities; facilitates data-based decision making activities. Will focus on strategies to reduce or eliminate barriers with may exist and ensure that parents are incorporated in information gathering and decision making processes.

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

The LLT will be composed of a representative from each subject area and will meet monthly with the MTSS Team to discuss intervention strategies intended to address issues within their subject area, focus on problem solving and instructional improvement, and strategies to be implemented within their specific department for Tier 1,2 and 3 students. Meetings will be conducted horizontally across subject areas and vertically across grade levels. Each member functions as a curriculum leader within their subject area and works in collaboration with the administration and others in their subject area to determine best practices to meet the needs of our specific population, their specific needs based on various sources of data and evidence, and strategies to prevent student failure. The LLT will collaborate with the Reading Coach and Curriculum Specialist/AP to assemble and maintain a pool of real time and longitudinal data used to guide instruction with specific prescribed needs of the student population in mind and make data-based decisions to guide instruction. This information will be used within each grade level and subject area to develop instructional focus calendars with built in frequent remediation with the goal of avoiding student regression and lack of progression. The RtI Team, Reading Coach, and Curriculum Specialist will then maintain frequent and open communication with instructional staff, students, and parents to maintain effective momentum of prescribed instruction and intervention strategies.

As a Leadership Team, members will review data to identify students who are meeting/exceeding benchmarks and those at moderate risk or at high risk for not meeting benchmarks. Interventions will be targeted, scheduled, and implemented for those students determined to be at moderate or high risk (Tier 2 and 3) before those students experience a lack of progression with a goal of prevention. Based on the above information, the team will prescribe and identify relevant professional development and resources to target identified deficiencies in instructional personnel's abilities to improve intervention skills with a goal of maximizing student's rate of progress. The team will collaborate regularly, problem solve, share best practices, evaluate effectiveness of classroom implementation, make collaborative decisions, and practice new processes and skills. Professional development will focus on recommendations from the team in an effort to strengthen instructional abilities and practices in identified areas. The team will also facilitate the process of building a culture and climate of consensus, focus efforts on building a supportive infrastructure, and making shared and data based decisions about implementation with all stakeholders.

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

The LLT, SAC, and all faculty members have a role in developing and implementing the school improvement plan and using the Florida Continuous Improvement Model as a template for growth. Each individual on the team is responsible to attend collaborative meetings and to disseminate the information discussed to their subject area and data on Tier 1,2,and 3 targets. Additionally, faculty members are have a role as they function in determining best practices for our populations in areas such as student motivation, engagement, and reading comprehension and set clear expectations for student instruction. Additionally, they develop monthly, real-time data reports to disaggregate and analyze benchmark data from their classroom assessments and use various sources of data such as their student's FCAT scores, interim assessments, and classroom assessments to determine the best interventions and differentiation of instruction for their students to avoid the "wait to fail" scenario and to maximize student progression. Our LLT and faculty collaborate horizontally across grade levels and vertically within subject areas to share information, network and plan effective lessons and intervention calendars, and to develop SIP goals for our students for coming school year. Additionally, teachers will collaboratively develop a common and relevant lesson plan format which contains the following base elements: supportive reading strategies, provides a guide to systematically provide instruction based on Marzano's levels of mental processing, provides opportunities for real-world applications and inquiry learning, moves from abstract ideas to concrete concepts, and facilitates deep understanding to the higher levels of Blooms taxonomy (synthesis and evaluation). Teachers will also align Sunshine State Standard benchmarks with Next Generation Standards. Additionally, a the LLT and instructional staff will develop a process based on the idea of

prevention to systematically address and support Tier 2 and 3 student to identify skill deficits and maximize progression. The Principal will participate with and support the LLT and RtI process by helping identify those veteran teachers who will act as mentors, conduct monitoring weekly walk through observations, and will identify those teachers who are successfully implementing the essential elements of reading and writing in their classrooms establishing these as "model" classrooms to be used as opportunities for others to observe and grow. Initiatives to increase the amount of student reading and writing will be developed including after school workshops, activities, and book clubs. Each student will step reading goals in each Language Arts and Reading classroom and all teachers will have a reading component in their lesson planning and encourage and promote reading as much as possible within all classrooms.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Supporting our students in reading is one of the core responsibilities of each ASPIRA South teacher no matter their subject area. In addition to administering daily reading intervention, our teachers support our students by participating in professional development activities to further their knowledge of effectively implementing reading strategies in their classroom, working with the Reading Coach and the LLT on adding reading strategies which best work for them in their classroom, observing classroom implementation of various strategies, and including as a base element in their weekly lesson plan reading strategies which are supportive of improving their student's comprehension abilities. Additionally, we have instructional members working together to complete their reading endorsement by the beginning of the 2012 academic year. Teachers will have relevant and current sources of data available to be analyzed and used for reflective data driven teaching, decision making, and ongoing progress monitoring. Implementation will be monitored by administrative classroom walk throughs, common subject area lesson planning with collaboration to support instructors who are less knowledgeable in reading instruction, and by including a required component of reading strategies in the common lesson planning template.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT indicate that 31% of Level 3 students achieved proficiency in reading. Our goal for the 2012-13 school year is to increase Level 3 students to 37% proficiency for an increase of 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (91)	37% (110)

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	In the 2011 FCAT, Level 3 students overall showed improvement in the reporting category of Reading Application but in 2012 showed deficiency in the reporting category of Vocabulary and Informational Text/Research Process. These deficiencies are due to the student's limited exposure to developing effective decoding skills in context and limited development use of reading comprehension skills to determine meaning in informational text.	Subject area teachers school wide will use a variety instructional strategies to build vocabulary, literary analysis, and use of informational text skills including the use of pre-, during, and post- reading strategies to help build fluency and decoding skills. Vocabulary development will be supported by vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning) Reading from a wide variety of texts with specific focus on the use of informational texts; instruction in differences in meaning due to context especially in fiction and non-fiction; and engaging in affix or root word activities	LLT Team Principal MTSS Team	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom Edusoft benchmark assessments (Weekly) Standardized FCAT 2.0 Reading Assessment
	In the 2012 FCAT, Level 3 students overall showed deficiency in the reporting category of Reading Application due to the student's limited exposure to developing effective comprehension skills in context and	Subject area teachers school wide will use a variety instructional reading/comprehension strategies including the use of pre-, during, and post- reading strategies to help build fluency and decoding skills.	LLT Team Principal MTSS Team	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly)

2	limited use of reading comprehension skills to determine meaning in text.	<p>Additionally, vocabulary development will be supported by vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning); reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities.</p>		<p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized FCAT 2.0 Standardized Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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:	<p>The results of the 2012 FCAT indicate that 20% of Level 4 and 5 students achieved above proficiency in reading.</p> <p>Our goal for the 2012-13 school year is to increase Level 4-5 students to 23% proficiency for an increase of 3 percentage points.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (59)	23% (68)

