

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOMERSET ACADEMY CHARTER MIDDLE SCHOOL

District Name: Dade

Principal: Suzette E. Ruiz

SAC Chair: Caridad Odio

Superintendent: 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	Suzette E. Ruiz	Bachelors in Elementary Education, Masters in Reading, Certificate in Educational Leadership Certifications: Educational Leadership K-12, Elementary Education 1-6, ESOL K-12 and Reading K-12	8	8	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 77 77 83 74 68 High Standards Math 73 76 84 75 71 Lrng Gains-Rdg. 74 64 75 67 60 Lrng Gains-Math 79 71 82 76 87 Gains-Rdg-25% 70 74 78 83 60 Gains-Math-25% 79 59 86 81 78
Assis Principal	Sandra M. Grau	Bachelors in Elementary Education, Masters in Elementary Education, Certifications: ESOL K-12 Elementary	8	8	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 77 77 83 74 68 High Standards Math 73 76 84 75 71 Lrng Gains-Rdg. 74 64 75 67 60 Lrng Gains-Math 79 71 82 76 87 Gains-Rdg-25% 70 74 78 83 60 Gains-Math-25% 79 59 86 81 78

		Education K-6			
Principal					

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)
n/a	n/a	n/a			n/a

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. Partnering new teachers with experienced teachers.	Assistant Principal Principal	On-going	
2	2. Meeting new teachers with principals, assistant principal and grade level chairs	Assistant Principal Principal	On-going	
3	3. Job Fairs	Assistant Principal Principal	May, 2013	
4	4. Referrals from current employees	Assistant Principal Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	n/a

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
16	0.0%(0)	18.8%(3)	56.3%(9)	25.0%(4)	50.0%(8)	100.0%(16)	12.5%(2)	0.0%(0)	43.8%(7)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Caridad Odio	Middle School teachers	Ms. Odio is paired with middle school teachers because her students have made significant learning gains in the areas of Reading and Writing.	The mentor and mentee are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.

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

n/a

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

n/a

Title III

n/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: The principal fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Select General Education Teachers: The Middle School Grade Level Chairpersons and the Mathematics and Science Chairpersons provide information about core instruction to corresponding grade level teachers, participates in student data collection for the school, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The above-mentioned team members were selected based on their knowledge and commitment to the core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

Exceptional Student Education (ESE) Teachers: The SPED coordinator for Somerset Academy Charter Middle School participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as bi-weekly lesson planning and consultations to review accommodations on the students' IEP.

Instructional Coach(es) Reading/Math/Science:

The Reading Coach develops, leads, and evaluates school Reading standards/ programs; identifies and analyzes existing literature on scientifically based curriculum for all students' achievement levels.

The Math/Science Coach develops, leads, and evaluates Mathematics and Science standards/programs; identifies and analyzes existing literature on scientifically based curriculum for all students' achievement levels.

The Assistant Principal identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: The Reading Instructional Specialist provides guidance on 6-8 reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: The District Psychologist facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: The Technology Specialist develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: The Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: The Student Services Personnel provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

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 Leadership team meetings will focus on monitoring and analyzing student data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The team meets bi-weekly to engage in the following activities:

Participates in evaluating data and correlating it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The MTSS/RtI Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the School Improvement Plan. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

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.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT) scores from the previous school year, FCAT Pre Test, and Interim Assessment Test, STAR Reading Test, and STAR Math Test.
Progress Monitoring: PMRN, FAIR, FCAT Practice Tests, Interim Assessment Test, STAR Reading Test, and STAR Math Test.
End of year: PMRN, FCAT, FCAT Post Test, Interim Assessment Test, STAR Reading Test, STAR Math Test and Journeys.
Frequency of Data Days: The RtI Leadership team conducts bi-weekly meeting for data analysis.

Describe the plan to train staff on MTSS.

The MTSS/RtI Leadership team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. In addition, teachers will be provided with added professional development to correspond with the subject area being taught. RTI training will be provided to ensure the staff is well informed of the proper steps and procedures to enhance student performance and development.

Describe the plan to support MTSS.

The leadership team will implement workshops and mentoring sessions to educate all staff members of the MTSS system. Grade level chairs will monitor to ensure successful implementation of all regulations.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT) consists of Lisa Alamo, Reading Coach, and Sandra Grau, Assistant Principal. The Literacy Leadership Team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. For instance, the LLT will support and provide ongoing professional development to teachers on the major reading components based on student performance data, administration and data interpretation of instructional assessments, and differentiated instruction techniques.

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

Reading Coach: Lisa Alamo provides guidance on 6th grade reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; and supports the implementation of intervention plans.
Assistant Principal: Sandra Grau identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress

monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The Literacy Leadership Team will meet on a monthly basis to discuss the implementation of the different intervention plans that were placed throughout the school year. During these meetings the LLT will also evaluate and modify areas that are stagnant in order to improve the intervention plans to benefit the needs students.

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

The LLT alongside with the Principal will promote school literacy reform to support a culture of reading by selecting team members who are dedicated to achieve higher standards of literacy across the curriculum and offer professional development opportunities for these team members to create a collaborative learning environment.

The initiative for the LLT this year is to model effective instructional strategies for teachers, facilitate study groups, train teachers in interpreting data charts, meet with teachers to ensure that research based reading programs and strategies are implemented. In addition, the LLT will help to increase instructional density to meet the needs of all students, increase teachers' knowledge base in best practices in reading instruction and intervention strategies.

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.

n/a

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers at Somerset Academy Charter Middle School have attended professional development trainings, such as the CRISS training to incorporate reading across the curriculum. CRISS Strategies will be implemented across the curriculum by all teachers on a weekly basis. The Administration will monitor that the strategies are being utilized daily throughout the use of their lesson plans, student work, and bi-weekly grade level meetings. During these meetings lessons will be discussed and modifications will be made to incorporate the appropriate model in order to maintain the learning process in every student. In addition, each teacher is held accountable for each student's reading progress based on interpretation of different assessment tools administered throughout the school year.

*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?

n/a

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?

In order to incorporate students' academic and career planning, the school participates in various events such as:

- Somerset Academy offers students electives in: Drama, Yearbook, PE, Art, Spanish, and Intensive Reading and Math.
- Career Week involves students in experiencing a variety of careers through vehicle day, career dress-up day, and career day.
- Various presenters are invited throughout the school year in order to expose the students of possible options in various fields.
- A daily focus of the school is for teachers to inquire from the students, "how does this connect to the real world?" to ensure that instruction is always relevant.

- Teachers use additional reading materials based on current events to expose students to various career opportunities.
- Science Fair provides the students an opportunity to complete the scientific process and investigate real world problems/solutions.
- Talent Show provides students with the opportunities to express their interests in the performing arts through rigorous auditions, rehearsals, and performances.
- Art Exhibits and contests will be organized for students to explore their artistic talents.

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](#)

n/a

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:	In 2012, the students achieving a Level 3 proficiency in Reading was 32% (73). Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage points to 34% (77)
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (73)	34% (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	1A.1. Based on our data analysis the students in 6-8 grade, need the most intervention in Category 4 / Informational Text/ Research Process. Specifically the content cluster of reference and research.	1A.1. Teachers should help students use graphic organizers to help analyze, evaluate information and determine validity and reliability. Provide opportunities for students to locate, interpret, and organize information.	1A.1. RTI Team and Leadership Team	1A.1. Provide time during the weekly grade level meetings to share best practices, share additional needs for both teacher and student and reflect on student progress. Conduct bi-weekly assessment, review and analyze data to adjust to the student needs based on the curriculum and reports.	1A.1 Formative Assessment: Bi-weekly assessments; District interim data reports; student authentic work; FCAT Explorer Summative: Results from the 2013 FCAT Reading Test

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The result of the 2012 FCAT Reading Test indicates that 43% (97) of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 1 percentage point of 44% (99).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (97)	44% (99)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Based on our data analysis the students in 6-8 grade, need the most intervention in Category 4 / Informational Text/ Research Process. Specifically the content cluster of reference and research.	2A.1. Teachers should help students use graphic organizers to help analyze evaluate information and determine validity and reliability. Provide opportunities for students to locate, interpret, and organize information. Higher Order questions and projects will be implemented along with survey questions.	2A.1. RTI Team and Leadership Team	2A.1. Provide time during the weekly grade level meetings to share best practices, share additional needs for both teacher and student and reflect on student progress. Conduct bi-weekly assessment, review and analyze data to adjust to student needs based on the curriculum and reports.	2A.1 Formative Assessment: Bi-weekly assessments; District interim data reports; student authentic work; FCAT Explorer Summative: Results from the 2013 FCAT Reading Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 74% (158) of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 79% (169).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (158)	79% (169)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Based on our data analysis the students in 6-8 grade, need the most intervention in Category 4 / Informational Text/ Research Process. Specifically the content cluster of reference and research.	3A.1. Teachers should help students use graphic organizers to help analyze, evaluate information and determine validity and reliability. Provide opportunities for students to locate, interpret, and organize information. Think/Pair/Share, highlighting text and flexible grouping will be used to ensure students are understanding benchmarks accurately.	3A.1. RTI Team and Leadership Team	3A.1. Provide time during the weekly grade level meetings to share best practices, share additional needs for both teacher and student and reflect on student progress. Conduct bi-weekly assessment, review and analyze data to adjust to student needs based on the curriculum and reports.	3A.1 Formative Assessment: Bi-weekly assessments; District interim data reports; student authentic work; FCAT Explorer Summative: Results from the 2013 FCAT Reading Test

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	The results of the 2011 FCAT Reading Test indicate that 70% (34) in the lowest 25% subgroup made learning gains.
---	--

Reading Goal #4:	Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 75%. (37)
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (34)	75% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Based on our data analysis the students in 6-8 grade, need the most intervention in Category 4 / Informational Text/ Research Process. Specifically the content cluster of reference and research.	4A.1. Teachers should help students use graphic organizers to help analyze, evaluate information and determine validity and reliability. Provide opportunities for students to locate, interpret, and organize information. Think/Pair/Share, highlighting text and flexible grouping will be used to ensure students are understanding benchmarks accurately.	4A.1. RTI Team and Leadership Team	4A.1. Provide time during the weekly grade level meetings to share best practices, share additional needs for both teacher and student and reflect on student progress. Conduct bi-weekly assessment, review and analyze data to adjust to student needs based on the curriculum and reports.	4A.1 Formative Assessment: Bi-weekly assessments; District interim data reports; student authentic work; FCAT Explorer Summative: Results from the 2013 FCAT Reading Test

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	76%	78%	81%	83%	

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:	Our goal for the 2012-2013 school year is to increase the White subgroup by 2% and the Hispanic subgroup by 2% in the Reading portion of testing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 80% Black: Hispanic: 73% Asian: American Indian:	White: 82% Black: Hispanic: 75% Asian: American Indian:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
--	---------------------	----------	---	---	-----------------

1	n/a	n/a	n/a	n/a	n/a
2	5B.1. Based on our data analysis the students in 6-8 grade, need the most intervention in Category 4 / Informational Text/ Research Process. Specifically the content cluster of reference and research. White: 80% Black: Hispanic: 82% Asian: American Indian:	5B.1. Teachers should help students use graphic organizers to help analyze, evaluate information and determine validity and reliability. Provide opportunities for students to locate, interpret, and organize information. Think/Pair/Share, highlighting text and flexible grouping will be used to ensure students are understanding benchmarks accurately.	5B.1. RTI Team and Leadership Team	5B.1. Provide time during the weekly grade level meetings to share best practices, share additional needs for both teacher and student and reflect on student progress. Conduct bi-weekly assessment, review and analyze data to adjust to student needs based on the curriculum and reports.	5B.1 Formative Assessment: Bi-weekly assessments; District interim data reports; student authentic work; FCAT Explorer Summative: Results from the 2013 FCAT Reading Test

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		n/a			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
n/a		n/a			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		n/a			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
n/a		n/a			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our goal for the 2012-2013 school year is to increase the Economically Disadvantaged subgroup by 2% in the Reading portion of testing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (62)	75% (64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Based on our data analysis the students in 6-8 grade, need the most intervention in Category 4 / Informational Text/ Research Process. Specifically the content cluster of reference and research.	5E.1. Teachers should help students use graphic organizers to help analyze, evaluate information and determine validity and reliability. Provide opportunities for students to locate, interpret, and organize information. Think/Pair/Share, highlighting text and flexible grouping will be used to ensure students are understanding benchmarks accurately.	5E.1 RTI Team and Leadership Team	5E.1. Provide time during the weekly grade level meetings to share best practices, share additional needs for both teacher and student and reflect on student progress. Conduct bi-weekly assessment, review and analyze data to adjust to student needs based on the curriculum and reports.	5E.1. Formative Assessment: Bi-weekly assessments; District interim data reports; student authentic work; FCAT Explorer Summative: Results from the 2013 FCAT Reading Test
2					
3	5E.1. Based on our data analysis the students in 6-8 grade, need the most intervention in Category 4 / Informational Text/ Research Process. Specifically the content cluster of reference and research.	5E.1. Teachers should help students use graphic organizers to help analyze, evaluate information and determine validity and reliability. Provide opportunities for students to locate, interpret, and organize information. Think/Pair/Share, highlighting text and flexible grouping will be used to ensure students are understanding benchmarks accurately.	5E.1 RTI Team and Leadership Team	5E.1. Provide time during the weekly grade level meetings to share best practices, share additional needs for both teacher and student and reflect on student progress. Conduct bi-weekly assessment, review and analyze data to adjust to student needs based on the curriculum and reports.	5E.1. Formative Assessment: Bi-weekly assessments; District interim data reports; student authentic work; FCAT Explorer Summative: Results from the 2013 FCAT Reading Test
4	5E.1. Based on our data analysis the students in 6-8 grade, need the most intervention in Category 4 / Informational Text/ Research Process. Specifically the content cluster of reference and research.	5E.1. Teachers should help students use graphic organizers to help analyze, evaluate information and determine validity and reliability. Provide opportunities for students to locate, interpret, and organize information. Think/Pair/Share, highlighting text and flexible grouping will be used to ensure students are understanding	5E.1 RTI Team and Leadership Team	5E.1. Provide time during the weekly grade level meetings to share best practices, share additional needs for both teacher and student and reflect on student progress. Conduct bi-weekly assessment, review and analyze data to adjust to student needs based on the curriculum and reports.	5E.1. Formative Assessment: Bi-weekly assessments; District interim data reports; student authentic work; FCAT Explorer Summative: Results from the 2013 FCAT Reading Test

		benchmarks accurately.			
5	5E.1. Based on our data analysis the students in 6-8 grade, need the most intervention in Category 4 / Informational Text/ Research Process. Specifically the content cluster of reference and research.	5E.1. Teachers should help students use graphic organizers to help analyze, evaluate information and determine validity and reliability. Provide opportunities for students to locate, interpret, and organize information. Think/Pair/Share, highlighting text and flexible grouping will be used to ensure students are understanding benchmarks accurately.	5E.1 RTI Team and Leadership Team	5E.1. Provide time during the weekly grade level meetings to share best practices, share additional needs for both teacher and student and reflect on student progress. Conduct bi-weekly assessment, review and analyze data to adjust to student needs based on the curriculum and reports.	5E.1. Formative Assessment: Bi-weekly assessments; District interim data reports; student authentic work; FCAT Explorer Summative: Results from the 2013 FCAT Reading Test
6	5E.1. Based on our data analysis the students in 6-8 grade, need the most intervention in Category 4 / Informational Text/ Research Process. Specifically the content cluster of reference and research.	5E.1. Teachers should help students use graphic organizers to help analyze, evaluate information and determine validity and reliability. Provide opportunities for students to locate, interpret, and organize information. Think/Pair/Share, highlighting text and flexible grouping will be used to ensure students are understanding benchmarks accurately.	5E.1 RTI Team and Leadership Team	5E.1. Provide time during the weekly grade level meetings to share best practices, share additional needs for both teacher and student and reflect on student progress. Conduct bi-weekly assessment, review and analyze data to adjust to student needs based on the curriculum and reports.	5E.1. Formative Assessment: Bi-weekly assessments; District interim data reports; student authentic work; FCAT Explorer Summative: Results from the 2013 FCAT Reading Test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The area of deficiency according to the data is Category 4 / Information text and Research process. Teachers need exposure to alternative strategies to address student weaknesses. In house workshop targeting areas of <ul style="list-style-type: none"> • Text Features • Analyze Information • Determine validity & 	6-8 grades	Reading Leader	6-8 grades teachers	Week of August 13, 2012	Student work folders, assessments, and SuccessMaker reports	RTI Team & Reading Leader

reliability • Summarize main points • Questioning the author • Text features • Locate, Interpret & organize information • Synthesize information						
---	--	--	--	--	--	--

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Somerset Academy uses purchased Weekly Studies to use for intervention materials.	A weekly magazine based on current events using questioning format based on higher order questions and application skills.	EESAC	\$640.00
			Subtotal: \$640.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
The area of deficiency according to the data has been Information Text and Research Process / Category 4. Teachers need exposure to alternative strategies to address student weaknesses.	Accelerated Reader is a motivational program that encourages independent reading and includes online quizzes and measures comprehension and vocabulary.	Operating Account	\$2,000.00
	STAR is used to determine the reading level of each student, measure their growth, and forecast results on standardized tests with 10 minute assessments.	Operating Accounts	\$2,000.00
	Brain Pop is an educational website of short Flash-based movies for students that incorporates learning strategies for Reading and correlates it to the strands that address the Sunshine State Standards.	Operating Accounts	\$1,000.00
	Destiny is a reading Program Service supports individualized, differentiated instruction by allowing librarians and teachers to easily identify and assign books to students at their identified reading levels.	Operating Accounts	\$3,500.00
	Reading Plus is a web-based reading intervention system that uses innovative technology to provide individualized scaffolded silent reading practice for students in second grade and higher		\$3,000.00
			Subtotal: \$11,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The area of deficiency according to the data has been Information Text and Research Process/ Category 4. Teachers need exposure to alternative strategies to address student weaknesses.	Substitute for coaching and modeling	School Fund	\$90.00
			Subtotal: \$90.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data

No Data

No Data

\$0.00

Subtotal: \$0.00

Grand Total: \$12,230.00

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

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:		N/A		
2012 Current Percent of Students Proficient in reading:				
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				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:		N/A		

2012 Current Percent of Students Proficient in writing:

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				

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 2011-2012 FCAT Mathematics Test indicates that 35% (78) students achieved level 3 proficiency. Our goal in the 2012-2013 school year is to increase the Level 3 student proficiency by maintaining a 35% (79).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (78)	35% (79)

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. Based on our data analysis, Category 3/ Geometry and Measurement are the areas students need the most intervention.	1.1. Inventory and distribute to all Mathematics teachers the proper manipulative to teach Geometry & Measurement Students will use real life experiences to measure circumference, perimeter, area, capacity, and volume. Labs will be added in order to provide a hands-on approach to mathematic skills. Students will analyze and construct bar graphs; differentiate between continuous data and interpret data.	1.1. RTI Team, and Leadership Team	1.1. Administrators will review the process of teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections, Administrator will review data, and conduct data chats with grade levels bi-monthly.	Formative Assessment: Carnegie, FCAT Explorer, District Baseline 1.1 Assessments, and Interim Assessments Summative Assessment: FCAT 2013 Mathematics results

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
--	---------------------	----------	---	---	-----------------

1	N/A	N/A	N/A	N/A	N/A
---	-----	-----	-----	-----	-----

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 indicates that 38% (85) students achieved level 4's and 5's proficiency. Our goal in the 2012-2013 school year is to increase the Level 4's and 5's student proficiency by maintaining a 38% (86).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (85)	38% (86)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Based on our data analysis, Category 3/ Geometry and Measurement are the areas students need the most intervention.	2a.1. Inventory and distribute to all Mathematics teachers the proper manipulative to teach Geometry & Measurement Students will use real life experiences to measure circumference, perimeter, area, capacity, and volume. Students will analyze and construct bar graphs; differentiate between continuous data and interpret data.	RTI Team, and Leadership Team	2a.1. Administrators will review the process of teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections, Administrator will review data, and conduct data chats with grade levels bi-monthly.	Formative Assessment: Carnegie, FCAT Explorer, District Baseline Assessments, and Interim Assessments Summative Assessment: FCAT 2013 Mathematics results

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:	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
---------------------	----------	---	---	-----------------

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 for the 2011-2012 FCAT Mathematics Test indicate 79% (171) of the students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage point of 84% (181).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (171)	84% (181)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Based on our data analysis, Category 3/ Geometry and Measurement are the areas students need the most intervention.	3A.1. Inventory and distribute to all Mathematics teachers the proper manipulative to teach Geometry & Measurement Students will use real life experiences to measure circumference, perimeter, area, capacity, and volume. Students will analyze and construct bar graphs; differentiate between continuous data and interpret data.	3A.1. RTI Team, and Leadership Team	3A1. Administrators will review the process of teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections. Administrator will review data, and conduct data chats with grade levels bi-monthly.	Formative Assessment: Carnegie, FCAT Explorer, District Baseline Assessments, and Interim Assessments Summative Assessment: FCAT 2013 Mathematics results

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:	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
---------------------	----------	---	---	-----------------

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Reading Test indicate that 79% (41) in the lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 79% (41)
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (41)	84% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Based on our data analysis, Category 3/ Geometry and Measurement are the areas students need the most intervention.	4A.1. Tutoring interventions will be provided for students 2 days of the school week and 1 day of the weekend to further expose and to provide a small group setting for students within this group. Inventory and distribute to all Mathematics teachers the proper manipulative to teach Geometry & Measurement Students will use real life experiences to measure circumference, perimeter, area, capacity, and volume. Students will analyze and construct bar graphs; differentiate between continuous data and interpret data.	4A.1. RTI Team, and Leadership Team	4A.1. Administrators will review and discuss teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections. Administrator will review data, and conduct data chats with grade levels bi-monthly	4A.1. Formative Assessment: Carnegie, FCAT Explorer, District Baseline Assessments, and Interim Assessments Summative Assessment: FCAT 2013 Mathematics results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

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

5B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our goal for the 2012-2013 school year is to increase the White subgroup by 1% and the Hispanic subgroup by 3% in the Mathematics portion of testing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 88% Black: Hispanic: 69% Asian: American Indian:	White: 89% Black: Hispanic: 72% Asian: American Indian:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: 88% Black: Hispanic: 72% Asian: American Indian: Based on our data analysis, Category 3/ Geometry and Measurement are the areas students need the most intervention.	5B.1. Tutoring interventions will be provided for students 2 days of the school week and 1 day of the weekend to further expose and to provide a small group setting for students within this group. Inventory and distribute to all Mathematics teachers the proper manipulative to teach Geometry & Measurement Students will use real life experiences to measure circumference, perimeter, area, capacity, and volume. Students will analyze and construct bar graphs; differentiate between continuous data and interpret data.	5B.1. RTI Team, and Leadership Team	5B.1. Administrators will review and discuss teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections. Administrator will review data, and conduct data chats with grade levels bi-monthly.	5B.1. Formative Assessment: Carnegie, FCAT Explorer, District Baseline Assessments, and Interim Assessments Summative Assessment: FCAT 2013 Mathematics results

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Our goal for the 2012-2013 school year is to increase the Economically Disadvantaged subgroup by 2% in the Reading portion of testing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%	73%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Based on our data analysis, Category 3/ Geometry and Measurement are the areas students need the most intervention.	5E.1. Tutoring interventions will be provided for students 2 days of the school week and 1 day of the weekend to further expose and to provide a small group setting for students within this group. Inventory and distribute to all Mathematics teachers the proper manipulative to teach Geometry & Measurement Students will use real life experiences to measure circumference, perimeter, area, capacity, and volume. Students will analyze and construct bar graphs;	5E.1. RTI Team, and Leadership Team	5E.1. Administrators will review and discuss teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections. Administrator will review data, and conduct data chats with grade levels bi-monthly.	5E.1. Formative Assessment: Carnegie, FCAT Explorer, District Baseline Assessments, and Interim Assessments Summative Assessment: FCAT 2013 Mathematics results

	<p>differentiate between continuous data and interpret data.</p> <p>Technology based programs and tutors will be provided for students on campus before and during school hours in order to facilitate technological use and additional interventions such as modeling problems and think/pair/share groups.</p>		
--	--	--	--

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:	<p>The results of the 2011-2012 Algebra I EOC Assessment indicates that 59% (19) students achieved level 3 proficiency.</p> <p>Our goal in the 2012-2013 school year is to increase the Level 3 student proficiency by maintaining 59% (19).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (19)	59% (19)

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. Based on our data analysis, Category 2/ Polynomials is the area students need the most intervention.	1.1. Teachers will provide students with additional practice using vertical and horizontal formats, refresh their skills on adding and subtracting like terms and multiplying and dividing exponents.	1.1. RTI Team, and Leadership Team	1.1. Administrators will review teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections.	1.1. Formative Assessment: Carnegie, FCAT Explorer, District Baseline Assessments, and Interim Assessments Summative Assessment: Algebra I EOC Assessment results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	<p>The results of the 2011-2012 Algebra I EOC Assessment indicates that 38% (12) students achieved level 4 and 5 proficiency.</p> <p>Our goal in the 2012-2013 school year is to increase the Level 4 and 5 student proficiency by maintaining 38% (12)</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

38% (12)	38% (12)
----------	----------

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Based on our data analysis, Category 2/ Polynomials is the area students need the most intervention.	2.1. Teachers will provide students with additional practice using vertical and horizontal formats, refresh their skills on adding and subtracting like terms and multiplying and dividing exponents.	2.1. RTI Team, and Leadership Team	2.1. Administrators will review teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections.	2.1. Formative Assessment: Carnegie, FCAT Explorer, District Baseline Assessments, and Interim Assessments Summative Assessment: Algebra I EOC Assessment results

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Our goal for the 2012-2013 school year is to maintain 72% of students meeting high standards.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

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:	Our goal for the 2012-2013 school year is to increase our Hispanic subgroup by 2% to meet Algebra I high standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: Hispanic: 70% (18) Asian: American Indian:	White: Black: Hispanic: 72% (19) Asian: American Indian:

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	3B.1. Based on our data analysis, Category 2/ Polynomials is the area students need the most intervention. White: Black:	3B.1. Teachers will provide students with additional practice using vertical and horizontal formats, refresh their skills on adding and subtracting like terms and multiplying and dividing exponents.	3B.1 RTI Team, and Leadership Team	3.B.1 Administrators will review teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections.	3.B.1 Formative Assessment: Carnegie, FCAT Explorer, District Baseline Assessments, and Interim Assessments

Hispanic: 70% (18) Asian: American Indian:	Think/Pair/Share, group projects which apply to the real world and journaling will be as strategies to provide evidence of understanding.		Summative Assessment: Algebra I EOC Assessment results
--	---	--	--

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:	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:

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Our goal for the 2012-2013 school year is to increase our Economically Disadvantage subgroup by 1% to meet Algebra I high standards.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(10)	73%(10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3E.1. Based on our data analysis, Category 2/ Polynomials is the area students need the most intervention.</p> <p>White: Black: Hispanic: 70% (18) Asian: American Indian:</p>	<p>3E.1. Teachers will provide students with additional practice using vertical and horizontal formats, refresh their skills on adding and subtracting like terms and multiplying and dividing exponents. Think/Pair/Share, group projects which apply to the real world and journaling will be as strategies to provide evidence of understanding. Students will have access to technological software and tutors in the mornings on weekdays before school and during school hours. Tutors will model and provide additional graphic organizers to assist in the visualization and understanding of benchmarks.</p>	<p>3E.1 RTI Team, and Leadership Team</p>	<p>3.E.1 Administrators will review teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections</p>	<p>3.E.1 Formative Assessment: Carnegie, FCAT Explorer, District Baseline Assessments, and Interim Assessments</p> <p>Summative Assessment: Algebra I EOC Assessment results</p>

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:	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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
---	--

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

--	--

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
--	--

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

--	--

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
---	--

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

--	--

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The area of deficiency according to the data is Category 3 / Geometry & Measurement and Category 2/ Polynomials. Teachers need exposure to alternative strategies to address student weaknesses. In house workshop targeting the New Generations Standards.	6-8 grades	Math Leader	6-8 grade Teachers	Week of August 13, 2012	Grade level meetings / Classroom Walkthroughs	Math Leader, Administration & Grade level chair

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
PENDA	PENDA Learning is an online math and science resource providing interesting math and science materials for preparing for FCAT.	Operating Account	\$1,995.00
			Subtotal: \$1,995.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PENDA	PENDA Learning is an online math and science resource providing interesting math and science materials for preparing for FCAT.	Operaing Account	\$1,200.00
			Subtotal: \$1,200.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$3,195.00			

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.		The results of the 2011-2012 FCAT Science Test indicates that 54% (40) students achieved level 3 proficiency.			
Science Goal #1a:		Our goal in the 2012-2013 school year is to increase the Level 3 student proficiency by 2 percentage points to 56% (41)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
54% (40)		56% (41)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Based on our data analysis, students demonstrated a lack of prior knowledge in Nature of Sciences.	1A.1. Teachers will provide students with extended opportunities in inquiry based, hands on activities/labs, scientific writing, and encourage participation in the Science Fair. Research, collaborate, design and implement instructional strategies to increase rigor through inquiry based learning.	1A.1. RTI Team and Leadership Team	1A.1. Science Fair projects, Administration to review Teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections.	1A.1. Formative Assessment: FCAT Explorer, District Baseline Assessments, Gizmo, and Interim Assessments Summative Assessment: FCAT 2013 Science results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	N/A
Science Goal #1b:	
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 group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT Science Test indicates that 22% (16) students achieved levels 4 & 5 proficiency. Our goal in the 2012-2013 school year is to increase the Levels 4 & 5 student proficiency by maintaining 22% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (16)	22% (17)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Based on our data analysis, students demonstrated a lack of prior knowledge in Nature of Sciences.	2A.1. Teachers will provide students with extended opportunities in inquiry based, hands on activities/labs, scientific writing, and encourage participation in the Science Fair. Higher order based questions and projects will be created for students to connect and tap into prior knowledge. Rubrics and Science journals will be implemented into the course, as well. Higher order projects will be implemented for applications skills of knowledge learned.	2A.1. RTI Team and Leadership Team	2A.1. Science Fair projects, Administration to review Teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices and reflections.	2A.1. Formative Assessment: FCAT Explorer, District Baseline Assessments, Gizmo, and Interim Assessments Summative Assessment: FCAT 2013 Science results

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:	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				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development Learning Communities for Science	Grades 6th-8th	Professional Development Trainer	Science Coaches	Week of August 13, 2012	PLC Logs, Monthly Walk-Through and Observations	Administrator and Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CPO Physical Science Textbooks & Workbooks	Textbooks cover benchmarks for Physical Science	Operating Accounts	\$2,944.00
			Subtotal: \$2,944.00
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: \$2,944.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2011-2012 FCAT Writing Test indicates that 95% (70) of students achieved a level 3 or higher proficiency. Our goal in the 2012-2013 school year is to increase the Level 3 or higher student proficiency by maintaining 95% (70).
2012 Current Level of Performance:	2013 Expected Level of Performance:
95%(70)	95%(70)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Based on the Data Analysis, our students demonstrate a weakness on focus of topic and elaboration in their writing samples.	1A.1. During writing instruction the students will be using a graphic organizer to write a draft with logical sequence of beginning, middle, and end. In addition, they will use supporting details to develop focus and elaboration. The students will develop opinions and facts into the writing prompt. (statistics, concrete examples, comparison and real life experiences)	1A.1. Leadership Team and RTI Team	1A.1. Administration will review and analyze and review students monthly writing prompts to monitor their progress and adjust the need of focus.	1A.1. Formative Assessment: Monthly Writing Assessment Summative Assessment: 2013 FCAT Writing Results

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:	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				

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
Step by step professional development of the writing process	6-8 grade	Writing Leader	6-8 grade teachers	Week of August 13, 2012	Leadership team will meet on a monthly basis to monitor student progress. Reflect and make adjustments to students needs.	Administration, Reading & Writing Leader

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Zaner Bloser – writing textbooks and grammar workbook	Writing curriculum teaches students to apply the Traits of Writing at every step of the writing process – across common core state standards text types and genres and across the curriculum.	Operating Accounts	\$3,628.72
			Subtotal: \$3,628.72
			Grand Total: \$3,628.72

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.	Our goal for the 2012-2013 school year is to have 10%
---	---

Civics Goal #1:	(10) of students pass the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students have a limited vocabulary under the Civics subject area due to prior world experiences and exposure.	1.1. The teacher will use Venn Diagrams, Think/Pair/Share, journaling and vocabulary word walls to assist in connecting meanings of words to the context.	1.1. Leadership Team and RTI Team	1.1. Administration will review and analyze and review students monthly writing prompts to monitor their progress and adjust the need of focus.	1.1. Formative Assessment: Civics Baseline District Spring Assessment Summative Assessment: EOC Civics

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:	Our goal for the 2012-2013 school year is to have 10% (10) of students pass the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students have a limited vocabulary under the Civics subject area due to prior world experiences and exposure.	2.1. The teacher will use Venn Diagrams, Think/Pair/Share, journaling and vocabulary word walls to assist in connecting meanings of words to the context	2.1. Leadership Team and RTI Team	2.1. Administration will review and analyze and review students monthly writing prompts to monitor their progress and adjust the need of focus.	2.1. Formative Assessment: Civics Baseline District Spring Assessment Summative Assessment: EOC Civics

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

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

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

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Civics Textbooks & Workbooks	Recently published Civics books which implement instruction in Civics benchmarks.	Operating Account	\$4,186.02
			Subtotal: \$4,186.02
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: \$4,186.02

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 96.13% (217) by minimizing absences due to illnesses and truancy and by creating a school environment where both parents and students feel welcomed at all times. In addition, our goal for this year is to decrease the number of students with excessive absences by 1% and excessive tardiest by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.13% (217)	96.63 %(218)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

53	50				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
35	33				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Truancy increased by 0% from the previous year.	1.1. Identify any student who may be developing a pattern of excessive absences or tardies via the Truancy Child Study Team (TCST), Student of the Month and maintain a clean environment throughout the school.	1.1. Administrator, Attendance Clerk and General Education Teacher	1.1. General Education Teacher will call students home after 2 absences At grade level meetings, teacher will report any students with excessive absences or tardies. TSCT	1.1. Attendance Roster
2	1.2. Illnesses / excused absences have maintained from the previous year.	1.2. Student of the Month and maintain a clean environment throughout the school.	1.2. Administrator, Attendance Clerk and General Education Teacher	1.2. General Education Teacher will call students home after 2 absences At grade level meetings, teacher will report any students with excessive absences or tardies.	1.2. Attendance Roster

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
Attendance Program	6-8 grade	Attendance Clerk and Grade Book Manager	General Education Teachers and Non-Instructional Staff	Week of August 13, 2012 and monthly grade level meetings	Attendance Program will be implemented the first day of school and monitored on a monthly basis.	Attendance Clerk and Administration

Attendance Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the number of students suspended by 1%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
14	13
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
14	13
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
10	9
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10	9

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The total number of students suspended increased by 1 incident.	1.1. In-Class Behavior Management Plans, Parents and students	1.1. Administration, Guidance	1.1. General Education Teacher will keep parent contact logs as	1.1. Parent Contact Logs and Suspension

1	The students may be unfamiliarity with the Student Code of Conduct.	will be informed of Student Code of Conduct and must sign the Student Code of Conduct Contract.	counselor and General Education Teacher	evidence of communication; principal will monitor parent contact logs.	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
Student Code of Conduct Contract	6-8 grade	All Staff Members / school wide	school-wide	Week of August 13, 2012 with staff members & Week of August 20, 2012 with students	Monitor Teacher's behavior management plans / school walkthroughs	Grade Level Chairs and Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parents and students will be provided with a copy of the Student Code of Conduct manual within the first week of the school year.	Printing of Student Code of Conduct	Operating Accounts	\$50.00
			Subtotal: \$50.00
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: \$50.00			

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Our goal for 2012-2013 school year is to increase parent participation in school wide events.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
92%		93%			
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.	1.1. Mentor parents to attend group programs and activities they feel comfortable participating in school events/functions, notify and invite parents/guardians in a timely manner to make appropriate arrangements.	1.1. Counselors, General Education Teachers and Administrators	1.1. Review sign-in sheets and volunteer logs to determine attendance.	1.1. Sign-in sheets and volunteer logs
2	1.2. Parents have limited knowledge/understanding of curriculum in use at school.	1.2. Bi-lingual meetings for Open House or parent teacher conferences. Invite and notify of school events such as Book Fair, Carnival, Field-Trips, Prom, and Graduation	1.2. Counselors, Principal and General Education Teacher	1.2. Review sign-in sheets and volunteer logs to determine attendance.	1.2. Sign-in sheets and volunteer logs

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 Data	6th-8th	Counselor and General Education Teacher	Parents and Guardians	August 2012 – September 2013	Review Sign-in sheets and analyze parent attendance	Administrator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Determine the number of parents involved in school activities/events	Parental Workshops and copies	Operating Accounts	\$300.00
			Subtotal: \$300.00
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: \$300.00

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:		Our goal for the 2012-2013 school year is to engage students with STEM school wide activities and fairs. This will allow students to interact with skills in reading, science, mathematical and technological curriculum and how it relates to personal experience.			
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. Due to lack of exposure and knowledge to STEM goals related to real world circumstances and situations students will lack vocabulary and	1.1. Presenters will be invited to speak with the students in the fields of mathematics and science. Bi-Weekly hands-on	1.1. RTI and Leadership Team	1.1. Science Fair projects, Administrators will review teacher made tests, chapter tests, Pre & Post Tests, grade level meetings to share best practices	1.1. Formative: Baseline Assessment Interim Assessment Quarterly Exams

1	the application skills.	<p>experiments are implemented into the curriculum.</p> <p>Newspaper and journal reviews will be implemented to apply real world circumstances and current events.</p> <p>Invite students to Miami Dade Expo Fair</p> <p>Students will be engaged in bi-weekly scientific experiments which will apply mathematic benchmarks. Projects will be assigned to embed engineering and creative aspects. Gizmos will be used to assist students in applying learned benchmarks to simulated labs due to constraint in space and materials</p>		and reflections. Data chats will include most updated scores and areas of needed improvement.	Summative: FCAT 2.0 Science and Mathematics
---	-------------------------	---	--	---	---

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities Focus on Science Fair Project	6-8	Science Liaison	Science Liaison	October 10, 2012 – April 2013	Lesson plan review, classroom walkthroughs, and monthly meetings with all Professional Learning communities with the Administration	RTI and 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 increase our students knowledge based on science and mathematical careers.		
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. Limited knowledge of career choices and possible paths in career choices	1.1. Increase career theme activities through journalism, survey students to add additional courses, field trips to local businesses / speakers, invite students to career expo Create an environment club for students interested in environmental careers.	1.1. RTI and leadership team	1.1. RTI and leadership team	1.1. survey students entering the mathematics, technology and science fields.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities Focus on Science Fair Project	6-8	Science Liaison	Science Liaison	October 2012 – April 2013	Lesson plan review, classroom walkthroughs, and monthly meetings with all Professional Learning communities with the Administration	RTI and Leadership Team

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Somerset Academy uses purchased Weekly Studies to use for intervention materials.	A weekly magazine based on current events using questioning format based on higher order questions and application skills.	EESAC	\$640.00
Science	CPO Physical Science Textbooks & Workbooks	Textbooks cover benchmarks for Physical Science	Operating Accounts	\$2,944.00
Civics	Civics Textbooks & Workbooks	Recently published Civics books which implement instruction in Civics benchmarks.	Operating Account	\$4,186.02
Attendance	Truancy Prevention	Provide incentives for students with improved attendance	EESAC	\$500.00
Suspension	Parents and students will be provided with a copy of the Student Code of Conduct manual within the first week of the school year.	Printing of Student Code of Conduct	Operating Accounts	\$50.00
Parent Involvement	Determine the number of parents involved in school activities/events	Parental Workshops and copies	Operating Accounts	\$300.00
				Subtotal: \$8,620.02
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The area of deficiency according to the data has been Information Text and Research Process / Category 4. Teachers need exposure to alternative strategies to address student weaknesses.	Accelerated Reader is a motivational program that encourages independent reading and includes online quizzes and measures comprehension and vocabulary.	Operating Account	\$2,000.00
Reading		STAR is used to determine the reading level of each student, measure their growth, and forecast results on standardized tests with 10 minute assessments.	Operating Accounts	\$2,000.00
Reading		Brain Pop is an educational website of short Flash-based movies for students that incorporates learning strategies for Reading and correlates it to the strands that address the Sunshine State Standards.	Operating Accounts	\$1,000.00
Reading		Destiny is a reading Program Service supports individualized, differentiated instruction by allowing librarians and teachers to easily identify and assign books to students at their identified reading levels.	Operating Accounts	\$3,500.00
		Reading Plus is a web-based reading intervention system that uses innovative		

Reading		technology to provide individualized scaffolded silent reading practice for students in second grade and higher		\$3,000.00
Mathematics	PENDA	PENDA Learning is an online math and science resource providing interesting math and science materials for preparing for FCAT.	Operating Account	\$1,995.00
				Subtotal: \$13,495.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The area of deficiency according to the data has been Information Text and Research Process/ Category 4. Teachers need exposure to alternative strategies to address student weaknesses.	Substitute for coaching and modeling	School Fund	\$90.00
Mathematics	PENDA	PENDA Learning is an online math and science resource providing interesting math and science materials for preparing for FCAT.	Operaing Account	\$1,200.00
				Subtotal: \$1,290.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Zaner Bloser – writing textbooks and grammar workbook	Writing curriculum teaches students to apply the Traits of Writing at every step of the writing process – across common core state standards text types and genres and across the curriculum.	Operating Accounts	\$3,628.72
				Subtotal: \$3,628.72
				Grand Total: \$27,033.74

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

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

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
Somerset Academy uses \$5 per student for intervention materials. (Studies Weekly)	\$640.00

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

The School Advisory Council at Somerset Academy Middle Charter School is the sole body responsible for final decision making of the school. School Climate Survey and Assessment Data were reviewed to determine school needs for the 2012-2013 school year. In the beginning of the school year, the SIP will be reviewed and revisions will be made based on the recommendations from the School Advisory Committee members. In July, the SIP will be sent to the district School Board for approval and implementation will begin in August 2012. The SIP will be monitored during the entire school year. The SAC reviews the SIP on a quarterly basis and makes necessary adjustments.

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 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	77%	79%	76%	313	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	68%	71%			139	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?	64% (YES)	59% (YES)			123	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					575	
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 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	84%	85%	45%	297	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	75%	82%			157	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?	78% (YES)	86% (YES)			164	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					618	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested