

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD)

District Name: Dade

Principal: Ms. Andreina Figueroa

SAC Chair: Ms. Victoria Ramos

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Cristina Cruz-Ortiz	Bachelors/Masters/ Doctorate Educational Leadership/ K-6 Elementary Ed/ Gifted/ ESOL Endorsed	3	8	School Year '12 '11 '10 '09 '08 School Grade B A D A A AYP Y N N N High Stand. Rdg 58% 74% 61% 83% 67% High Stand. Math 47% 82% 54% 83% 64% Lrng Gains Rdg 60% 83% 50% 71% 67% Lrng Gains Math 50% 86% 45% 80% 69% Low 25 % Gains Rdg 51% 83% 50% 68% 61% Low 25% Gains Math 60% 100% 45% 67% 73% Low 25% Gains Math 87% 45% 67% 73% 70%
		Bachelors/Masters			School Year '12 '11 '10 '09 '08 School Grade B A D B A AYP Y N Y Y High Stand. Rdg 58% 74% 61% 86% 82%

Assis Principal	Layda Morales	Educational Leadership / Early Childhood Ed	3	3	High Stand. Math 47% 82% 54% 87% 86% Lrng Gains Rdg 60% 83% 50% 80% 76% Lrng Gains Math 50% 86% 45% 63% 74% Low 25 % Gains Rdg 51% 83% 50% 76% 71% Low 25% Gains Math 60% 100% 45% 49% 78%
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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	Beatriz Portugal	Bachelors/Masters Elementary K-6 / Clinical Supervision Certified/ Gifted Endorsed/ ESOL Endorsed/ Reading Endorsed	3	3	School Year '12 '11 '10 '09 '08 School Grade B A D A A AYP Y N N N High Stand. Rdg 58% 74% 61% 76% 67% High Stand. Math 47% 82% 54% 72% 64% Lrng Gains Rdg 60% 83% 50% 73% 67% Lrng Gains Math 50% 86% 45% 66% 69% Low 25 % Gains Rdg 51% 83% 50% 67% 61% Low 25% Gains Math 60% 100% 45% 63% 73% Lrng Gains Math 76% 45% 66% 69% 63% Low 25 % Gains Rdg 67% 50% 67% 61% 63% Low 25% Gains Math 87% 45% 63% 73% 70%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Advertisement in local newspaper and web	Layda Morales	Ongoing	
2	Resume received through management company	Layda Morales	Ongoing	
3	Job Fair	Layda Morales	Ongoing	
4	State Website teacherteacher.com	Layda Morales	Ongoing	
5	Merit Base Pay to retain teachers	Dr. Cristina Cruz-Ortiz	August	

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
NA	

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
7	0.0%(0)	57.1%(4)	42.9%(3)	0.0%(0)	28.6%(2)	100.0%(7)	14.3%(1)	0.0%(0)	28.6%(2)

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
NA			

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 C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

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

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

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings every other week.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data

analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

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

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

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

2. Managed data will include:

Academic

- FAIR assessment through PMRN
- Interim assessments through Edusoft for Reading, Math and Science
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

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

Describe the plan to support MTSS.

The MTSS Leadership Team will assist teachers and interventionist in the following way:

1. Provide assistance with documentation
 2. Provide support in gathering data
 3. Analyze data and provide proper feedback
 4. Provide training for various interventions such as Reading Plus, Voyager, etc.
- Observe that MTSS is being done properly and effectively

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Cristina Cruz-Ortiz (Principal); Beatriz Portugal (Reading Coach); Loralyn Wright (8th Grade Language Arts Teacher).

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

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

The principal will provide necessary resources to the RLT. The reading coach will serve as a member of the Reading Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

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

The major initiative of the LLT this year is The RLT maintains a connection to the school's Response to Intervention process by using the RTI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The principal will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AYP. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

On a bi-weekly basis, the Reading Teacher will meet with the classroom teachers to review the state adopted textbooks and additional resources to build knowledge base of all teachers. Instructional Focus Calendars will also be used with the different content area teachers to ensure that the reading instructional focus is being targeted. CRISS Strategies will be implemented cross curricular. During formal and informal observations, administration will ensure that these strategies are being implemented.