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
	In the 2010 FCAT assessment, Level 4-5 students showed deficiency in this	Students will be provided ample enrichment opportunities in vocabulary development	LLT Team Principal	<p>Weekly data chats/talks</p> <p>Data disaggregation (Monthly)</p>	<p>Formative</p> <p>District interim assessments</p>

performance trend. In the 2011 FCAT, Level 4-5 students overall showed deficiency in Literary Analysis and in 2012 showed deficiency in Informational Text/Research Process.	<p>and the use of information texts. Students will practice critically analyzing various types of informational text, articles, and inferences and focus on synthesizing details to draw correct conclusions.</p> <p>Teachers will include ample enrichment strategies that help students effectively participate in the process of debate to learn to build stronger arguments.</p> <p>Subject area teachers school wide will use a variety instructional strategies to build vocabulary, literary analysis, and use of informational text skills including the use of pre-, during, and post- reading strategies to help build fluency and decoding skills.</p> <p>Useful instructional strategies which will provide enrichment include: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and teachers will provide students with opportunities to read from a wide variety of texts and use of technology to expand understanding. Additionally, vocabulary development will be supported by vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning); reading from a wide variety of texts with specific focus on the use of informational texts; instruction in differences in meaning due to context especially in fiction and non-fiction; and engaging in affix or root word activities.</p>		Remediation based on data.	<p>(Quarterly)</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized FCAT 2.0 Reading Assessment</p>
In the 2012 FCAT assessment, Level 4-5 students showed	Students will practice critically analyzing various types of text,	LLT Team Principal	Weekly data chats/talks Data disaggregation	Formative District interim

2	<p>deficiency in this performance trend. In the 2012 FCAT, Level 3 students overall showed deficiency in Literary Analysis because their lack the automated reading comprehension habits and higher level reading strategies needed to comprehend fiction and nonfiction at higher levels.</p>	<p>articles, and inferences and focus on synthesizing details to draw correct conclusions.</p> <p>Teachers will include comprehension enrichment strategies that help students effectively participate in the process of debate to learn to build stronger arguments.</p> <p>Instructional methods of development, understanding, and use of supporting details in performance tasks will be provided.</p> <p>Useful instructional strategies which will provide enrichment: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and provide students with opportunities to read from a wide variety of texts and use of technology to expand understanding.</p>	<p>(Monthly)</p> <p>Remediation based on data.</p>	<p>assessments (Quarterly)</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized FCAT 2.0 Standardized Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	The results of the 2012 FCAT indicate that 68% of students made learning gains in reading.
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Reading Goal #3a:			Our goal for the 2012-13 school year is to increase the level of students who made learning gains to 73% for an increase of 5 percentage points.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
68% (190)			73% (204)		
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	In the 2012 FCAT 2.0 Reading Administration, students demonstrated deficiency in learning gains in the Reporting Category of Reading Application across all grade levels.	Students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will also need practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Interventions will also be implemented to address deficiency in learning gains through the implementation of this strategy twice weekly.	LLT Team Administrative Team	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom Edusoft benchmark assessments (Weekly) Standardized FCAT 2.0 Reading Assessment
2	In the 2012 FCAT assessment, students making learning gains showed minimal improvement in this performance trend. This minimal improvement was due to the student's limited exposure to vocabulary in context and limited use of vocabulary skills to determine meaning in text.	Teachers school wide will use instructional strategies including vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning); reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities	LLT Team Administrative Team	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom Edusoft benchmark assessments (Weekly) Standardized FCAT 2.0 Standardized 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 indicate that 79% of students in the lowest 25% made learning gains in reading. Our goal for the 2012-13 school year for 84% of our struggling readers make a year worth of progress for an increase of 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (56)	84% (60)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	In the 2011 FCAT, the lowest 25% of students making gains in 6th grade showed deficiency in the reporting category of Reading Application and in 2012 showed deficiencies in Vocabulary (Grade 6), Reading Application (Grade 7), and Literary Analysis (Grade 8). Grade 6 deficiencies are due to the student's limited exposure to developing effective decoding skills in context. Grade 7 deficiencies are due to students' limited development and use of effective comprehension skills in context and limited use of reading comprehension skills to determine meaning in text. Grade 8 deficiencies exist because their lack the automated reading comprehension habits and higher level reading strategies needed to comprehend fiction and nonfiction at higher levels.	Teachers will continue teaching, supporting and using instructional strategies in all content classrooms to support struggling readers. These strategies will include student created vocabulary/ word maps; word walls; personal dictionaries; instruction in different levels of content-specific words; reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities in all subject areas.. Students will be allowed before and after school opportunities for support and remediation focused on these instructional strategies. Teachers will provide for incorporation, modeling, and support of reading comprehension strategies within all classes within a variety of texts with a focus on fiction and non-fiction.	LLT Team Principal MTSS Team	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative FAIR Assessment Classroom Formative Assessments (Monthly) District interim assessments (Quarterly) Classroom Edusoft benchmark assessments (Weekly) Standardized FCAT 2.0 Reading Assessment

1		<p>Students will be provided opportunities for practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions within small groups, before and after school, and in pull outs.</p> <p>Teachers will help students gain a better understanding of supporting details to help support their arguments.</p> <p>Useful instructional strategies which will be emphasized: reciprocal teaching; opinion proofs; question-and-answer relationships; summarization skills; providing students with opportunities to use and refine their skills within a small group model. Additionally, students will learn strategies to effectively gather valid information from a variety of resources to form an objective and supported opinion.</p> <p>Tutoring using Test Coach will be provided as an intervention to address deficiency for a period of once weekly for one hour.</p>			
2	<p>In the 2012 FCAT assessment, students in our lowest 25% showed improvement in this performance trend. In the 2012 FCAT, the lowest 25% of students making gains in 6th grade showed deficiency in the reporting category of Reading Application due to the student's limited exposure to developing effective comprehension skills in context and limited use of reading comprehension skills to determine meaning in text.</p>	<p>Teachers will continue teaching, supporting and using instructional strategies in all content classrooms to support struggling readers. These strategies will include student created vocabulary/ word maps; word walls; personal dictionaries; instruction in different levels of content-specific words; reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities in all subject areas..</p> <p>Students will be allowed before and after school opportunities for support and remediation focused on these instructional strategies.</p> <p>Teachers will provide for incorporation, modeling, and support of reading comprehension strategies</p>	LLT Team Principal MTSS Team	<p>Weekly data chats/talks</p> <p>Data disaggregation (Monthly)</p> <p>Remediation based on data.</p>	<p>Formative</p> <p>District interim assessments (Quarterly)</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized FCAT 2.0 Standardized Assessment</p>

within all classes.

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 #

Increase 4% 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
	57	61	65	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B:

The results of the 2011-2012 FCAT indicate that 38% of White students met AMO in reading.

Our goal for the 2012-13 school year is to increase the level of White students making one years worth of gains to 74% for an increase of 26 percentage points.

The results of the 2011-2012 FCAT indicate that 38% of Black students met AMO in reading.

Our goal for the 2012-13 school year is to increase the level of Black students making one years worth of gains to 43% for an increase of 5 percentage points.

The results of the 2011-2012 FCAT indicate that 52% of Hispanic students met AMO in reading.

Our goal for the 2012-13 school year is to increase the level of Hispanic students making one years worth of gains to 63% for an increase of 11 percentage points.

2012 Current Level of Performance:

2013 Expected Level of Performance:

White: 38% (5)
Black: 38% (8)
Hispanic: 52% (136)

White: 74% (10)
Black: 43% (9)
Hispanic: 63% (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
	In the 2011 FCAT, this subgroup showed deficiency in the reporting category of Reading Application due to the students' limited exposure to developing effective comprehension skills in context and limited use of reading comprehension skills to determine meaning in text. Steps will be taken to improve this performance trend with targeted efforts to make gains in comprehension skills in context. The anticipated barrier in this category is	Teachers will continue using instructional strategies in all classrooms including vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words; reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities. Students will be allowed before and after school opportunities for support	LLT Team Principal	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom Edusoft benchmark assessments (Weekly) Standardized FCAT 2.0 Reading Assessment

1	<p>limited practice of reading comprehension strategies to effectively determine meaning in text.</p> <p>In the 2012 FCAT, this subgroup showed deficiency in the reporting category of Informational Text / Research Process due to the student's limited exposure to developing effective research skills and understanding how to use information to form valid and applicable opinions. The anticipated barrier in this category is to have students experience learning gains at this level because of limited opportunity to practice skills in context.</p>	<p>and remediation focused on these instructional strategies.</p> <p>Teachers will provide for incorporation, modeling, and support of reading within all classes with focused emphasis on modeling, using, and teaching research based reading strategies.</p> <p>Students will be provided opportunities for practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions within small groups, before and after school, and in pull outs.</p> <p>Teachers will help students gain a better understanding of supporting details to help support their arguments.</p> <p>Useful instructional strategies which will be emphasized: reciprocal teaching; opinion proofs; question-and-answer relationships; summarization skills; providing students with opportunities to use and refine their skills within each classroom.</p>			
2	<p>In the 2012 FCAT assessment, students in our Hispanic student subgroup did make AMO in Reading but in 2012 these students missed meeting AYP.</p> <p>In the 2012 FCAT, this subgroup showed deficiency in the reporting category of Reading Application due to the students' limited exposure to developing effective comprehension skills in context and limited use of reading comprehension skills to determine meaning in text.</p> <p>Steps will be taken to improve this performance trend with targeted efforts to make gains in comprehension skills in context. The anticipated barrier in this category is limited practice of reading comprehension strategies to effectively determine meaning in text.</p>	<p>Teachers will continue using instructional strategies in all classrooms including vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words; reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities.</p> <p>Students will be allowed before and after school opportunities for support and remediation focused on these instructional strategies.</p> <p>Teachers will provide for incorporation, modeling, and support of reading within all classes with focused emphasis on modeling, using, and teaching research based reading strategies.</p>	LLT Team Principal	<p>Weekly data chats/talks</p> <p>Data disaggregation (Monthly)</p> <p>Remediation based on data.</p>	<p>Formative</p> <p>District interim assessments (Quarterly)</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized FCAT 2.0 Standardized Assessment</p>
	In the 2012 FCAT, this	Students will be provided	LLT Team	Weekly data chats/talks	Formative

3	subgroup showed deficiency in the reporting category of Informational Text / Research Process due to the student's limited exposure to developing effective research skills and understanding how to use information to form valid and applicable opinions. The anticipated barrier in this category is to have students experience learning gains at this level because of limited opportunity to practice skills in context.	<p>opportunities for practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions within small groups, before and after school, and in pull outs.</p> <p>Teachers will help students gain a better understanding of supporting details to help support their arguments.</p> <p>Useful instructional strategies which will be emphasized: reciprocal teaching; opinion proofs; question-and-answer relationships; summarization skills; providing students with opportunities to use and refine their skills within each classroom.</p>	Principal	<p>Data disaggregation (Monthly)</p> <p>Remediation based on data.</p>	<p>District interim assessments (Quarterly)</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized FCAT 2.0 Standardized Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.	The results of the 2011-2012 FCAT indicate that 11% of ELL students met AMO in reading.
Reading Goal #5C:	Our goal for the 2012-13 school year is to increase the level of ELL students making one years worth of gains to 57% for an increase of 46 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2)	57% (13)

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
	ELL students showed deficiency in the reporting category of Listening/Speaking due to the students' limited exposure to developing effective listening/speaking skills in context and limited use of listening/speaking skills to determine meaning in text and conversation.	<p>Teachers will use ESOL instructional strategies in all classrooms including vocabulary word/picture maps; word walls; personal heritage language dictionaries; instruction in different levels of common content-specific words; listening and speaking English from a wide variety of texts; instruction in determining differences in meaning due to context; and engaging in affix or root word activities.</p> <p>Students will be allowed before and after school opportunities for support and remediation focused</p>	LLT Team	<p>Weekly data chats/talks</p> <p>Data disaggregation (Monthly)</p> <p>Remediation based on data</p>	<p>Formative District interim assessments (Quarterly)</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized 2013 CELLA</p>

1	<p>on these instructional strategies.</p> <p>Teachers will provide for incorporation, modeling, and support of listening/speaking in english within all classes with focused emphasis on modeling, using, and teaching research based ELL listening/speaking support strategies.</p> <p>Steps will be taken to improve this performance trend with targeted efforts to make gains in listening comprehension skills in context. The anticipated barrier in this category is limited practice of listening/speaking strategies to effectively determine meaning in text and conversation.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	<p>The results of the 2011-2012 FCAT indicate that 19% of SWD students met AMO in reading.</p> <p>Our goal for the 2012-13 school year is to increase the level of SWD students making one years worth of gains to 33% for an increase of 14 percentage points.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (5)	33% (9)

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	On the 2011-2012 FCAT, students under the subgroup SWD demonstrated weakness in building skills and accelerating in academic growth in the areas of fluency, decoding, vocabulary, and comprehension.	<p>Students will use accelerated reader weekly for effective reading practice.</p> <p>Students will use reading plus weekly to incorporate differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student.</p>	Teachers	<p>Computerized assessment and progress monitoring tools.</p> <p>Reading Plus progress monitoring tools.</p>	2012-2013 FCAT 2.0 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading.	<p>The results of the 2012 FCAT indicate that 50% of Economically Disadvantaged students met AMO reading.</p> <p>Our goal for the 2012-13 school year is to increase the level</p>
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Reading Goal #5E:			of Economically Disadvantaged students making one years worth of gains to 61% for an increase of 11 percentage points		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
50% (137)			61% (167)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In the 2012 FCAT, this subgroup showed deficiency in the reporting category of Reading Application due to the students' limited exposure to developing effective comprehension skills in context and limited use of reading comprehension skills to determine meaning in text. Steps will be taken to improve this performance trend with targeted efforts to make gains in comprehension skills in context. The anticipated barrier in this category is limited practice of reading comprehension strategies to effectively determine meaning in text.	Teachers will continue using instructional strategies in all classrooms including vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words; reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities. Students will be allowed before and after school opportunities for support and remediation focused on these instructional strategies. Teachers will provide for incorporation, modeling, and support of reading within all classes.	LLT Team Principal	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom Edusoft benchmark assessments (Weekly) Standardized FCAT 2.0 Reading Assessment
2	In the 2012 FCAT, this subgroup showed deficiency in the reporting category of Informational Text / Research Process due to the student's limited exposure to developing effective research skills and understanding how to use information to form valid and applicable opinions. The anticipated barrier in this category is to have students experience learning gains at this level because of limited opportunity to practice skills in context.	Students will be provided opportunities for practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions within small groups, before and after school, and in pull outs. Teachers will help students gain a better understanding of supporting details to help support their arguments. Useful instructional strategies which will be emphasized: reciprocal teaching; opinion proofs; question-and-answer relationships; summarization skills; providing students with opportunities to use and refine their skills within all classrooms.	LLT Team Principal	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom Edusoft benchmark assessments (Weekly) Standardized FCAT 2.0 Reading Assessment
	In the 2012 FCAT, this	Teachers will continue	LLT Team	Weekly data chats/talks	Formative

3	<p>subgroup showed deficiency in the reporting category of Reading Application due to the students' limited exposure to developing effective comprehension skills in context and limited use of reading comprehension skills to determine meaning in text.</p> <p>Steps will be taken to improve this performance trend with targeted efforts to make gains in comprehension skills in context. The anticipated barrier in this category is limited practice of reading comprehension strategies to effectively determine meaning in text.</p>	<p>using instructional strategies in all classrooms including vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words; reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities.</p> <p>Students will be allowed before and after school opportunities for support and remediation focused on these instructional strategies.</p> <p>Teachers will provide for incorporation, modeling, and support of reading within all classes.</p>	Principal	<p>Data disaggregation (Monthly)</p> <p>Remediation based on data.</p>	<p>District interim assessments (Quarterly)</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized FCAT 2.0 Standardized Assessment</p>
4	<p>In the 2012 FCAT, this subgroup showed deficiency in the reporting category of Informational Text / Research Process due to the student's limited exposure to developing effective research skills and understanding how to use information to form valid and applicable opinions. The anticipated barrier in this category is to have students experience learning gains at this level because of limited opportunity to practice skills in context.</p>	<p>Students will be provided opportunities for practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions within small groups, before and after school, and in pull outs.</p> <p>Teachers will help students gain a better understanding of supporting details to help support their arguments.</p> <p>Useful instructional strategies which will be emphasized: reciprocal teaching; opinion proofs; question-and-answer relationships; summarization skills; providing students with opportunities to use and refine their skills within all classrooms.</p>	LLT Team Principal	<p>Weekly data chats/talks</p> <p>Data disaggregation (Monthly)</p> <p>Remediation based on data.</p>	<p>Formative</p> <p>District interim assessments (Quarterly)</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized FCAT 2.0 Standardized Assessment</p>

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 Strategies Across the Curriculum	6-8/Reading and Language Arts	Academic Coach	All Instructional Staff	8/16/2012	Mentoring/Classroom Observations	Ms. Jennifer Vazquez, Academic Coach

MTSS/RtI	6-8/All Subject Areas	Academic Coach	All instructional staff	8/20/2012 Ongoing	Mentoring/Classroom Observations	Ms. Jennifer Vazquez, Reading Coach Mr. Garrick S. Keidan, Assistant Principal Mrs. Charmaine Dennis, Dean of Students
Best Practices in Motivation, Engagement, & Discipline	6-8/All Subject Areas	Academic Coach	All Instructional Staff	10/26/2012 Ongoing	Journal Reflection on Implementation	Ms. Jennifer Vazquez, Academic Coach Mr. Garrick S. Keidan, Assistant Principal

Reading Budget:

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

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:	During the 2012 CELLA, 54% (14) of students scored proficient in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
54% (14)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In the 2012 CELLA, ELL students showed deficiency in the reporting category of Listening/Speaking due to the students' limited exposure to developing effective listening/speaking skills in context and limited use of listening/speaking skills to determine meaning in text and conversation.	<p>Teachers will use ESOL instructional strategies in all classrooms including vocabulary word/picture maps; word walls; personal heritage language dictionaries; instruction in different levels of common content-specific words; listening and speaking English from a wide variety of texts; instruction in determining differences in meaning due to context; and engaging in affix or root word activities.</p> <p>Students will be allowed before and after school opportunities for support and remediation focused on these instructional strategies.</p> <p>Teachers will provide for incorporation, modeling, and support of listening/speaking in English within all classes with focused emphasis on modeling, using, and teaching research based ELL listening/speaking support strategies.</p> <p>Steps will be taken to improve this performance trend with targeted efforts to make gains in listening comprehension skills in context. The anticipated barrier in this category is limited practice of listening/speaking strategies to effectively determine meaning in text and conversation.</p>	LLT Team	<p>Weekly data chats/talks</p> <p>Data disaggregation (Monthly)</p> <p>Remediation based on data</p>	<p>Formative District interim assessments (Quarterly)</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized 2013 CELLA</p>

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:	During the 2012 CELLA, 27% (7) of students scored proficient in Reading.
2012 Current Percent of Students Proficient in reading:	
27% (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	In the 2012 CELLA, ELL students showed deficiency in the reporting category of due to the students' limited exposure to developing effective comprehension skills in context and limited use of reading comprehension skills to determine meaning in text.	<p>Teachers will using instructional strategies in all classrooms including vocabulary word maps; word walls; personal heritage language dictionaries; instruction in different levels of content-specific words; reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities.</p> <p>Students will be allowed before and after school opportunities for support and remediation focused on these instructional strategies.</p> <p>Teachers will provide for incorporation, modeling, and support of reading within all classes with focused emphasis on modeling, using, and teaching research based reading/ESOL strategies in all classes.</p> <p>Steps will be taken to improve this performance trend with targeted efforts to make gains in reading comprehension skills in context. The anticipated barrier in this category is limited practice of reading comprehension strategies to effectively decode and determine meaning in text.</p>	LLT Team	<p>Weekly data chats/talks</p> <p>Data disaggregation (Monthly)</p> <p>Remediation based on data.</p>	<p>Formative District interim assessments (Quarterly)</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized 2013 CELLA</p>

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

3. Students scoring proficient in writing.

CELLA Goal #3:

During the 2012 CELLA, 27% (7) of students scored proficient in Writing

2012 Current Percent of Students Proficient in writing:

27% (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	In the 2012 CELLA Writing assessment, students scored at 27% proficient. The anticipated barrier in this area is limited understanding of the relevance of writing in their lives and opportunities to make real life experiences relevant in their writing and the motivation to effectively communicate these experiences to others in English.	<p>Develop Professional Learning Communities (PLC) of all teachers with an emphasis of providing opportunities for all students to develop effective writing abilities in all classes.</p> <p>Model effective ESOL writing strategies for students in all genres and subject areas.</p> <p>Within the Developmental LA subject area, develop a writing plan and have students keep an ongoing writer's notebook beginning in the 6th grade, participate in the prewriting process, use graphic organizers, and prescriptively focus on student's strengths and weaknesses.</p> <p>Conduct peer editing.</p> <p>Provide opportunities for students to include their real life experiences in their writing through a non-fiction type school newspaper within the ESOL class.</p> <p>Focus on students' understanding of the core elements of writing, the differences in the English language from their Heritage language, and the role of each element especially sentence structure and writing for a variety of audiences and for effective communication.</p>	Administration	<p>Student Writing Portfolio Data Chats (monthly)</p> <p>Administration will review and conduct monthly data chats following the FCIM and adjust instruction as needed.</p>	<p>Formative FCAT Writing Assessment</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Review of Writer's Notebooks (Monthly)</p> <p>Classroom Benchmark Assessments</p> <p>District Interim Assessments</p> <p>Standardized 2013 CELLA</p>

CELLA Budget:

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT indicate that 33% of Level 3 students achieved proficiency in Math. Our goal for the 2012-13 school year is to increase Level 3 students to 40% proficiency in Math for an increase of 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (99)	40% (119)

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	In the 2012 FCAT assessment, Level 3 students in 6th and 7th grade showed deficiency in the the 2012 FCAT assessment, Level 3 students showed deficiency in the Geometry and Measurement content area because of limited classroom opportunities to use learned concepts in real world applications.	Teachers across the content areas will focus to provide generous opportunities for students to develop their spatial sense through visual stimulus, investigate geometric properties and various hand-on strategies to investigate and interact with a variety of relevant objects. Students will be provided opportunities to solve relevant real world problems using ratio, proportion, and scale and calculating velocity and density.	Administration	Weekly data chats/talks Common Planning (Monthly) Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom benchmark assessments (Weekly) Accelerated Math Standardized FCAT 2.0 Math Assessment
2	In the 2012 FCAT assessment, Level 3 students in 6th grade showed deficiency in Ratios/Proportional/Relationships content area because of limited classroom opportunities to use learned concepts in real world applications and limited interaction with manipulative during the Math instructional block.	Teachers will focus to provide generous opportunities for students to develop their spatial sense through visual stimulus, investigate geometric properties and various hand-on strategies to investigate a variety of objects. Students will be provided opportunities to solve real world problems using ratio, proportion, and scale and frequently investigating relationships between objects in the real world.	Administration	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom benchmark assessments (Weekly) Accelerated Math Standardized FCAT 2.0 Math Assessment

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.

The results of the 2012 FCAT indicate that 26% of Level 4 and 5 students achieved above proficiency in math.

Mathematics Goal #2a:

Our goal for the 2012-13 school year is to increase Level 4-5 students to 29% proficiency for an increase of 3 percentage points.

2012 Current Level of Performance:

2013 Expected Level of Performance:

26% (77)

29% (86)

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	In the 2012 FCAT assessment, Level 4 and 5 students showed deficiency in the Geometry and Measurement content area because of limited classroom opportunities to enrich and deepen learned concepts in real world applications.	Teachers across the content areas will collaborate and focus to provide generous enrichment opportunities for students to develop their spatial sense through visual stimulus, investigate geometric properties and various hand-on strategies to investigate and interact with a variety of relevant objects.	Administration	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom benchmark assessments (Weekly) Accelerated Math Standardized FCAT 2.0 Math 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 indicate that 77% of students achieved made learning gains in math. Our goal for the 2012-13 school year is to increase Level of students to 82% proficiency for an increase of 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (216)	82% (230)

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	In the 2012 FCAT students who made learning gains made the least improvement in the Reporting Category Statistics and Probability.	Teachers will use manipulatives (coins, spinners, die) to explore outcome of an experiment and predict which events are likely or unlikely. Teachers will enable students to determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair, by engaging students in hands-on learning. Teachers will allow coins to be tossed, spinners to be introduced and dies to	Administration	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom benchmark assessments (Weekly) Accelerated Math Standardized FCAT 2.0 Math Assessment

	be casted to explore possible outcomes in the real world with students.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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. Mathematics Goal #4:	The results of the 2012 FCAT indicate that 75% of students in the lowest 25% made learning gains in math. Our goal for the 2012-13 school year is to increase the lowest 25% of students making learning gains to 80% for an increase of 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (54)	80% (58)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	In the 2012 FCAT, the lowest 25% of students in 7th and 8th grade showed deficiencies in Geometry and Measurement. The anticipated barrier in improving this performance trend is for students to have opportunities to use knowledge in real world application and have remediation activities which focus on these areas on a weekly basis. In the 2012 FCAT, the	Teachers will focus to provide generous opportunities for students to develop their spatial sense through visual stimulus, investigate geometric properties and various hand-on strategies to investigate a variety of objects. Interventions will be implemented through Accelerated Math weekly to address deficiencies and weekly supplemental tutoring will be provided	MTSS Team	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom benchmark assessments (Weekly) Accelerated Math

1	lowest 25% of students in 6th grade showed deficiencies in reporting category of numbers and operations, Fractions, Ratios, Proportional Relationships, and statistics. The anticipated barrier in improving this performance trend is for students to have opportunities to use knowledge in real world application and have remediation activities which focus on these areas on a weekly basis.	<p>before school and after school.</p> <p>Teachers will provide the opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals.</p> <p>Teachers will use visual models to explain multiplication and division of fractions and use number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers</p>		<p>Standardized FCAT 2.0 Math Assessment Classroom benchmark assessments (Weekly)</p> <p>Accelerated Math</p> <p>Standardized FCAT 2.0 Standardized Assessment</p>
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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%.		<p>Middle School Mathematics Goal #</p> <p>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.</p> <p>5A :</p>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	71	74	77	80	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:			The results of the 2012 FCAT indicate that 54% of White students met AMO in math.		
			Our goal for the 2012-13 school year is to increase the White students to 74% proficiency in Math for an increase of 20 percentage points.		
			The results of the 2012 FCAT indicate that 38% of Black students did meet AMO in math.		
			Our goal for the 2012-13 school year is to increase the Black students to 48% proficiency in Math for an increase of 10 percentage points.		
			The results of the 2012 FCAT indicate that 62% of Hispanic students did meet AMO in math.		
			Our goal for the 2012-13 school year is to increase the Hispanic students to 72% proficiency in Math for an increase of 10 percentage points.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
White: 54% (7) Black: 38% (8) Hispanic: 62% (162)			White: 74% (10) Black: 48% (10) Hispanic: 72% (188)		
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
	In the 2012 FCAT assessment, Level 3 students in 6th grade	Students will participate in learning centers	Mathematics Chair	Weekly data chats/talks	Formative

1	showed deficiency in Ratios/Proportional/Relationships content area because of limited classroom opportunities to use learned concepts in real world applications and limited interaction with manipulative during the Math instructional block.	during instructional time and rotate among centers, where each center will focus on a different aspect of relationships.	MTSS Team	Data disaggregation (Monthly) Remediation based on data.	District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom benchmark assessments (Weekly) Accelerated Math Standardized FCAT 2.0 Math Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT indicate that 41% of ELL students met AMO in math. Our goal for the 2012-13 school year is to increase the level of ELL students making one years worth of gains to 71% for an increase of 30 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (9)	71% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students showed deficiency in the reporting category of Listening/Speaking due to the students' limited exposure to developing effective listening/speaking skills in context and limited use of listening/speaking skills to determine meaning in text and conversation.	Teachers will use ESOL instructional strategies in all classrooms including vocabulary word/picture maps; word walls; personal heritage language dictionaries; instruction in different levels of common content-specific words; listening and speaking English from a wide variety of texts; instruction in determining differences in meaning due to context; and engaging in affix or root word activities. Students will be allowed before and after school opportunities for support and remediation focused on these instructional strategies. Teachers will provide for incorporation, modeling, and support of listening/speaking in english within all classes	LLT Team	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom Edusoft benchmark assessments (Weekly) Standardized 2013 CELLA

	with focused emphasis on modeling, using, and teaching research based ELL listening/speaking support strategies.		
	Steps will be taken to improve this performance trend with targeted efforts to make gains in listening comprehension skills in context. The anticipated barrier in this category is limited practice of listening/speaking strategies to effectively determine meaning in text and conversation.		

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:	The results of the 2011-2012 FCAT indicate that 23% of SWD students met AMO in mathematics. Our goal for the 2012-13 school year is to increase the level of SWD students making one years worth of gains to 42% for an increase of 19 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (6)	42% (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	In the 2012 FCAT students who made learning gains made the least improvement in the Reporting Category Statistics and Probability.	Teachers will use manipulatives (coins, spinners, die) to explore outcome of an experiment and predict which events are likely or unlikely. Teachers will enable students to determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair, by engaging students in hands-on learning. Teachers will allow coins to be tossed, spinners to be introduced and dies to be casted to explore possible outcomes in the real world with students.	Administration	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom benchmark assessments (Weekly) Accelerated Math Standardized FCAT 2.0 Math 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	The results of the 2012 FCAT indicate that 60% of Economically Disadvantaged students met AMO in math.
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Mathematics Goal #5E:			Our goal for the 2012-13 school year is to increase the Economically Disadvantaged students to 70% proficiency in Math for an increase of 10 percentage points.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
60% (164)			70% (191)		
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	In the 2012 FCAT assessment students showed deficiency in Ratios/Proportional/Relationships content area because of limited classroom opportunities to use learned concepts in real world applications and limited interaction with manipulative during the Math instructional block.	Teachers will focus to provide generous opportunities for students to develop their spatial sense through visual stimulus, investigate geometric properties and various hand-on strategies to investigate a variety of objects. Students will be provided opportunities to solve real world problems using ratio, proportion, and scale and frequently investigating relationships between objects in the real world.	Administration	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) Classroom Formative Assessments (Monthly) Classroom benchmark assessments (Weekly) Accelerated Math Standardized FCAT 2.0 Math Assessment

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:			In the 2012 Algebra EOC, level 3 students scored at 44%. Our goal for the 2012-13 Algebra EOC is to increase by 1 point to 45%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
44% (27)			45% (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
	In the 2012 Algebra EOC assessment, students showed deficiency in the polynomials content area because of limited	Teachers across the content areas will focus to provide generous enrichment opportunities for students to develop	Administration	Weekly data chats/talks Data disaggregation (Monthly)	Formative District interim assessments (Quarterly)

1	classroom opportunities to enrich and deepen learned concepts in real world applications.	their spatial sense through visual stimulus, investigate geometric properties and various hand-on strategies to investigate and interact with a variety of relevant objects. Students will be provided enrichment opportunities to solve relevant real world problems using ratio, proportion, and scale and calculating velocity and density.	Remediation based on data.	Classroom Formative Assessments (Monthly) Classroom benchmark assessments (Weekly) Accelerated Math Standardized Algebra EOC Exam
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In the 2012 Algebra EOC, level 4 or above students scored at 49%. Our goal for the 2012-13 Algebra EOC is to maintain at 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (30)	49% (30)

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	Based on the 2011-2012 Algebra EOC, students had difficulty applying probability and statistical methods for representing and interpreting data and communicating results, using technology with needed.	<p>The student will design an investigation and justify their design.</p> <p>The student will describe how they would do an investigation, select a sampling technique and justify their choice.</p> <p>The student will demonstrate an understanding of the concepts of bias, sample size, randomness, representative samples, and simple random sampling techniques.</p>	Administration	Student will design investigations stating how data will be collected and justify the method.	2012-2013 Algebra EOC Assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	71	74	77	80	

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:

<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3B:</p>	<p>The results of the 2012 FCAT indicate that 38% of Hispanic students did not make satisfactory progress in Algebra.</p> <p>Our goal for the 2012-13 school year is to decrease the level of students who did not make satisfactory progress in Algebra by 10 percentage points to 28%.</p> <p>The results of the 2012 FCAT indicate that 60% of Economically Disadvantaged students did not make satisfactory progress in Algebra.</p> <p>Our goal for the 2012-13 school year is to decrease the level of Economically Disadvantaged students who did not make satisfactory progress in Algebra by 10 percentage points to 50%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>62% (35) Hispanic</p> <p>60% (32) Economically Disadvantaged</p>	<p>72% (40) Hispanic</p> <p>70% (38) Economically Disadvantaged</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Algebra I EOC administration in 2011-2012, indicates that Hispanic and ED students had difficulty using measures of central tendency and/or variability to make informed conclusions.	<p>Students will use measures of central tendency and variability to solve problems, make informed conclusions and/or display data.</p> <p>Students will recognize and apply the effect of the distribution of the data on the measures of central tendency and variability.</p>	Administration	Student data will be displayed in a variety of representations which may include: frequency tables, box and whisker plots, and other displays.	2012-2013 Algebra I EOC Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.

Algebra Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.

Algebra Goal #3E:

The results of the 2012 FCAT indicate that 40% of ED students did not make satisfactory progress in Algebra.

Our goal for the 2012-13 school year is to decrease the level of ED students who did not make satisfactory progress in Algebra by 10 percentage points to 30%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

60% (32)

70% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	The Algebra I EOC administration in 2011-2012, indicates that Hispanic and ED students had difficulty using measures of central tendency and/or variability to make informed conclusions.	Students will use measures of central tendency and variability to solve problems, make informed conclusions and/or display data. Students will recognize and apply the effect of the distribution of the data on the measures of central tendency and variability.	Administration	Student data will be displayed in a variety of representations which may include: frequency tables, box and whisker plots, and other displays.	2012-2013 Algebra I EOC Assessment

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				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.				
Geometry Goal #3B:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.				
Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.				
Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mathematics Strategies/ Hands On Learning	Middle School/ Math Instructors	Caridad Morfa Campos	Math Instructional staff	10/26/2012	Mentoring/Classroom Observations	Administration
Using Manipulatives with Intensive Math	Middle School/ Math Instructors	Caridad Morfa Campos	Math Instructional staff	11/6/2012	Mentoring/Classroom Observations	Administration

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			The results of the 2012 FCAT indicate that 39% (of students achieved proficiency in Science. Our goal for the 2012-13 school year is to increase Level 3 students to 42% proficiency in Science for an increase of 3 percentage points.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
39%(40)			42% (44)		
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
	In the 2012 FCAT assessment, students showed limited proficiency in the reporting category of Nature of Science because of limited development of higher order and critical thinking skills in this area and real world problem solving applications.	Provide frequent opportunities for students to apply science concepts in real-world scenarios, and conduct laboratory investigations that include elements of science including calculating, manipulating, and solving problems. Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school. Participation in quarterly science fairs	Administration	Weekly data chats/talks Data disaggregation (Monthly) Remediation based on data.	Formative District interim assessments (Quarterly) School Site Science Fairs (Quarterly) Classroom Formative Assessments (Monthly) Classroom benchmark assessments (Weekly) Standardized FCAT 2.0

1	<p>that provide students the opportunity to investigate and explain scientific concepts and to solve real world problems.</p> <p>Implement professional development to teachers and strategies to increase inquiry-based learning of Scientific Thinking.</p> <p>Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry based activities that allow for testing of hypotheses, long and short term data analysis, explanation of variables, and experimental design (Science Fair).</p>	Science Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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:	<p>The results of the 2012 FCAT indicate that 11% of Level 4 and 5 students achieved above proficiency in science.</p> <p>Our goal for the 2012-13 school year is to increase Level 4-5 students to 12% proficiency for an increase of 1 percentage point.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

11% (11)

12% (13)

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	In the 2012 FCAT assessment, students showed limited proficiency in the reporting category of Nature of Science because of limited development enrichment opportunities for higher order and critical thinking skills in this area and real world problem solving applications.	<p>Develop Professional Learning Communities (PLC) of science teachers with an emphasis of increasing rigor and providing enrichment opportunities for a deeper understanding of inquiry based concepts.</p> <p>Provide classroom and after-school enrichment opportunities for students to design and develop Life and Environmental Sciences related projects to increase analytical abilities and scientific thinking, and the development and discussion of inquiry based activities that allow for enrichment experiences in the testing of hypotheses, data analysis, explanation of variables, and experimental design of earth Space concepts.</p> <p>Provide enrichment opportunities after school and/or during homeroom for higher level students to review the Annually Assessed Sciences benchmarks that are not directly aligned with the course through hands-on/interactive/long term activities, and writing to compare, contrast, illustrate, and explain scientific concepts.</p>	Administration	<p>Weekly data chats/talks</p> <p>Data disaggregation (Monthly)</p> <p>Remediation based on data.</p>	<p>Formative</p> <p>District interim assessments (Quarterly)</p> <p>School Based Science Fairs (Quarterly)</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p> <p>Standardized FCAT 2.0 Science Assessment</p>

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
Best Practices in Science Instruction	6-8/ Science	Rafael Sanchez	Science Teachers	12/13/12 10/25/2012	Mentoring/Classroom Observations	Science Chair
Inquiry Based Teaching	6-8/ Science	Rafael Sanchez	Science Teachers	1/17/2013	Mentoring/Classroom Observations/ Science Fair Outcomes	Science Chair

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
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

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT indicate that 69% of students achieved proficiency in writing. Our goal for the 2012-13 school year is to maintain Level 3 and higher students to 72% proficiency in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (72)	72% (75)

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	On the 2012 FCAT 2.0 Writing assessment, students scored at 69% proficient. The anticipated barrier in this area is limited understanding of the relevance of writing in their lives and opportunities to make real life experiences relevant in their writing.	<p>Develop Professional Learning Communities (PLC) of all teachers with an emphasis of providing opportunities for students to develop effective writing abilities in all classes.</p> <p>Model effective writing strategies for students in all genres and subject areas.</p> <p>Within LA subject area, develop a writing plan and have students keep an ongoing writer's notebook beginning in the 6th grade, participate in the prewriting process, use graphic organizers, and prescriptively focus on student's strengths and weaknesses.</p> <p>Conduct peer editing.</p> <p>Provide opportunities for students to include their real life experiences in their writing through a non-fiction type school newspaper.</p> <p>Focus on students' understanding of the core elements of writing and the role of each element especially sentence structure and writing for a variety of audiences.</p>	<p>Language Arts Chair</p> <p>Reading Chair</p>	<p>Student Writing Portfolio</p> <p>Data Chats (monthly)</p>	<p>Formative FCAT Writing Assessment</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Review of Writer's Notebooks (Monthly)</p> <p>Classroom Benchmark Assessments</p> <p>District Interim Assessments</p> <p>Standardized FCAT 2.0 Standardized Assessment</p>

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
FCAT Writes Writing Strategies Across the Curriculum	Middle School/ All	Jennifer Vazquez, Reading Coach Stephanie Betancourt, Language Arts Chair	All Instructional staff	09/22/2012	Mentoring Classroom Observations Review of Writer's Notebooks	Jennifer Vazquez, 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 EOC indicate that 0% of students achieved proficiency in Civics. Our goal for the 2012-13 school year is to maintain Level 3 and higher students to 10% proficiency in civics.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0% (0)			10% (0)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Current implementation of Civics curriculum demonstrates that students are in line with expectations. Observations have reflected that students often have poor understanding of graphical representations, and additionally, students are found unaware of present-day issues that correspond to the curriculum.	Students will be provided with opportunities to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphical representations. Students will also be provided with opportunities to utilize print and non-print resources to research specific issues related to governments/civics; help students provide alternate solutions to the problems researched.	Administration will be responsible for the monitoring of the implementation of the identified strategies.	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	Monthly assessments Chapter/unit assessments District 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 EOC indicate that 0% of students achieved level 4 or 5 in Civics. Our goal for the 2012-13 school year is to maintain Level 4 and 5 and higher students to 10% in civics.	
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (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	Students are observed having poor reasoning skills when working on key concepts.	Students will be provided with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.	Administration will be responsible for the monitoring of the implementation of the identified strategies.	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	Monthly assessments Chapter/unit assessments District 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
Project Citizen	7th Grade Social Science	District	7th Grade Social Science Teachers	September 17, 2012	Department meetings to collaborate on implementation	Social Science Chair

Civics Budget:

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

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:	Statistical analysis of the 2011-12 school year attendance showed an attendance rate of 96.28% and that 64 students experienced excessive absences and 4 experienced excessive tardiness. Our goal for the 2012-2013 school year is to increase our attendance rate to 96.78% for an increase of .500 percentage points, decrease our students who experience excessive absences to 61, and maintain our students who experience excessive tardiness at 4.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.28% (296)	96.78% (297)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
64	61
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
4	4

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	Parents accepting the significance, impact, and connection of attendance on student achievement.	Communication strategies: Parent contact through phone calls, home visits, and parent letters. Identification of and addressing issues individual to each situation causing a cycle of habitual truancy. Weekend and afterschool parent workshops on the connection of attendance and risk factors. Update emergency contact information every 9 weeks.	Administration	Analysis of Monthly Attendance Rates Analysis of individual student attendance rates. Evaluation of impact on student achievement before and after strategy implementation. Parent survey	ISIS Daily Attendance Report Teacher Survey Parent workshops on the connection of attendance and risk factors.
2	Students and parents understanding the negative impact that tardies have on instruction and learning.	Teachers and staff will hold monthly workshops and designated parent/teacher conference days to educate students and parents on the importance of attending	Administration	Office Administrator and Attendance Clerk will review tardy lists weekly and advise administration on levels of progress.	Student Official Attendance Record

classes on time.

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						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reward Students for Perfect Attendance	Pizza, Ice Cream, Special Field Trip	PTO	\$500.00
Subtotal:			\$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$500.00

End of 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:	Analysis of the 2011-12 school year revealed 0 in-school suspensions and 8 out-of-school suspensions. Our goal for the 2012-13 school year is to reduce the out-of school suspensions to 7 and maintain the in-school suspensions at 0.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

0	0				
2012 Total Number of Students Suspended In-School			2013 Expected Number of Students Suspended In-School		
0	0				
2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
8	7				
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
8	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	<p>For the 2011-12 school year, 0 in school suspensions and 8 out of school suspensions. For the 2012-13 school year, our goal is to maintain 0 in school suspensions and decrease out of school suspensions to 7. Students are unaware of the consequences that suspension has on their academic record.</p> <p>For the 2011-12 school year, 0 in school suspensions and 8 out of school suspensions. For the 2012-13 school year, our goal is to maintain 0 in school suspensions and decrease out of school suspensions to 7. The anticipated barrier to this goal is the parents being familiar with the student code of conduct as it relates to suspendable offences</p>	<p>Implementation of a preventative classroom behavior management model. Positive reinforcement in the classroom. PD in engagement, motivation, and classroom management.</p> <p>Student workshops to help them gain a thorough understanding of the suspension process and the negative effect it presents on one's academic record.</p> <p>Parent workshops once a semester to focus on parents understanding the student code of conduct.</p>	Principal	Monthly evaluation of suspension rates	Monthly Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ASPIRA South PLC Attribution/Resiliency	6-8/All Subjects	Mr. Keidan	School - Wide	2/14/2012	Evaluation of suspension rates	Administration

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			During the 2011-2012 school year, parental participation was approximately 70%. During the 2012-2013 school year, parental participation will increase by 10 percentage points.		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
70%			80%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Parents understanding the importance and connection of their involvement in student achievement.	Improve communication strategies: Parent contact through phone calls and home visits.	Mrs. Dennis, CIS	Calculating Volunteer Hours	MIS Forms Climate Surveys
2	Parents understanding the positive impact of increasing the amount of time parents and students share.	Family oriented activities to improve parent/child bonding.	. Mrs. Dennis, CIS	Climate Surveys	MIS Forms Climate Surveys
3	Parent's schedules limit time they may invest in school	Requirement of 10% of required community service hours being in the form of participating on EESCA, PTSA meetings, DAC meetings, and/or other school meetings/activities which will be held at a variety of times to facilitate attendance..	Mrs. Dennis, CIS	End of year evaluation	1.3. MIS Forms Climate Surveys

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
Parent Involvement Initiatives	PTSA Meetings/ Parent Workshops(Refreshments, copies, door prizes)	EESAC	\$500.00

Subtotal: \$500.00

Grand Total: \$500.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			The 2012 STEM goal is to implement elements of a STEM Program in each science and math class. These elements will include: 1. Training for highly effective mathematics and science lead teachers 2. Implementation of aligned K-12 research-based mathematics and science and integrated mathematics and science curriculum 3. Florida's Next Generation Sunshine State Standards (Common Core) for mathematics and science at all grade levels. 4. Research-based mathematics and science instruction. 5. Provide parents with information and strategies for supporting their children in mastery of mathematics and science knowledge. 6. Development and implementation of aligned K-12 research-based mathematics and science and integrated mathematics and science curriculum programs.		
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	Anticipated barriers students will face include limited inquiry based enrichment opportunities in the class room and limited development of higher order and critical thinking skills and in real world applications. Additional barriers include highly effective science and math instructional leaders and funding for science and math based programs within the school curriculum and in afterschool applications.	Use of the Miami Dade Schools Science and Math pacing guides. Use of the Miami Dade Schools Science Leaders Handbook as an instructional guide and professional reference. Correlation of Math and Science careers and real life applications to classroom lessons. Implementation of Common Core Standards in all Math and Science classrooms. Development of mentorship program to support and improve effective and relevant instructional program.	Rafael Sanchez	Monthly data chats Collaboration between subject area Midyear math and science benchmark analysis	Parent Surveys Student Surveys Formative District interim assessments (Quarterly) School Based Science Fairs (Quarterly) Classroom Formative Assessments (Monthly) Classroom Edusoft benchmark assessments (Weekly) Standardized FCAT 2.0 Standardized 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
Common Core Standards	6/7/8	Mr. Keidan	All Instructional Staff	9/28/2012	Lesson Plan Observation Classroom Observations	Mr. Fernando Lopez
Real Life Math and Science in the Classroom	6/7/8	Mr. Keidan	Science and Math Instructors	8/2012	Classroom Observations	Mr. Fernando Lopez

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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	<p>1. The 2012 CTE goal is the infusion of the CTE Essential Skills as part of the curriculum framework to be implemented in each classroom. Essential Skills are the knowledge and skills considered by industry to be essential for successful entry into careers across all career clusters and include</p> <p>2. Demonstrate language arts knowledge and skills.</p> <p>3. Demonstrate mathematics knowledge and skills.</p> <p>4. Demonstrate science knowledge and skills.</p> <p>5. Use oral and written communication skills in creating, expressing and interpreting information and ideas.</p> <p>6. Explain the importance of employability skill and entrepreneurship skills.</p> <p>7. Describe the importance of professional ethics and</p>

CTE Goal #1:	<p>legal responsibilities.</p> <p>8. Demonstrate personal money-management concepts, procedures, and strategies.</p> <p>9. Use information technology tools.</p> <p>10. Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.</p> <p>11. Solve problems using critical thinking skills, creativity and innovation.</p> <p>12. Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.</p> <p>13. Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.</p>
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers students will face include limited enrichment opportunities in the class room and limited development of higher order and critical thinking skills in real world applications.	<p>Use of the Florida Essential Skills as an instructional guide and professional reference.</p> <p>Correlation of careers and real life applications to classroom lessons and essential skills.</p> <p>Implementation of Common Core Standards in all core classes.</p> <p>Development of mentorship program to support and improve effective and relevant instructional program and student development of CTE skills.</p> <p>Articulation with high schools.</p>	Mrs. Charmaine Dennis	<p>Quarterly data chats</p> <p>Collaboration between subject area</p> <p>Connection of classroom ideas both horizontally and vertically</p>	<p>Parent Surveys</p> <p>Student Surveys</p> <p>Classroom Formative Assessments (Monthly)</p> <p>Classroom Edusoft benchmark assessments (Weekly)</p>

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
CTE In the Classroom	6/7/8	Mr. Keidan	All Instructional Staff	9/26/2012	Lesson Plan Content Classroom Observations	Fernando Lopez

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Reward Students for Perfect Attendance	Pizza, Ice Cream, Special Field Trip	PTO	\$500.00
				Subtotal: \$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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parent Involvement Initiatives	PTSA Meetings/ Parent Workshops (Refreshments, copies, door prizes)	EESAC	\$500.00
				Subtotal: \$500.00
				Grand Total: \$1,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school: ☒ Yes ☒ No

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

No Attachment (Uploaded on 9/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
PTSA Meetings/ Parent Workshops(Refreshments, copies, door prizes)	\$500.00

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

Support in becoming a Red Ribbon School.

Organizational and administrative support in maintaining school climate, building parent engagement opportunities, providing experience learning opportunities for the students.

Monitoring and review of SIP implementation.

Efforts to improve community participation in school support.

Efforts to improve community participation outside school improvement through community service project.

Assist in improving academic achievement collaboration with PIP and SIP.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District ASPIRA SOUTH YOUTH LEADERSHIP CHARTER SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	76%	75%	34%	251	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	81%			152	3 ways to make gains: <ul style="list-style-type: none"> ● 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)	86% (YES)			156	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					559	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District ASPIRA SOUTH YOUTH LEADERSHIP CHARTER SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	69%	89%	25%	247	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%	72%			138	3 ways to make gains: <ul style="list-style-type: none"> ● 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)	71% (YES)			141	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					526	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested