2013-2014 SCHOOL IMPROVEMENT PLAN

Academir Charter School Middle
10601 SW 48TH ST
Miami, FL 33165
305-537-6398

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	67%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	96%

School Grades History

2013-14	2012-13	2011-12	2010-11
B			

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Academir Charter School Middle

Principal
Alexander Casas

School Advisory Council chair
Marilyn Lopez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Albert Mancebo	Principal
David Ulloa	Language Arts Teacher
Mabel Bruzzo	Support

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

1 principal, 1 teacher, 3 parents, 1 educational support, 1 student, and 1BCR.

Involvement of the SAC in the development of the SIP

The EESAC is the sole body responsible for final decision-making at the school relating to implementation of the provision of the state system of improvement and accountability.
The EESAC's additional responsibilities include the following:
1. To assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP).

Activities of the SAC for the upcoming school year

The EESAC is the sole body responsible for final decision-making at the school relating to implementation of the provision of the state system of improvement and accountability.
The EESAC's additional responsibilities include the following:
1. To assist in the preparation, implementation, and evaluation of the School Improvement

Plan (SIP)

2. To assist in the preparation and evaluation of the school's annual budget; and

3. To recommend waivers or changes to Florida Statute, Florida Board of Education Rules, School Board Bylaws & Policies.

Projected use of school improvement funds, including the amount allocated to each project

The SAC will utilize its projected funds to increase student achievement through student incentives and the purchase of technology.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Alexander Casas		
Principal	Years as Administrator: 10	Years at Current School: 2
Credentials	BS Elementary Ed. MS Special Education Certifications/Endorsements Elementary Education Educational Leadership Gifted ESOL BS Elementary Ed. MS Special Education Certifications/Endorsements Elementary Education Educational Leadership Gifted ESOL BS Elementary Ed. MS Special Education Certifications/Endorsements Elementary Education Educational Leadership Gifted ESOL BS Elementary Ed. MS Special Education Certifications/Endorsements Elementary Education Educational Leadership Gifted ESOL BS Elementary Ed. MS Special Education Certifications/Endorsements Elementary Education Educational Leadership Gifted ESOL BS Elementary Ed. MS Special Education Certifications/Endorsements Elementary Education Educational Leadership Gifted ESOL BS Elementary Ed. MS Special Education Certifications/Endorsements Elementary Education Educational Leadership Gifted ESOL BS Elementary Ed. MS Special Education Certifications/Endorsements Elementary Education Educational Leadership Gifted ESOL	

BS Elementary Education
MS Special Education
Cerifications/Endorsements:
Elementary Education
Educational Leadership
Gifted
ESOL

Performance Record

2013 – School Grade NG
Rdg. Proficiency, 50%
Math Proficiency, 61%
Rdg. Lrg. Gains, 60 points
Math Lrg. Gains, 87 points
Rdg. Imp. of Lowest 25% -
60 points
Math Imp. of Lowest 25% -
87 points
Rdg. AMO –__
Math AMO–__
2012 School Grade C
Rdg. Proficiency, 67%
Math Proficiency, 57%
Rdg. Lrg. Gains, 64 points
Math Lrg. Gains, 61 points
Rdg. Imp. of Lowest 25% -
71 points
Math Imp. of Lowest 25% -
66 points
Rdg. AMO –__
Math AMO–__
2011 School Grade B
Rdg. Proficiency, 67%
Math Proficiency, 57%
Rdg. Lrg. Gains, 64 points
Math Lrg. Gains, 61 points
Rdg. Imp. of Lowest 25% -
71 points
Math Imp. of Lowest 25% -
66 points
Rdg. AMO –__
Math AMO–__
2010 School Grade B
Rdg. Proficiency, 67%
Math Proficiency, 63%
Rdg. Lrg. Gains, 63 points
Math Lrg. Gains, 62 points
Rdg. Imp. of Lowest 25% -
54 points
Math Imp. of Lowest 25% -
63 points
Rdg. AMO –__

Math AMO–__
2009 School Grade C
Rdg. Proficiency, 62%
Math Proficiency, 58%
Rdg. Lrg. Gains, 61 points
Math Lrg. Gains, 64 points
Rdg. Imp. of Lowest 25% -
67 points
Math Imp. of Lowest 25% -
58 points
Rdg. AMO –__
Math AMO–__

Instructional Coaches

of instructional coaches
0

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers
6

receiving effective rating or higher
(not entered because basis is < 10)

Highly Qualified Teachers
50%

certified in-field
4, 67%

ESOL endorsed
2, 33%

reading endorsed
1, 17%

with advanced degrees
0, 0%

 # National Board Certified

0, 0%

 # first-year teachers

2, 33%

 # with 1-5 years of experience

2, 33%

 # with 6-14 years of experience

2, 33%

 # with 15 or more years of experience

0, 0%

Education Paraprofessionals

# of paraprofessionals

0

 # Highly Qualified

0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1.Provide continuous support within the classrooms by providing professional developments on RTI, differentiated instruction, and classroom management.
2. Will provide opportunities for teachers in order to allow ownership of school projects such as Black History month and Hispanic Heritage events.
3. Conduct faculty meetings to discuss and plan effectively for an increase in academic development.
4. Teachers will participate in on-going professional development.
5. Provide teachers with a comprehensive benifits package at no cost to employee.
6. Provide teachers with a comprehensive bonus incentive program to supplement base salary. This program will include but will not be limited to performance and attendance.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All 1st-3rd year teachers will be paired with a mentor. Due to the fact that we are a new school will many new faculty members we are using mentors from our sister school AcadeMir Charter School West.

1. Mr. Ulloa will be paired with Ms. Guitierez a veteran LA and Reading Teacher
2. Mr. Bunch will be paired with Mr. Hernandez a veteran teacher who has taught SS.
3. Ms. Keller will be paired with Ms. Garcia who is a veteran science teacher.

All teachers will meet with their mentors weekly; mentors will also work closely with teachers during teacher planning days. Areas to be covered during mentoring time will be:
1. Lesson planning
2. Classroom management
3. Rigorous lessons
4. Time management

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal (Administrators) Albert Mancebo : Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of RtI model.
General Education Teachers (Reading and Math) David Ulloa (LA/Reading), Joseph Bereijo (Math): Participate in student data collection; provide information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students.
Exceptional Student Education Teacher Cynthia Fraga (ESE): Participates in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

RtI Leadership Team meets regularly to analyze data from the baseline benchmark assessment, interim assessment, FCAT scores, pre and posttests. At the meetings the data is reviewed, disaggregated, instructional practices are evaluated, and modified as the data indicates areas in need of improvement.
2. The RtI team keeps in constant communication with the EESAC committee, by sending at least one representative to each
EESAC meeting. Recommendations made by the EESAC on their review of the SIP are then brought to the RtI Leadership
meetings to review and implement.
3. The goal of the RtI team is to ensure that instructions and interventions bring us to meeting AMO goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Managed data sources include:
• FAIR Assessments
• CELLA
• Baseline Assessments
• Pre and Post Tests
• Interim Assessments
• FCAT Scores
• Teacher Formative and Summative Assessments
• Student Portfolios
• IEP's
• Suspension Rates
• Attendance Rates

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

1.Training for all administrators in the RtI problem solving, data analysis process;
2. Providing support for school staff to understand basic RtI principles and procedures; and
3. Providing a network of ongoing support for RtI organized through feeder patterns.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 9,000

ACSM has lengthened the school day by 50 minutes. The school day begins at 8:00 am and ends at 3:30 pm. We have an 8 period block schedule that includes a period of study hall where remedial work as well as enrichment are provided for the students.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Student assessment scores on monthly, interim, and FCAT 2.0 are utilize to monitor the effectiveness of the extended day program.

Who is responsible for monitoring implementation of this strategy?

The Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Albert Mancebo	Principal
David Ulloa	LA/Reading Teacher
Mirella Williams	Electives Teacher

How the school-based LLT functions

1. The Literacy Team will meet monthly to analyze and disaggregate data.
2. The role of the LLT is to work on constantly reviewing and modifying our literacy efforts for the school year based on areas
of needed improvement.
3. The LLT will train faculty and staff on the school's literacy initiatives through professional development and departmental
meetings
4.There will be at least one member of the LLT to attend all EESAC meetings to report the LLT efforts to all stakeholders

Major initiatives of the LLT

Use data constantly available to LLT and teachers to evaluate ALL students and find ways to constantly improve their literacy.
•All teachers will set up word walls in their room to enhance the print-rich environment for the students for each subject area.
•The LLT will also create five words of the week that will be used school wide and each word will reflect a word used in the four core subject areas and one elective.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

At Academir Charter School Middle, all teachers are teachers of reading. This responsibility of teaching reading has always been a major focus at our school. Training has been held and more are planned to assist teachers in becoming teachers of reading. The establishment of a literacy team will help to facilitate many professional developments that cover a gamut of reading areas from Benchmark unwrapping to clustering. In addition, content area teachers participate in all the Reading workshops which provide them with strategies to infuse within the content curriculum.
The Literacy Leadership Team will be responsible for monitoring that reading strategies are taught across the curriculum and in every classroom.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

NA

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

In order to help students see the relationships between subjects and relevance to their future ACSM will infuse real world of work projects into each subjects curriculum. In addition elective offerings will include courses such as broadcasting, critical and creative thinking, and dance to expose students to possible career options in the future.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The school promotes academic and career planning by having the principal and homeroom teachers mentor students in academic and career planning areas. Teachers work directly with parents and students to detail specific ways to increase academic performance and expose students to possible career choices. The principal works directly with 8th grade students and parents to help determine possible high school choices that will specifically meet the academic and career planning needs of each student.

Strategies for improving student readiness for the public postsecondary level

ACSM will utilize the following strateges to improve students readiness for public postsecondary level:
Increase the number of opportunities for students to be exposed to career choices
Provide students with local high school college fair opportunities
Allow students to select real world projects tide to core curriculum that will allow them to be exposed to career choices within said subject areas.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	24%	28%
Students scoring at or above Achievement Level 4	10	24%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)		60%	64%

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	27%	30%
Students scoring at or above Achievement Level 4	13	32%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		87%	88%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		87%	88%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	13		20
Participation in STEM-related experiences provided for students	17	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	1%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	1%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	7	17%	16%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	1	3%	2%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

All parents will participate in at least one parental activity during the school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All parents involved in at least one parental activity	36	90%	91%

Goals Summary

G1.

G2. Increase STEM learning opportunities for students, using CTE curriculum.

G3. ACSM CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G4. During the 2012-13 school year 24 percent of students scored at a Level 3 on the FCAT 2.0 Reading assessment. During the 2013-14 school year the percentage of students scoring at a Level 3 on the FCAT 2.0 Reading Assessment will increase to 28 percent.

G5. During the 2012-13 school year 24% of students scored at a Level 4 or higher on the FCAT 2.0 Reading Assessment. During the 2013-14 school year the percentage of students scoring at a Level 4 or above on the FCAT 2.0 Reading Assessment will increase by 2

G6. During the 2012-13 school year 60 of students made learning gains on the FCAT 2.0 Reading Assessment. During the 2013-14 school year the percentage of students maing learning gains on the FCAT 2.0 Reading assessment will increase to 64 percent.

G7. During the 2012-13 school year, 27 percent of students earned a Level 3 on the FCAT 2.0 Mathematics Asssessment. During the 2013-14 school year, 30 percent of students will earn a Level 3 on the FCAT 2.0 Mathematics Assessment.

G8. During the 2012-13 school year, 32 percent of students earned a Level 4 or 5 on the FCAT 2.0 Mathematics Assessment. During the 2013-14 school year, 33 percent of students will earn a Level 4 or higher on the FCAT 2.0 Mathematics Assessment.

G9. During the 2012-13 school year, 87 percent of student made learning gains on the FCAT 2.0 Mathematics Assessment. During the 2013-14 school year, 88 percent of students will make learning gains on the FCAT 2.0 Mathematics Assessment.

Goals Detail

G1.

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Increase STEM learning opportunities for students, using CTE curriculum.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Discovery Education

Targeted Barriers to Achieving the Goal
- Few opportunities for advanced level STEM learning activities within school.

Plan to Monitor Progress Toward the Goal

Increasing STEM learning opportunities.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion:
FCAT 2.0 Results.

G3. ACSM CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

Targets Supported
- CTE

Resources Available to Support the Goal
- On-line PD CTE CCSS opportunities.

Targeted Barriers to Achieving the Goal
- CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12.

Plan to Monitor Progress Toward the Goal

the integration fo CC Reading Standards for Literacy in Science and Technology subjects into CTE curriculum offerings.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion:
Interim Assessement Reading Results FCAT 2.0 Reading Results

G4. During the 2012-13 school year 24 percent of students scored at a Level 3 on the FCAT 2.0 Reading assessment. During the 2013-14 school year the percentage of students scoring at a Level 3 on the FCAT 2.0 Reading Assessment will increase to 28 percent.

Targets Supported

Resources Available to Support the Goal
- To meet the needs of our students, we will implement several research based strategies to assist students in accessing the common core and NGSSS. During pre-service, our training of all staff will be on: TWO COLUMN NOTES AND ESOL:C42: THINK/PAIR/SHARE. Our reading coach and principal will be collecting work samples, using classroom walk through tools, and monitoring FAIR data to ensure that student achievement is being impacted thru the delivery of these strategies on an ongoing basis. As teachers plan and implement the lessons from the curriculum and pacing guides, they will be incorporating the use of task cards (ESOL STRATEGIES--C6 Use Task Cards) for any type of media (e.g. books, movies, television shows, websites, etc.). During the 2nd quarter we will enhance these offerings by layering in training in the strategy: ONE SENTENCE SUMMARIES.

Targeted Barriers to Achieving the Goal
- Our high percentage of ELL students and new teachers could be a barrier to increasing student achievement.

Plan to Monitor Progress Toward the Goal

Monitor progress towards meeting the goal.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion:
Interim Assessments FCAT 2.0 Reading

G5. During the 2012-13 school year 24% of students scored at a Level 4 or higher on the FCAT 2.0 Reading Assessment. During the 2013-14 school year the percentage of students scoring at a Level 4 or above on the FCAT 2.0 Reading Assessment will increase by 2

Targets Supported

Resources Available to Support the Goal

- To meet the needs of our students , we will implement text structure training and support for our teachers to use in their Social Studies delivery. They will be given access to newspaper supplements online and in print to teach students the different text structures and how to comprehend and analyze each. Our reading coach and principal will collect work samples, use classroom walk through tools, and monitor FAIR data to ensure that students are progressing in this area.

Targeted Barriers to Achieving the Goal

- Our limited Informational text availability could be considered a barrier to student achievement on the CCSS and NGSSS.

Plan to Monitor Progress Toward the Goal

Monitor for progress towards meeting the goal.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion:
Interim Assessments FCAT 2.0 Reading Assessment

G6. During the 2012-13 school year 60 of students made learning gains on the FCAT 2.0 Reading Assessment. During the 2013-14 school year the percentage of students maing learning gains on the FCAT 2.0 Reading assessment will increase to 64 percent.

Targets Supported

- Reading (Learning Gains)

Resources Available to Support the Goal

- Vocabulary Development: Novels Literature Text Word Walls Word Maps Personal Dictionaries

Targeted Barriers to Achieving the Goal

- During the 2013 FCAT 2.0 Reading Assessment 7th grade students only answered 56 percent of Vocabulary questions correctly.

Plan to Monitor Progress Toward the Goal

Monitor for progress towards meeting the goal.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion:
Interim Assessments FCAT 2.0 Reading Assessment

G7. During the 2012-13 school year, 27 percent of students earned a Level 3 on the FCAT 2.0 Mathematics Asssessment. During the 2013-14 school year, 30 percent of students will earn a Level 3 on the FCAT 2.0 Mathematics Assessment.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal
- Professional development emphesizing effective planning for a 90 minute mathematics block.

Targeted Barriers to Achieving the Goal
- Our full implementation of an effective 90 minute block planning could be a barrier to increasing student achievement in mathematics.

Plan to Monitor Progress Toward the Goal

Monitor for progress towards meeting the goal.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion:
Interim Assessments FCAT 2.0 Reading Assessment

G8. During the 2012-13 school year, 32 percent of students earned a Level 4 or 5 on the FCAT 2.0 Mathematics Assessment. During the 2013-14 school year, 33 percent of students will earn a Level 4 or higher on the FCAT 2.0 Mathematics Assessment.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal
- Self paced mathematics softward.

Targeted Barriers to Achieving the Goal
- A possible barrier for our high achieving students is their need to excel at their own pace.

Plan to Monitor Progress Toward the Goal

Monitor for progress towards meeting the goal.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion:
Interim Assessments FCAT 2.0 Reading Assessment

G9. During the 2012-13 school year, 87 percent of student made learning gains on the FCAT 2.0 Mathematics Assessment. During the 2013-14 school year, 88 percent of students will make learning gains on the FCAT 2.0 Mathematics Assessment.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Virtual manipulatives to explore area and perimeter of two-dimensional figures. National Library of Virtual Manipulatives

Targeted Barriers to Achieving the Goal
- A possible barrier during the 2013-14 school year is that during the 2013 FCAT 2.0 Assessment 6th grade students only answered 44 percent of items correctly on the Geometry and Measurement reporting category.

Plan to Monitor Progress Toward the Goal

Monitor for progress towards meeting the goal.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion:
Interim Assessments FCAT 2.0 Reading Assessment

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G2. Increase STEM learning opportunities for students, using CTE curriculum.

G2.B1 Few opportunities for advanced level STEM learning activities within school.

G2.B1.S1 Train teachers on the use of Discovery Education resources to use for increasing STEM integration in CTE instruction. (for example: building background knowledge of scientific principles.)

Action Step 1

Provide teachers with PD on the use of Discovery Education to increase STEM integration.

Person or Persons Responsible

ACSW Science Coach

Target Dates or Schedule

November

Evidence of Completion

Student reading and/or math data of CTE students: Interim Assessment Data FCAT 2.0 Reading and Math Results

Facilitator:

ACSW Science Coach

Participants:

Science, Math, and LA teachers.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

The use of Discovery Education to integrate STEM.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

FCAT 2.0 Math and Reading Results

Plan to Monitor Effectiveness of G2.B1.S1

The intergration of STEM activities.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Interim Assessments FCAT 2.0 Reading and Math

G3. ACSM CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G3.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12.

G3.B1.S1 CTE teachers at ACSM will participate in online PD, such as Fla. Assoc. of Career and Technical Education (FACTE) online course "Common Core State Standards 101 for CTE" (offered 2 to 3 times a year.)

Action Step 1

All teachers to participate in online PD opportunities.

Person or Persons Responsible

CTE teachers.

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Reading data of students enrolled in CTE courses.

Facilitator:

DOE

Participants:

CTE Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor the participation in online PD.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Online PD cerificate of completion.

Plan to Monitor Effectiveness of G3.B1.S1

Ensure the effectiveness of PD.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Interim Assessments in Reading.

G4. During the 2012-13 school year 24 percent of students scored at a Level 3 on the FCAT 2.0 Reading assessment. During the 2013-14 school year the percentage of students scoring at a Level 3 on the FCAT 2.0 Reading Assessment will increase to 28 percent.

G4.B1 Our high percentage of ELL students and new teachers could be a barrier to increasing student achievement.

G4.B1.S1 To meet the needs of our students, we will implement several research based strategies to assist students in accessing the common core and NGSSS. During pre-service, our training of all staff will be on: TWO COLUMN NOTES AND ESOL:C42: THINK/PAIR/SHARE. Our reading coach and principal will be collecting work samples, using classroom walk through tools, and monitoring FAIR data to ensure that student achievement is being impacted thru the delivery of these strategies on an ongoing basis. As teachers plan and implement the lessons from the curriculum and pacing guides, they will be incorporating the use of task cards (ESOL STRATEGIES--C6 Use Task Cards) for any type of media (e.g. books, movies, television shows, websites, etc.). During the 2nd quarter we will enhance these offerings by layering in training in the strategy: ONE SENTENCE SUMMARIES.

Action Step 1

Utilize CRISS strategies mentioned in the strategy.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Results of the Interim Assessments and the FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor that CRISS strategies are being utilized with fidelity.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Teacher lesson plans Interim Assessments FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G4.B1.S1

Monitor the effectiveness of the CRISS strategies used.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Students Assessments Interim Assessments FCAT 2.0 Reading

G5. During the 2012-13 school year 24% of students scored at a Level 4 or higher on the FCAT 2.0 Reading Assessment. During the 2013-14 school year the percentage of students scoring at a Level 4 or above on the FCAT 2.0 Reading Assessment will increase by 2

G5.B1 Our limited Informational text availability could be considered a barrier to student achievement on the CCSS and NGSSS.

G5.B1.S1 To meet the needs of our students , we will implement text structure training and support for our teachers to use in their Social Studies delivery. They will be given access to newspaper supplements online and in print to teach students the different text structures and how to comprehend and analyze each. Our reading coach and principal will collect work samples, use classroom walk through tools, and monitor FAIR data to ensure that students are progressing in this area.

Action Step 1

Receive PD on the use text structure.

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher Lesson Plans Interim Assessments FCAT 2.0 Reading Assessment

Facilitator:

Participants:

Social Studies Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitor for fidelity the training of Social Studies teachers on the use of text structures.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Teacher lesson plans. Interim Assessments FCAT 2.0 Reading Assessment.

Plan to Monitor Effectiveness of G5.B1.S1

Monitor the effectiveness of the use of text structure during SS lesson delivery.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Interim Assessments FCAT 2.0 Reading Assessment

G6. During the 2012-13 school year 60 of students made learning gains on the FCAT 2.0 Reading Assessment. During the 2013-14 school year the percentage of students maing learning gains on the FCAT 2.0 Reading assessment will increase to 64 percent.

G6.B1 During the 2013 FCAT 2.0 Reading Assessment 7th grade students only answered 56 percent of Vocabulary questions correctly.

G6.B1.S1 Students will determine the meaning of words and phrases as they are used in a text, including figurative, connatative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Action Step 1

Provide students with multiple oportunities to work on the meanings of words and phrases as they are used in text.

Person or Persons Responsible

Lanagues Arts Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher Lesson Plans Interim Assessments FCAT 2.0 Reading Assessment

Facilitator:

AcadeMir Charters Schools Literacy Director

Participants:

Language Arts Teacher

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Increasing the number of opportunities for students to determine the meaning of words and phrases as they are used in context.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Teacher lesson plans. Interim Assessments FCAT 2.0 Reading Assessment.

Plan to Monitor Effectiveness of G6.B1.S1

Increased opportunities to use context clues to determine meaning.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Interim Assessments FCAT 2.0 Reading Assessment

G7. During the 2012-13 school year, 27 percent of students earned a Level 3 on the FCAT 2.0 Mathematics Asssessment. During the 2013-14 school year, 30 percent of students will earn a Level 3 on the FCAT 2.0 Mathematics Assessment.

G7.B1 Our full implementation of an effective 90 minute block planning could be a barrier to increasing student achievement in mathematics.

G7.B1.S1 To meet the needs of students, ACSM will use an in-school intervention tutorial program (IXL) to address mathematics deficiencies. The computerized, adaptive program is the core of differentiation and centers for the middle school math program.

Action Step 1

Provide students with multiple opportunities to use the IXL program to address math deficiencies.

Person or Persons Responsible

Math Arts Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher Lesson Plans Interim Assessments FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G7.B1.S1

The IXL math program to address student math deficiencies.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Teacher lesson plans. Interim Assessments FCAT 2.0 Reading Assessment.

Plan to Monitor Effectiveness of G7.B1.S1

The IXL math program

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Interim Assessments FCAT 2.0 Reading Assessment

G8. During the 2012-13 school year, 32 percent of students earned a Level 4 or 5 on the FCAT 2.0 Mathematics Assessment. During the 2013-14 school year, 33 percent of students will earn a Level 4 or higher on the FCAT 2.0 Mathematics Assessment.

G8.B1 A possible barrier for our high achieving students is their need to excel at their own pace.

G8.B1.S1 To meet the needs of our high performing students, we will use an in-school enrichment tutorial program (IXL) to address the mathematics skills in an adaptive, differentiated program.

Action Step 1

Provide students with multiple opportunities to use the IXL program as a math enrichment program.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher Lesson Plans Interim Assessments FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G8.B1.S1

The IXL math program to address math enrichment.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Teacher lesson plans. Interim Assessments FCAT 2.0 Reading Assessment.

Plan to Monitor Effectiveness of G8.B1.S1

The IXL math program

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Interim Assessments FCAT 2.0 Reading Assessment

G9. During the 2012-13 school year, 87 percent of student made learning gains on the FCAT 2.0 Mathematics Assessment. During the 2013-14 school year, 88 percent of students will make learning gains on the FCAT 2.0 Mathematics Assessment.

G9.B1 A possible barrier during the 2013-14 school year is that during the 2013 FCAT 2.0 Assessment 6th grade students only answered 44 percent of items correctly on the Geometry and Measurement reporting category.

G9.B1.S1 To meet the needs of student in geometry and measurement ACSM will use virtual manipulatives to explore area and perimeter of two-dimensional figures and will incorporate the National Library of Virtual Manipulatives

Action Step 1

Provide students with multiple opportunities be exposed to the use of virtual manipulatives.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher Lesson Plans Interim Assessments FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Provide students with multiple opportunities be exposed to the use of virtual manipulatives.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Teacher lesson plans. Interim Assessments FCAT 2.0 Reading Assessment.

Plan to Monitor Effectiveness of G9.B1.S1

Provide students with multiple opportunities be exposed to the use of virtual manipulatives.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Interim Assessments FCAT 2.0 Reading Assessment

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

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

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

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.

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase STEM learning opportunities for students, using CTE curriculum.

G2.B1 Few opportunities for advanced level STEM learning activities within school.

G2.B1.S1 Train teachers on the use of Discovery Education resources to use for increasing STEM integration in CTE instruction. (for example: building background knowledge of scientific principles.)

PD Opportunity 1

Provide teachers with PD on the use of Discovery Education to increase STEM integration.

Facilitator

ACSW Science Coach

Participants

Science, Math, and LA teachers.

Target Dates or Schedule

November

Evidence of Completion

Student reading and/or math data of CTE students: Interim Assessment Data FCAT 2.0 Reading and Math Results

G3. ACSM CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G3.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12.

G3.B1.S1 CTE teachers at ACSM will participate in online PD, such as Fla. Assoc. of Career and Technical Education (FACTE) online course "Common Core State Standards 101 for CTE" (offered 2 to 3 times a year.)

PD Opportunity 1

All teachers to participate in online PD opportunities.

Facilitator

DOE

Participants

CTE Teachers

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Reading data of students enrolled in CTE courses.

G5. During the 2012-13 school year 24% of students scored at a Level 4 or higher on the FCAT 2.0 Reading Assessment. During the 2013-14 school year the percentage of students scoring at a Level 4 or above on the FCAT 2.0 Reading Assessment will increase by 2

G5.B1 Our limited Informational text availability could be considered a barrier to student achievement on the CCSS and NGSSS.

G5.B1.S1 To meet the needs of our students , we will implement text structure training and support for our teachers to use in their Social Studies delivery. They will be given access to newspaper supplements online and in print to teach students the different text structures and how to comprehend and analyze each. Our reading coach and principal will collect work samples, use classroom walk through tools, and monitor FAIR data to ensure that students are progressing in this area.

PD Opportunity 1

Receive PD on the use text structure.

Facilitator

Participants

Social Studies Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher Lesson Plans Interim Assessments FCAT 2.0 Reading Assessment

G6. During the 2012-13 school year 60 of students made learning gains on the FCAT 2.0 Reading Assessment. During the 2013-14 school year the percentage of students maing learning gains on the FCAT 2.0 Reading assessment will increase to 64 percent.

G6.B1 During the 2013 FCAT 2.0 Reading Assessment 7th grade students only answered 56 percent of Vocabulary questions correctly.

G6.B1.S1 Students will determine the meaning of words and phrases as they are used in a text, including figurative, connatative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

PD Opportunity 1

Provide students with multiple oportunities to work on the meanings of words and phrases as they are used in text.

Facilitator

AcadeMir Charters Schools Literacy Director

Participants

Language Arts Teacher

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher Lesson Plans Interim Assessments FCAT 2.0 Reading Assessment

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G7.	During the 2012-13 school year, 27 percent of students earned a Level 3 on the FCAT 2.0 Mathematics Asssessment. During the 2013-14 school year, 30 percent of students will earn a Level 3 on the FCAT 2.0 Mathematics Assessment.	$1,500
G8.	During the 2012-13 school year, 32 percent of students earned a Level 4 or 5 on the FCAT 2.0 Mathematics Assessment. During the 2013-14 school year, 33 percent of students will earn a Level 4 or higher on the FCAT 2.0 Mathematics Assessment.	$1,500
G9.	During the 2012-13 school year, 87 percent of student made learning gains on the FCAT 2.0 Mathematics Assessment. During the 2013-14 school year, 88 percent of students will make learning gains on the FCAT 2.0 Mathematics Assessment.	$800
	Total	$3,800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
Title I	$3,000	$800	$3,800
Total	$3,000	$800	$3,800

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G7. During the 2012-13 school year, 27 percent of students earned a Level 3 on the FCAT 2.0 Mathematics Asssessment. During the 2013-14 school year, 30 percent of students will earn a Level 3 on the FCAT 2.0 Mathematics Assessment.

G7.B1 Our full implementation of an effective 90 minute block planning could be a barrier to increasing student achievement in mathematics.

G7.B1.S1 To meet the needs of students, ACSM will use an in-school intervention tutorial program (IXL) to address mathematics deficiencies. The computerized, adaptive program is the core of differentiation and centers for the middle school math program.

Action Step 1

Provide students with multiple opportunities to use the IXL program to address math deficiencies.

Resource Type

Evidence-Based Program

Resource

IXL Math Program

Funding Source

Title I

Amount Needed

$1,500

G8. During the 2012-13 school year, 32 percent of students earned a Level 4 or 5 on the FCAT 2.0 Mathematics Assessment. During the 2013-14 school year, 33 percent of students will earn a Level 4 or higher on the FCAT 2.0 Mathematics Assessment.

G8.B1 A possible barrier for our high achieving students is their need to excel at their own pace.

G8.B1.S1 To meet the needs of our high performing students, we will use an in-school enrichment tutorial program (IXL) to address the mathematics skills in an adaptive, differentiated program.

Action Step 1

Provide students with multiple opportunities to use the IXL program as a math enrichment program.

Resource Type

Evidence-Based Program

Resource

IXL Program

Funding Source

Title I

Amount Needed

$1,500

G9. During the 2012-13 school year, 87 percent of student made learning gains on the FCAT 2.0 Mathematics Assessment. During the 2013-14 school year, 88 percent of students will make learning gains on the FCAT 2.0 Mathematics Assessment.

G9.B1 A possible barrier during the 2013-14 school year is that during the 2013 FCAT 2.0 Assessment 6th grade students only answered 44 percent of items correctly on the Geometry and Measurement reporting category.

G9.B1.S1 To meet the needs of student in geometry and measurement ACSM will use virtual manipulatives to explore area and perimeter of two-dimensional figures and will incorporate the National Library of Virtual Manipulatives

Action Step 1

Provide students with multiple opportunities be exposed to the use of virtual manipulatives.

Resource Type

Technology

Resource

National Library of Virtual Manipulatives

Funding Source

Title I

Amount Needed

$800