*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 result of the 2011-2012 FCAT Reading Test indicate that 30% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 8 percentage points to 38%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (34)	38% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers.	1.1. Using real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information.	1.1. MTSS Leadership Team LLT Team	1.1. Admin will review classroom assessments focusing on students' knowledge of Reference and Research	1.1. Formative: Mini assessments Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The result of the 2011-2012 FCAT Reading Test indicate that 28% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 4 percentage point to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (32)	32% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area which showed minimal growth and would require students to maintain and improve performance as noted on the 2012 administration of the FCAT Reading Test and Reporting Category 2, Reading Application. These students lack the ability to compare and contrast.	2.1. Using real world documents, students should be able to identify causal relationships imbedded in text. In reading application, students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts for.	2.1. RTL team LLT Team	2.1. Admin will review classroom assessments/observations focusing on students' ability to complete assignments as the teacher becomes the facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning.	2.1. Formative: Students work samples utilizing rubric, mini assessments Summative: 2013 FCAT Assessment

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 60% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 10 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (66)	70% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers.	3.1. Using real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information for Reference and Research.	3.1. Leadership Team	3.1. Review mini assessments to ensure that the pull out tutoring groups are focusing on the proper skills.	3.1. Formative: Mini Assessments Summative: 2013 FCAT Assessment

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

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 2011-2012 FCAT Reading Test indicate that 83% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 10 percentage points
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2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (10)	61% (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	4.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Research and Reference. Students lack the ability to referer to key information in the passage to be successful readers.	4.1. By placing a full-time paraprofessional in the classroom, teachers were able to target the various areas of weakness in reference and research through differentiated instruction. We will continue to use this model for the 2012-2013 school year.	4.1. MTSS Leadership Team LLT	4.1. Using the FCIM, we will analyze and adjust instruction focusing on student's knowledge of Reference and research to ensure progress is being.	4.1. Formative: Mini Assessments Summative: 2013 FCAT Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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 Reading Test indicate that 73% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student achievement by 3 percentage points to 76%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 84 Black: NA Hispanic: 60 Asian: NA American Indian: NA	White: 86 Black: NA Hispanic: 63 Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5B.1. As noted on the administration of the 2012 FCAT Reading Test, the Hispanic subgroup did not make satisfactory progress in the Reporting area of Reading	5B.1. Identify students in need of intervention and place them in the appropriate groups with specific targeted benchmarks such as main idea and author's purpose.	5B.1. MTSS Leadership Team	5B.1. Using the FCIM, we will analyze and adjust instruction focusing on student's knowledge of reading application to ensure progress is being. RTI team will meet	5B.1. Mini Assessments District Interim Assessments Summative: 2013 FCAT Assessment

1	Application. Providing students with additional time in the intervention programs has proven to be effective.	Use Voyager 30 min a day in addition to the Reading/LA block. Monitor the students' progress through mini-assessments and adjust the interventions as needed.	monthly with the teachers to review mini assessment data report.
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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. Reading Goal #5C:	
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:

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	The results of the 2010-2011 FCAT Reading Test indicate that 63% of the students in the Economically Disadvantaged subgroup achieved proficiency.
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Reading Goal #5E:	Our goal is to increase student proficiency by 4 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (40)	67% (42)

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	5D.1. The area which showed minimal growth and would require students to maintain and improve performance as noted on the 2011 administration of the FCAT Reading Test and Reporting Category 2, Reading Application. These students lack the ability to compare and contrast.	5D.1. Level 1 and 2 students were identified in need of intervention in the area of reading application and had difficulty identifying compare/contrast. Students were placed in the appropriate interventions with in the first two weeks of the 2011-2012 school year and schedule an additional 30 min a day in the appropriate intervention group has proven to be effective. In addition, provide tutoring sessions before and after school to ensure that all student needs are being met.	5D.1. Rtl Leadership Team LLT	5D.1. Using the FCIM, we will analyze and adjust instruction focusing on student's knowledge of Reading application to ensure progress is being. Rtl team will meet monthly with the teachers to review mini assessment data report	5D.1. Mini Assessments and District Interim Assessments Summative: 2012 FCAT 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
PRIM Training	6-8	Principal	6-8	October 2012	Mini-Assessments	MTSS Leadership Team and Administration
CRISS Training	6-8	Principal	6-8	September 2012	Mini-Assessments	MTSS Leadership Team and Administration
Ticket to Read	6-8	Reading Coach	6-8	Quarterly: Oct 2012, January 2013, March 2013 and May 2013	Student progress print-out	Reading Coach

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
Identify all level 1 and 2 students and place them in the appropriate interventions with the first two weeks of the 2012-2013 school year. Provide additional tutoring sessions before and after school to ensure that all student needs are being met.	Web-based (Ticket to Read)	School Based Budget	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Using real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information.	CRISS Training Materials	School Based Budget	\$100.00
Implement tutoring before and after school as well as pull out tutoring during the day. Provide students with additional resources that target their areas of weakness.	PRIM Handouts	School Based Budget	\$100.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Materials		SAC funds	\$420.00
			Subtotal: \$420.00
			Grand Total: \$3,620.00

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:				
2012 Current Percent of Students Proficient in listening/speaking:				
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				

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:

2012 Current Percent of Students Proficient in reading:

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				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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				

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 2010-2011 FCAT Math Test indicate that 49% of students achieved level 3 proficiency. Our goal for the 2011-2012 school year is to increase level 3 student proficiency by 2 percentage points to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (34)	47% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2012 administration of the FCAT Math Test was number operation/problem and statistic due to the gaps of knowledge from previous years.	1.1. Provide students with grade-level appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems; the collected data and the intent of the data collection will determine the choice of data display. Carnegie Math	1.1. MTSS Team	1.1. Using the FCIM, we will analyze and adjust instruction. Admin will review mini-assessments to ensure proficiency in number operation and problem solving.	1.1. Formative: Mini assessments Interim Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 15% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of levels 4 and 5 student proficiency by 7 percentage points to 22%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (17)	22% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Number operation and problem solving. The deficiency is due to lack of mathematical vocabulary.	2.1. Engage students in activities to use technology (such as Gizmos, Carnegie, Riverdeep or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' algebraic thinking skills and enrich their learning.	2.1. MTSS team	2.1. We will use FCIM, to analyze and adjust instruction focusing on student's academic progress. Classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.	2.1. Formative: Interim Students work samples utilizing rubric, mini assessments Summative: 2013 FCAT Assessment Carnegie Math assesses student performance and provides instant feedback.

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 2011-2012 FCAT Mathematic Test indicate that 50% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 10 percentage points to 60%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (56)	60% (67)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. As noted on the 2012 administration of the FCAT Math Test, the percent of students making learning gains was significant. However, there is still a gap in reporting category 1; number operation.	3.1. Use the technology to address Number Operation based components such as Soar to Success and Carnegie Math to target the individual needs of each student.	3.1. MTSS team	3.1. Use FCIM to assess and analyze instruction. Admin will review mini assessments to ensure that the pull out tutoring groups are focusing on the proper skills.	3.1. Formative: Interim Mini Assessments Summative: 2013 FCAT Assessment Bi-Weekly Carnegie print-outs to monitor effectiveness.

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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	The results of the 2011-2012 FCAT Mathematics Test indicate that 60% of students in the lowest 25% made learning gains.
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Mathematics Goal #4:	Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains in the lowest 25% by 10 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (13)	70% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4.1. As noted on the administration of the 2012 FCAT Math Test, the number of students in the lowest 25% making learning gains was significant.</p> <p>The students in need of remediation and intervention, specifically in data analysis and understanding, will receive intensive tutoring and ample time to use technology based interventions.</p>	<p>4.1. Use the technology based components such as Soar to Success and Carnegie Math to target the individual needs of each student. As well as, implement tutoring before and after school as well as pull out tutoring during the day.</p>	<p>4.1. MTSS Leadership Team</p>	<p>4.1. Use FCIM to assess and analyze instruction. Review mini assessment data report to ensure progress is being made and adjust intervention as needed.</p>	<p>4.1. Formative: Interim Mini Assessments</p> <p>Summative: 2013 FCAT Assessment</p> <p>Bi-Weekly print-outs to monitor effectiveness.</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65	68	72	75	78	

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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
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:

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	n/a
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2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2011-2012 Algebra EOC indicate that 58% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage points to 60%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (11)	60% (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	1.1. The area of deficiency in Algebra as noted on the 2012 administration of the Baseline Assessment was Polynomials. The deficiency is due to lack of previous vocabulary which hinders their ability to succeed academically	1.1. -Provide all students with more practice in solving real-world problems involving relations and functions -Provide all students more practice in solving multi-step problems with several rate parameters -Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers	1.1. Leadership Team Math Teacher	1.1. Use of FCIM to assess and analyze instruction Algebra.	1.1. Formative: Mini assessments Summative: 2013 EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	The results of the 2011-2012 Algebra EOC indicate that 16% of students achieved levels 4 and 5 proficiency.
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Algebra Goal #2:	Our goal for the 2012-2013 school year is to increase the proficiency of level 4 and 5 students by 1 percentage point to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (3)	17% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Number operation and problem solving. The deficiency is due to lack of high order thinking.	2.1. Using Carnegie to promote hands on learning, analyze of graphs with words such as; most, least, minimum, and maximum. To provide a conceptual foundation such as a word wall which will expose students to essential math vocabulary such as mode and range that they will learn in later grades. Utilize Carnegie Math at the student's independent level. CRISS strategy to tap into the various learning modalities.	2.1. MTSS team.	2.1. We will use FCIM, to analyze and adjust instruction focusing on student's academic progress. Classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.	2.1. Formative: Interim Students work samples utilizing rubric, mini assessments Summative: 2013 Algebra EOC Carnegie Math assesses student performance and provides instant feedback.

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 # <input type="text"/>			
Baseline data 2010-2011	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"/>	<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 Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:				
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				

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Carnegie Learning Cognitive Individual Math Tutoring	6-8	Math Coach	6-8 Teachers	August 15, 2012	Carnegie Data Reports	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
Promote the analyzing of graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades.	Web-based- Carnegie learning	School Based Funding	\$6,680.00
			Subtotal: \$6,680.00
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: \$6,680.00

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:	On the 2011 administration of the Science FCAT, 33% of students achieved proficiency (FCAT Level 3). The expected level of performance for 2012 is 38% achieving proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (14)	47% (15)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Scientific Thinking.</p> <p>Students need to develop higher order thinking skills in order to increase levels of proficiency.</p>	<p>1.1. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.</p>	<p>1.1. MTSS Leadership Team</p>	<p>1.1. Admin will review classroom assessments focusing on students' knowledge of scientific thinking.</p>	<p>1.1. Formative: Interim Mini assessments</p> <p>Summative: 2013 FCAT 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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p> <p>Science Goal #1b:</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 group:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.</p> <p>Science Goal #2a:</p>	<p>The result of the 2011-2012 FCAT Science Test indicate that 6% of students achieved levels 4 and 5 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 8%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (2)	8% (3)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	2.1. Students need additional support in applying the scientific in order to develop independent projects and experiments.	2.1. Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking. Students who scored level 4 and 5 on the FCAT Math and Reading and provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.	2.1. Leadership Team	2.1. Ongoing classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning.	2.1. Formative: Students work samples utilizing rubric, mini assessments Summative: 2013 FCAT 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:

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
Hands on Science & Social Studies The Bag Ladies	6-8	Cindy Guinn and Karen Simmons	6-8	August 2012	Mini-Assessments and Projects	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.	Cindy Guinn and Karen Simmons	School Based Funding	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Resource material		SAC	\$420.00
			Subtotal: \$420.00
			Grand Total: \$920.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The result of the 2011-2012 FCAT Writing Test indicate that 85% of students achieved level 3.0 proficiency or higher. Our goal is to increase the level of proficiency for the 2012 administration of the Writing FCAT to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (29)	87% (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	1.1. The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was focus and elaboration. Students lack the necessary skills needed to incorporate real life experiences into their writing.	1.1. During writing instruction, students will use the FCAT 4 point Extended Response Graphic Organizer and Planner to organize/plan and draft a logical beginning, middle, and end by using supporting details, providing facts and/or opinions to develop focus and elaboration.	1.1. MTSS Leadership Team	1.1. Administer bi-weekly writing prompts and monitor the students' growth. Analyze and adjust instruction based on results.	1.1. Formative: Quarterly and Bi-weekly writing prompt scores Summative: 2013 FCAT Writing Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Wright Trait	6-8	Melissa Alvarez Dr. Cristina Cruz	6-8	September 26, 2012	Weekly Prompts	Administration

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
During writing instruction, students will use the FCAT 4 point Extended Response Graphic Organizer and Planner to organize/plan and draft a logical beginning, middle, and end by using supporting details, providing facts and/or opinions to develop focus and elaboration.	Make & Take	School Based Budget	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of 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.		The results of the Baseline Assessment indicate that 0% of students are proficient. Our goal is to increase the level of proficiency for the 2013 administration of the Civics EOC.			
Civics Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
n/a		n/a			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The area of deficiency as noted on the 2012 Baseline was Organization and Function of Government.	1.1. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master	1.1. Leadership Team	1.1. We will use bi-weekly assessments, to analyze and adjust instruction focusing on student's academic progress. Classroom	1.1. Formative: Interim Students work samples utilizing rubric, mini assessments Summative:

1	tested content. In addition, provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.		assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.	2013 Civics EOC
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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 Civics. Civics Goal #2:	The results of the Baseline Assessment indicate that 0% of students are proficient. Our goal is to increase the level of proficiency for the 2013 administration of the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 Baseline was Organization and Function of Government.	2.1. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. In addition, provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.	2.1. Leadership Team	2.1. We will use bi-weekly assessments, to analyze and adjust instruction focusing on student's academic progress. Classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.	2.1. Formative: Interim Students work samples utilizing rubric, mini assessments Summative: 2013 Civics EOC

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
Civics Understanding the curriculum	Civics	District	Civics Teachers	August 14, 2012	Bi-weekly meetings	Administration

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal for this year is to increase attendance to 96.29% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), 33 to 31 and excessive tardiness (10 or more) 40 to 38.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.79% (110)	96.29% (111)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
33	31

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
40		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	1.1. Parents are unfamiliar the MDCPS attendance guidelines its ramification on student achievement.	1.1. At the beginning of the year we will provide parent workshops on Attendance guidelines and consequences. In addition, we will establish an attendance committee that includes staff, teachers, and students in order to create student-focused programs that will serve as initiative to increase attendance and decrease tardies.	1.1. Administration	1.1. Weekly updates by Attendance Manager. Monthly meetings with attendance committee.	1.1. ISIS records Truancy 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
Truancy Prevention	6-8	Principal	All Teachers and Staff	August 2012	Attendance Committee Meeting and Truancy Reports	Attendance Manager and Administration

Attendance Budget:

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

Establish an attendance committee that includes staff, teachers, and students in order to create student-focused programs that will serve as initiative to increase attendance and decrease tardies.	Hand-outs	School Based Budget	\$50.00
			Subtotal: \$50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$50.00

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		Our goal for the 2012-2013 school year is to maintain the total number of suspensions from the 2011-2012.			
Suspension Goal # 1:					
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			
0		0			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
0		0			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The total number of indoor and outdoor suspensions was due to the fact that the parents and students were unfamiliar with the	1.1. Teachers will meet with the parents of their students and review the expectations of our school as well as the Student Code of	1.1. Teachers and Administrative Team	1.1. Monitor Parent Contact Log and the Detention Roster.	1.1. Parent Contact Log

1	Student Code of Conduct and was unaware of the reasons for their child's suspension.	Conduct.			
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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
Student Code of Conduct	6-8	Principal	6-8	August 2012	Classroom walk-throughs	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
Teachers will meet with the parents of their students and review the expectations of our school as well as the Student Code of Conduct.	Student Code of Conduct Handbook	School Based Funding	\$50.00
			Subtotal: \$50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$50.00

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, parent participation in school wide activities was 80%. Our goal for the 2012-2013 school year is to increase parent participation by 5% from 80% to 85%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
n/a		n/a			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of participation in school wide activities by parents of English Language Learners (ELL)	1.1. Offer meetings and activities in the parents' home language. Offer translation when needed.	1.1. Administrative Team	1.1. Review sign-in sheets	1.1. Sign-in Sheets

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
How to become a volunteer	6-8	Administration	Parents	September 2012	Sign-in Sheet	Administration

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		<p>Our goal for the 2012-2013 school year is to provide students with STEM school wide activities and Fairs to enable them to apply mathematical, technological, and scientific inquiry into real world experiences.</p> <p>Currently we have 50% of our 6th and 7th grade students and 100% of our 8th grade students enrolled in advanced math and science courses. Our goal is to have all 8th graders successfully pass the Algebra 1 EOC and Physical Science course in order to continue the advance track in High School.</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	<p>1.1. Many students lack the foundation needed to excel in advanced classes.</p> <p>Due to the rate of economically disadvantaged students in our school, technological tools are scarce at the home. In addition, assistance with projects to be completed at home will be difficult due to the language barrier.</p>	<p>1.1. During the 2012-2013 school year 9-11th grade science teachers will implement weekly hands on scientific labs.</p> <p>Utilize GIZMOS as a technological tool that assists students in developing a deep understanding of challenging concepts through inquiry and exploration.</p> <p>In addition, all 9-11th grade students will enter into the Science Fair and SECME Fair. The school will also offer students an after school Science Club.</p>	<p>1.1. Science Coach</p>	<p>1.1. Ongoing classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitator guiding students to become independent learners.</p> <p>Rubrics will be developed to assess student learning.</p>	<p>1.1. Formative Gizmos Baseline assessments Interim assessments Summative 2013 Algebra 1 EOC Assessment 2013 Geometry EOC Assessment 2013 Biology EOC 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
GIZMOS	9-11th	Science Liaison	9th – 11th Teachers	August 16, 2012	Observations, Classroom Walkthroughs, monitor and review test results	MTSS/RTI Leadership Team Administrative Leadership Team

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 CTE Goal #1:		Our goal is to have 50% of our students enrolled in a Career and Research course in order to expose them to various career opportunities for the future. In addition, our students are enrolled in Graphic Arts, Journalism, Leadership Skills, and Child Development.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students how are in remedial classes may have a scheduling	1.1. Students will research various careers and have hands-on	1.1. Administration	1.1. Weekly assignments Administrators will	1.1. Student surveys Bi-Weekly

1	<p>conflict.</p> <p>Due to the rate of economically disadvantaged students in our school, technological tools are scarce at the home</p>	<p>experiences such as field trips and in house speakers.</p> <p>In this class, teachers will guide students with choosing a career that they can begin establishing a foundation of knowledge for a career they will continue for years to come.</p> <p>In addition, teachers will guide students with organizational skills to prepare them for the real-world.</p>	<p>monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests</p>	<p>Assessments Quizzes</p>
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

CTE Budget:

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

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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Identify all level 1 and 2 students and place them in the appropriate interventions with the first two weeks of the 2012-2013 school year. Provide additional tutoring sessions before and after school to ensure that all student needs are being met.	Web-based (Ticket to Read)	School Based Budget	\$3,000.00
Mathematics	Promote the analyzing of graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades.	Web-based- Carnegie learning	School Based Funding	\$6,680.00
				Subtotal: \$9,680.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Using real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information.	CRISS Training Materials	School Based Budget	\$100.00
Reading	Implement tutoring before and after school as well as pull out tutoring during the day. Provide students with additional resources that target their areas of weakness.	PRIM Handouts	School Based Budget	\$100.00
Science	Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.	Cindy Guinn and Karen Simmons	School Based Funding	\$500.00
	During writing instruction, students will use the FCAT 4 point Extended Response Graphic Organizer and Planner			

Writing	to organize/plan and draft a logical beginning, middle, and end by using supporting details, providing facts and/or opinions to develop focus and elaboration.	Make & Take	School Based Budget	\$500.00
Attendance	Establish an attendance committee that includes staff, teachers, and students in order to create student-focused programs that will serve as initiative to increase attendance and decrease tardies.	Hand-outs	School Based Budget	\$50.00
Suspension	Teachers will meet with the parents of their students and review the expectations of our school as well as the Student Code of Conduct.	Student Code of Conduct Handbook	School Based Funding	\$50.00
				Subtotal: \$1,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Materials		SAC funds	\$420.00
Science	FCAT Resource material		SAC	\$420.00
				Subtotal: \$840.00
				Grand Total: \$11,820.00

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 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCAT Coach Materials	\$840.00

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

- Monitor SIP
- Assist in providing Parent Workshops

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 SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD) 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	72%	89%	63%	294	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	67%	76%			143	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	87% (YES)			154	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					591	
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 SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD) 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	66%	94%	15%	242	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%	89%			155	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	87% (YES)			155	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					552	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested