FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI COMMUNITY CHARTER HIGH SCHOOL

District Name: Dade

Principal: Michelle Diaz

SAC Chair: Dulce Linares

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/10/2012

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	Jila Rezaie	Ed. D. Social Scienes Math	8	20	'12 '11 '10 '09 '08 School Grade C - - A F AYP - N N Y N High Standards-Rdg 26% 19% 25% 76% 53% High Standards-Math --% 44% 63% 78% 45% Lrng Gains-Rdg 57% 43% 50% 84% 56% Lrng Gains-Math --% 78% 76% 84% 49% Gains-R-25 56% 43% 50% 80% 43% Gains-M-25 --% 76% 78% 87% 53%
Assis Principal	Jacqueline Sera Sirven	Masters in Education	8	8	'12 '11 '10 '09 '08 School Grade C - - A F AYP - N N Y N High Standards-Rdg 26% 19% 25% 76% 53% High Standards-Math --% 44% 63% 78% 45% Lrng Gains-Rdg 57% 43% 50% 84% 56% Lrng Gains-Math --% 78% 76% 84% 49% Gains-R-25 56% 43% 50% 80% 43% Gains-M-25 --% 76% 78% 87% 53%
					'12 '11 '10 '09 '08

Assis Principal	Maria Alba	Masters in Educational Leadership	8	1	School Grade C - - A F AYP - N N Y N High Standards-Rdg 26% 19% 25% 76% 53% High Standards-Math --% 44% 63% 78% 45% Lrng Gains-Rdg 57% 43% 50% 84% 56% Lrng Gains-Math --% 78% 76% 84% 49% Gains-R-25 56% 43% 50% 80% 43% Gains-M-25 --% 76% 78% 87% 53%
Assis Principal	Stephany Papili	Bachelor's in Education Exceptional Student Education	2	1	'12 '11 '10 '09 '08 School Grade C - - A F AYP - N N Y N High Standards-Rdg 26% 19% 25% 76% 53% High Standards-Math --% 44% 63% 78% 45% Lrng Gains-Rdg 57% 43% 50% 84% 56% Lrng Gains-Math --% 78% 76% 84% 49% Gains-R-25 56% 43% 50% 80% 43% Gains-M-25 --% 76% 78% 87% 53%

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Stephany Papili	Bachelor's in Exceptional Student Education; Reading Endorsement	2	1	'12 '11 '10 '09 '08 School Grade C - - A F AYP - N N Y N High Standards-Rdg 26% 19% 25% 76% 53% High Standards-Math --% 44% 63% 78% 45% Lrng Gains-Rdg 57% 43% 50% 84% 56% Lrng Gains-Math --% 78% 76% 84% 49% Gains-R-25 56% 43% 50% 80% 43% Gains-M-25 --% 76% 78% 87% 53%
Mathematics	Carolyn Cantave	Bachelor's of Science in Education Math 6-12	2	2	'12 '11 '10 '09 '08 School Grade C - - A F AYP - N N Y N High Standards-Rdg 26% 19% 25% 76% 53% High Standards-Math --% 44% 63% 78% 45% Lrng Gains-Rdg 57% 43% 50% 84% 56% Lrng Gains-Math --% 78% 76% 84% 49% Gains-R-25 56% 43% 50% 80% 43% Gains-M-25 --% 76% 78% 87% 53%

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	Competitive salary and benefits packet	Board of Directors	June 2013	
2	Participation in decision making through the leadership team	Jila Rezaie	June 2013	
3	Effective student behavior management policy	Administration	June 2013	
4	Matching Higher Degree Tuition and National Board Certification	Board of Directors	June 2013	
5	Master Teacher Program	Board of Directors	June 2013	
6	Instructional Support	Jila Rezaie	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
14 %(4)	Assigned Master Teachers Ongoing Team Meetings Co-Teaching Lesson Planning Reviews Walkthroughs and Observations Professional Development (as it becomes available)

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
28	10.7%(3)	46.4%(13)	35.7%(10)	7.1%(2)	7.1%(2)	85.7%(24)	7.1%(2)	0.0%(0)	21.4%(6)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nadyne Michel	Rabade; Burns: Mejia	Master Teacher to First Year Teacher	Ongoing Team Meetings, Co-Teaching, Lesson Plan Review
Carolyn Cantave	Azael-Moises; Levarity; Lau	Master Teacher to First Year Teacher	Ongoing Team Meetings, Co-Teaching, Lesson Plan Review

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title 1 funding is allocated to support the instructional programs; reading, math, science, and hiring additional teachers. When applicable the Supplemental Education Services (SES), is offered to the school as an after school tutoring program. Our goal at Miami Community Charter School is to involve parents in the planning and implementation of the Title 1 program and extend an open invitation to our school's parent resource center, our parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Additionally, we would like to increase parent involvement/engagement through developing (with ongoing parent input) our school's Title 1 School-Parent Compact; our school's Title 1 Parental Involvement Plan, scheduling the Title 1 Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. We will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. In addition we will

complete Title 1 Administration Parental Involvement Monthly School Reports (FM-6914), and the Title 1 Parent Involvement Monthly Activities Report (FM-6913), and submit it to the Title 1 Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additional, the M-DCPS Title 1 Parent/Family Survey, distributed to school by Title 1 Administration is to be completed by parents/families annually in May. The survey's results are to be used to assist with revising our Title 1 parental documents for the approaching school year.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title 1 and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school, and/or after-school, and summer school) by the Title 1, Part C, Migrant Education Program.

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows:
training to certify qualified mentors for the New Teacher (MINT) Program training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
tutorial programs (K-12)
parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
professional development on best practices for ESOL and content area teachers
coaching and mentoring for ESOL and content area teachers(K-12)
reading and supplementary instructional materials(K-12)
cultural supplementary instructional materials (K-12)
purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
ld funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program

(FEFP) allocation.N/A

Violence Prevention Programs

• The Safe and Drug-Free Schools Program will be used to address violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and the school counselor.

Nutrition Programs

• The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition education, as per state statute, is taught through physical education.
• The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RTI is an extension of the school's Leadership Team, integrated in order to support the administration through a process of problem solving as concerns arise through the process of reviewing available data, with the goal of providing an extensive and purposeful goal for student achievement, school safety, school culture, literacy, attendance, students' social/emotional well being, and prevention of student failure through intervention.
1. The MTSS Leadership Team includes: Principal, Assistant Principals, Primary Reading and Math Master Teachers, Intermediate Math, Reading, and Science Master Teachers, Elementary Intensive Intervention Teachers.

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 MTTS/RTI leadership team meets every four weeks in connection with the Master Teacher Team
The MTTS/RTI leadership team will review the specific needs of each student in the program. In addition, the team reviews available data such as the 2011 FCAT, Baseline and Interim Assessments to monitor students' progress to identify the deficiencies and plan for further progress. Through the ongoing lesson plan reviews and class daily walk through, and the implementations of differentiated instruction strategies are monitored.

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 role of the school-based MTSS team is to formulate the school improvement plan based on the data, needs assessment, and curriculum mapping. The leadership team will monitor and adjust the school's academic and behavior goals through data gathering and data analysis. The Leadership team, will monitor the fidelity of the delivery of instruction and intervention, in addition to providing levels of support and interventions to students based on data.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
a. Adjust the delivery of curriculum and instruction to meet student's specific needs
b. Adjust the delivery of behavior management systems
c. Adjust the allocation of school-based resources.
d. Drive decisions regarding targeted professional development.
e. Create student growth trajectories in order to identify and develop interventions.
2. Data will include:
a. FAIR Assessment
b. Oral Reading Fluency Measures
c. Voyager Checkpoints
d. Voyager Benchmark Assessments
e. Baseline Benchmark Assessments
f. Interim Assessments
g. State/Local Math and Science Assessments
h. FCAT
i. Student's grades
j. School Site Specific Assessments
Behavior:
• Student Case Management System
• Referrals by Student Behavior
• Team Climate Surveys
• Attendance
• Referrals to Special Education Programs

Describe the plan to train staff on MTSS.

• Training for all administrators in the MTSS problem solving at Tiers 1, 2, and 3 (SST) using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan. Provide support for school staff to understand basic RtI principles and procedures.

Describe the plan to support MTSS.

The MTSS team will be supported through the process of implementation as well as the monitoring by the School Leadership team, and the ongoing use of assessment data to monitor and plan for student progress. Effective, and active involvement of a resolute leadership team that frequently provides visible connections between a MTSS framework. An alignment of policies and procedures across classroom, grade, building, district and state levels. The ongoing facilitation and use of a problem solving process will be implemented to support planning, implement planning and evaluate the effectiveness of services. A comprehensive, efficient, and user-friendly data-systems will be used to support decision-making at all levels from the individual student level up to the school level. Ongoing data driven professional development activities that align to core student goals and staff needs will be facilitated as they become available.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

1. Principal-Jila Rezaie
2. Assistant Principals-Jacqueline Sirven, Stephany Papili, Maria Alba-Quesada

3. ESE Coordinator-Elizabeth Polo
4. ESOL Coordinator-Miriam Henriquez
5. Intermediate Reading Master Teacher –Nadyne Michel

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

On a regular basis the Literacy Leadership Team will meet to develop focus calendars, discuss pacing guides and follow up. The LLT will meet every four weeks to review the following:
1. Student progress based on available data at the time of the meeting. (Including FAIR).
2. Review the lesson plans in accordance with the state standards and pacing guide for the preceding four weeks.
3. The LLT team will make sure that all classrooms are aligned with the same methodical instructional process, materials, and focus calendars.

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

The major initiative of the LLT this year will be to examine qualitative and quantitative data regularly to understand all students' learning and progress. The data must be transparent to teachers and the community with the focus on increasing reading fluency and comprehension. An extensive reading fluency initiative will be initiated and monitored by the LLT team. In addition Reading strategies will be implemented in the classroom and monitored by the LLT team. Two different Author's Fairs will take place during the school year, to expose students', parents and the community to different aspects of literature.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

In addition to several levels of Language Arts classes offered to the students, team teaching, co-teaching and performance portfolio assessments are also included. Science, Math, Social Studies, and Language Arts teachers plan and work in coordinating thematic units that incorporate reading in all subjects. The monitoring of the implementation of these strategies will be done using walkthroughs, observations, mini assessments, and baseline and interim data.

*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?

Courses are offered for college readiness, including Math and English, to prepare students for taking the PERT and passing the College placement test. A Career Research class is offered to students, for career planning, as well as EPEP.

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?

Courses are offered for college readiness, including Math and English, to prepare students for taking the PERT and passing the College placement test. A Career Research class is offered to students, for career planning, as well as EPEP.

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

This year, our first graduating class, will graduate, it is our goal that 100% of the seniors meet the graduation requirement. The school counselor is working closely with our Seniors, to ensure that all students graduate on time. Students, take the ACT, SAT, PSAT, and PERT.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The 2012 FCAT Reading Results indicate that 17% (10) of students achieved Level 3 proficiency in Reading. Our goal for the 2012-2013 school year is to increase that by 9 percentage points to 26% (15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (10)	26% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT Informational Text/Research and Vocabulary.	Students will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. Through the use of placing questions in contexts and by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Instructional strategies include vocabulary word maps; word walls; and personal dictionaries. Students will also analyze and evaluate text features through the practice of locating and verifying details, critically analyzing test, and synthesizing details to draw correct conclusions. Students will explore shades of meaning to better identify nuances, and rubrics and appropriate benchmarks should be examined by both teachers and students to ensure a complete understanding of the skills.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Assessment indicate that 9% (5) of students are performing at or above Level 4 proficiency in Reading. Our goals it to increase this by 4 percentage points to 13% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (5)	13% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT Informational Text/Research and Vocabulary.	Students will identify the meaning of words and phrases form other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP). Students will determine the validity and reliability of information (all within/across texts). Through organizing, synthesizing, and analyzing, information from multiple sources, including primary and secondary sources, to draw conclusions using a variety of techniques, and correctly using standardized citations. Students will participate in enrichment through placement in advanced reading courses. Fast track graduation is available for students.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012, FCAT Reading assessment indicate that 57% (27) of students, made learning gains in Reading. Our goal for the 2012-2013 school year is to increase by 10 percentage points to 67% (31).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (27)	67% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT Informational Text/Research and Vocabulary.	Students will relate new vocabulary to familiar words, and determine the correct meaning of words with multiple meanings in context. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions. Instruction that helps students build stronger arguments to support their answers should be emphasized. Intensive course are offered for students. Interventions are also offered at least 3 x's a week.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 Reading FCAT Reading Assessment indicate that 56% (<30) of students in the lowest 25% made learning gains. Our goal is to increase this by 10 percentage points to 66% (<30).
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (<30)	66% (<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT Informational Text/Research and Vocabulary.	Students will relate new vocabulary to familiar words, and determine the correct meaning of words with multiple meanings in context. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions. Instruction that helps students build stronger arguments to support their answers should be emphasized. Intensive course as well as course recovery are included in scheduling. Students use Jamestown Readers in intensive reading courses. Interventions are also offered at least 3 x's a week.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : Our goal from 2011-2017 is to reduce the percent on non-proficient students by 50%			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32	38	45	51	57	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 Reading FCAT Reading Assessment indicate that 21% (10) of students in the Hispanic subgroup made satisfactory progress. Our goal is to increase this by 15 percentage points to 36% (18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (10)	36% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT Informational Text/Research and Vocabulary.	Students will relate new vocabulary to familiar words, and determine the correct meaning of words with multiple meanings in context. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions. Instruction that helps students build stronger arguments to support their answers should be emphasized. Intensive course as well as course recovery are included in scheduling. Students use Jamestown Readers in intensive reading courses.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 Reading FCAT Reading Assessment indicate that 21% (6) of students in the ED subgroup made satisfactory progress. Our goal is to increase this by 13 percentage points to 34% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (6)	34% (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
	The area of deficiency as noted on the 2012 FCAT Informational Text/Research and	Students will relate new vocabulary to familiar words, and determine the correct meaning of words	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will	Interim Assessment Data Fair Assessment Data

1	Vocabulary.	with multiple meanings in context. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions. Instruction that helps students build stronger arguments to support their answers should be emphasized. Intensive course as well as course recovery are included in scheduling. Students use Jamestown Readers in intensive reading courses.		be adjusted.	Teacher Made Assessments 2013 Reading FCAT 2.0

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 Engagement	9-12	Jacqueline Sera-Sirven; Maria Alba; Stephany Papili	9-12 Teachers	August 9-12	Teacher Observations, Walkthroughs	Administration
Data Desegregation Differentiated Instruction Groups	9-12	Ms. Redlich	9-12 Teachers	August 31, 2012	Teacher Observations, Walkthroughs	Administration
Reading Strategies	9-12	Cristina Wright; Sindy Acosta	9-12 Teachers	September 26, 2012	Teacher Observations, Walkthroughs	Administration
Edusoft Mini Assessments	9-12	Dr. Hilton, Ms. Redlich, Ms. Price	9-12 Teachers	September 14, 2012	Teacher Observations, Walkthroughs	Walkthroughs Administration
Differentiated Instruction Groups	9-12	Ms. Redlich	9-12 Teachers	September 17, 2012	Teacher Observations, Walkthroughs	Administration
Secondary Reading and Writing	9-12	Dade Reading Council	9-12 Teachers	December 8, 2012	Teacher Observations, Walkthroughs	Administration

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Grade Level Appropriate Text	Reading Textbooks (Voyager, etc)	School Operational Budget	$10,637.00
			Subtotal: $10,637.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Achieves, Jamestown Readers	50 Macbook Pro's-Computer Lab	School Operational budget	$15,000.00

			Subtotal: $15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Strategies	Dade Reading Council	School Operational Budget	$210.00
			Subtotal: $210.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
AfterSchool Year Round Tutoring	Year Round Tutoring for the Lowest 25%	School Operational Budget	$8,500.00
Intensive Reading Courses	1 Full Time Reading Teacher	School Operational Budget	$40,000.00
			Subtotal: $48,500.00
			Grand Total: $74,347.00

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:	The results of the 2012 CELLA indicate that 61% (11) of ELL students are proficient in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
61% (11)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited opportunities to speak or to listen to the English language in their home environment.	The Language Experience approach will be implemented school wide, as well as modeling, illustration/diagrams, cooperative learning. Teacher led groups, and think alouds.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 CELLA

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:	As indicated by the 2012 CELLA results 17% (3) of the ELL students are proficient in reading.
2012 Current Percent of Students Proficient in reading:	
17% (3)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have limited vocabulary which limits reading fluency and impacts comprehension.	Task Cards will be used with students, as well as Think/Pair/Share, Brainstorming, activating prior knowledge, summarizing, modeling, writing prompts, venn diagrams, realia, illustrations and diagrams, and differentiated instruction.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	As indicated by the 2012 CELLA results As indicated by the 2012 CELLA results 44% (8) of the ELL students are proficient in writing.
2012 Current Percent of Students Proficient in writing:	
44% (18)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have limited vocabulary, and exposure to real life experiences which makes writing to specific prompts difficult.	Use graphic organizers for brainstorming. Incorporate letter writing, personal journals, and writing prompts	Administration	Teacher Walkthroughs and Observations	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 CELLA 2013 FCAT Writing 2.0

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

Florida Alternate Assessment High School Mathematics Goals

** When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics 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 the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
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				

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The result of the 2012 Algebra I EOC, indicate that 29% (5) students demonstrated Level 3 proficiency. Our goal is to increase by 5 percentage points to 34% (6)
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (5)	34% (6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.	Will be given additional practice in solving and graphing quadratic equations, both with and without technology, that involves real world applications Students participate in during the day tutoring in small group session, with teachers acting as coteachers	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments Algebra EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The result of the 2012 Algebra I EOC, indicate that 6% (1) students demonstrated Level 4 and 5 proficiency. Our goal is to increase by 2 percentage points to 8% (2.) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1)	8% (2)

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	According the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.	Course-alike learning teams will be created to empower student learning by creating a cooperative/collaborative inquiry-based classroom –. Students are able to make sense of problems and persevere in solving them Cognitively complex tasks that engage students – no math problem worth doing is simple – provide students an achievable challenge – a non-routine or open-ended problem allows the students to identify their understanding and ability to apply the concepts learned Instructional Technology will be used in mathematical instruction.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments Algebra EOC

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 # 3A : Our goal from 2011-2017 is to reduce the percent of non-proficient by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	The result of the 2012 Algebra I EOC, indicate that 50% (8) of students in the Hispanic subgroup made satisfactory progress. Our goal is to increase by 5 percentage points to 55% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (8)	55% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According the results of the 2012 Algebra EOC	. Teacher will be provided with training in	Administration	Following the FCIM, the administration will look at	Interim Assessment Data

1	assessments, the area of greatest difficulty for students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.	integrating technology and utilizing hands-on, discovery activities in their lesson designs. Peer tutoring will be provided for students after school. Students will have opportunities to illustrate problem situations with manipulatives Scaffolded worksheets and investigations will be used to model cognitive processing Students participate in during the day tutoring in small group session, with teachers acting as coteachers		data every two weeks, and then instruction will be adjusted.	Fair Assessment Data Teacher Made Assessments Algebra I EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The result of the 2012 Geometry EOC, indicate that 38% (9) students demonstrated Level 3 proficiency. Our goal is to increase by 3 percentage points to 41% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (9)	41% (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	According the results of the 2012 Geometry EOC assessments, the area of greatest difficulty for students was Three Dimensional Geometry.	Develop school site mathematic course-alike learning teams to build the capacity to research, discuss, design and implement the following research, discuss, design and implement the following research-based instructional strategies that: Provide students with	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments Geometry EOC

		practice in identifying and working with Three-Dimensional Geometry.			

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:	The result of the 2012 Geometry EOC, indicate that 8% (2) students demonstrated Level 4 and 5 proficiency. Our goal is to increase by 2 percentage points to 10% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (2)	10% (2)

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	According the results of the 2012 Geometry EOC assessments, the area of greatest difficulty for students was Three Dimensional Geometry.	Create problem solving activities for students requiring the student to solve non-routine and open-ended real world problems. These problems should use math concepts and activities that draw upon other content areas Assign students to cooperative student teams and require that the students explain to their peers in both verbal and written form the process used to arrive at a solution.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments Geometry EOC

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 : Our goal from 2011-2017 is to reduce the percent of non-proficient by 50%.

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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
Common Core Mathematics	9-12	Maria Brown, Carolyn Cantave	9-12 Teachers	September 17, 2012	Teacher Observations, Walkthroughs	Adminstration
Common Core Mathematics	9-12	National Council of Teachers of Mathematics	Maria Brown and Carolyn Cantave	July 29-31	In House Training	Administration
Data Desegregation Differentiated Instruction Groups	9-12	Dr. Hilton	9-12 Teachers	August 31, 2012	Teacher Observations, Walkthroughs	Administration
Edusoft Mini Assessments	9-12	Dr. Hilton, Ms. Redlich, Ms. Price	9-12 Teachers	September 14, 2012	Teacher Observations, Walkthroughs	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Textbooks	Math Textbooks	School Operational Budget	$5,066.00
			Subtotal: $5,066.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Achieves, NVLM	50 Macbook Pro's Computer Lab	School Operational Budget	$15,000.00
			Subtotal: $15,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Common Core Alignment to Mathematics	National Council of Mathematics PD	School Operational Budget	$3,000.00
			Subtotal: $3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Intensive Math Courses	2 Math Teachers Added	School Operational Budget	$76,000.00
AfterSchool Year Round Tutoring	Lowest 25% Enrolled	School Operational Budget	$8,500.00
			Subtotal: $84,500.00
			Grand Total: $107,566.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

** When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science 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				

Biology 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 Biology. Biology Goal #1:	The results of the 2011-2012 Biology I EOC, indicate that 40% (12) students achieved in the Middle Third, our goal is to increase this by 3 percentage points to 43% (13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (12)	43% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According the results of the 2012 Biology EOC assessments, the area of greatest difficulty for students was Classification, Heredity, and Evolution.	• Conduct at least two hands-on activities per week. Each hands-on activity should be identified by the benchmark and include solid science content to ensure that full hands-on minds-on activities are addressed. ? After each grading period or semester, choose 1 day to do a mini-science camp to address through hands-on activities all major benchmarks from the grading period. . ? Students will participate in a school wide Science Fair. ? Through the Fairchild Challenge students will participate in a school wide science project. ? Student science projects will be sent to the Fair.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments Biology I EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2011-2012 Biology I EOC, indicate that 17% (5) students achieved in the Upper Third, our goal is to increase this by 1 percentage points to 18% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (5)	18% (5)

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	According the results of the 2012 Biology EOC assessments, the area of greatest difficulty for students was Classification, Heredity, and Evolution.	? Utilize differentiated instruction strategies at all level of instruction. During delivery of content use multiple media (oral, graphics, written, technology) to reach a wide range of learning styles. Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through alternative assessments. ? Students will participate in a school wide Science Fair. ? Through the Fairchild Challenge students will participate in a school wide science project. ? Student science projects will be sent to the Fair	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments Biology I EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FairChild Challenge	9-12	Fairchild Botanical Garden	August 27, 2012	August 27, 2012	Fairchild Challenge Project	Administration

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1 part time Science Instructor	Science Instructor	School Operational Budget	$20,000.00
1 Full Time Science Instructor	Teaching Advanced Courses	School Operational Budget	$46,000.00
			Subtotal: $66,000.00
			Grand Total: $66,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The result of the2012 FCAT Writing Assessment indicate that 87% (20) of students achieved a 3 or higher proficiency. Our goal for the 2012-2013 school year is to increase this by 1 percentage points to 88% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (20)	88% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the necessary skills in grammar and conventions to write at a level 3.0 or higher.	Students will be exposed to grammar and conventions as par t of the Language Arts component of the classroom, in addition daily bell ringers will be implemented based on the grammar/convention topic of the week and correlating with the reading program. Students will use revising/editing charts, and teacher conferencing to edit for	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Teacher Made Assessments 2013 FCAT Writing

		proper conventions and grammar. Graphic organizers will be used extensively to help students with planning.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading and Writing Workshop	9-12	Dade Reading Council	9-12 Reading and Writing Teachers	December 8, 2012	Walkthroughs and Observations	Administration

Writing Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1 Degreed Instructional Support Teacher	Instructional Support	School Operational Budget	$20,000.00
			Subtotal: $20,000.00
			Grand Total: $20,000.00

End of Writing Goals

U.S. History End-of-Cource (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 U.S. History. U.S. History Goal #1:	The results of the 2012 U.S. History baseline indicate that 0% (0) of students are proficient. Our goal is to increase this by 10 percentage points to 10% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited experience with content specific vocabulary for US History.	Students will be provided with opportunities of the content specific vocabulary taught in history. Activities will be provided for students to examine opposing points of view on a variety of issue. Students will also be provided with opportunities to interpret primary and secondary sources of information.	Administration	Following the FCIM, the administration will look at data every two weeks, and then adjust instruction.	Interim Assessments BiWeekly Assessments Teacher Made Assessments U.S. History EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results of the 2012 U.S. History baseline indicate that 0% (0) of students are proficient. Our goal is to increase this by 10 percentage points to 10% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited experiences in researching different parts of U.S. History.	Students will be provided with opportunities to research specific events and personalities in history using both print and non-print resources. In addition, students will participate in project-based learning activities.	Administration	Following the FCIM, the administration will look at data every two weeks, and then adjust instruction	Interim Assessments BiWeekly Assessments Teacher Made Assessments U.S. History EOC

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

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

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

U.S. History 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 U.S. History EOC 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:	The results of our attendance for the 2011-2012 school year indicate that 95.01% (86() of students, were present. Our goal is to increase this number by less than 1 percentage point to 95.51% (87).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.01% (86)	95.51% (87)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
30	29
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
16	15

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents unawareness of importance of attendance in student's academic growth.	Parent workshops will be given to parents on how important attendance is. Information for KidCare will also be provided.	Administrators	Administration will monitor school environment and ascertain. Health education and health prevention strategies are implemented throughout the school.	Attendance Rosters
2	Tardies are due to traffic in the area.	Parent Workshop will be given on the importance of following the drop off procedures, as well as information regarding early drop off for free breakfast.	Administrators	Incentives are used for students and families with perfect attendance.	Attendance Rosters

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our suspense rate has remained 0% (0). Our goal is to maintain our suspension rate at 0% (0)
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The increase of the number of students may result in some suspension cases.	Preventive discipline policy in the school minimizes the potential problems leading to suspension. School staff involve the parents immediately and before the consequences become inevitable. Positive Behavior management system implemented school wide, through the use of Paw Points, to attend a “Pawow” activity. Parents will be informed of the discipline policy during the Parent Workshop nights at the beginning of the school year.	Administration	School annual survey from the students, parents and teachers validates information included in the database.	Daily reports, and weekly report cards.

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
Positive Behavior Management	9-12	Jacqueline Sera-Sirven, Maria Alba, Stephany Papili, Rockell Bartoli	9-12 All Teachers	August 8th-10th, 2012	Teacher Observations, Walkthroughs, Monitoring of Disciplinary Issues	Administration

Suspension Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1 full time preventive advisor	To monitor student behavior pro actively	School Operational Budget	$42,000.00
1 full time school monitor	To monitor school general areas	School Operational Budget	$18,000.00
			Subtotal: $60,000.00
			Grand Total: $60,000.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

** 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. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our Dropout Rate for 2011-2012 was 1.09% (1), our goal is to decrease this by less than 1 percentage point to 1.04% (1).
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.09% (1)	1.04% (1)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to make an income to help family.	The counselor will work with students to weight the value of a High School Diploma instead of entering the job field immediately.	Administration	Following the FCIM, the administration will look at data every two weeks, and then adjust instruction.	Graduation Rate
2	Students entering are missing credits for graduation.	Course Recovery, Tutoring, and Interventions are all provided for students to attain missing	Administration	Following the FCIM, the administration will look at data every two weeks, and then adjust instruction.	Attendance Roster

		credits.			

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						

Dropout Prevention 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 Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2009-2010 school year parental participation in school wide activities as 90% (22). The goal for the 2010-2011 school year is to incerase parental participation by 2 percent 92% (23).

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
90% (22)	92% (23)

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	96% of our school families are non English speakers.	Faculty and staff fluent in home language. Invite families to invite to attend school wide activities. PTA Meetings	Sonia Alvarez/Adri Soto	Sign in rosters Telephone logs	Sign in sheets from different activities.

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

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

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

Parent Involvement Budget:

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

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:	During the 2011-2012 school year, 85% (382) of students participated in the school wide Science Fair. Our goal is to increase this number by 10 percentage points to 95% (488).

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 resources, including space prevents the school from being able to participate in some projects.	1.1. Teachers have attended the Fairchild Challenge PD, and they are going to implement a school wide project. A school wide Science Fair will take place in the Spring with various activities through the year such as field trip (hands on experiences), and mini labs. The school will participate in the Fair Child Challenge. Some projects will be sent to the Youth Fair. Science classes, are adopting an endangered plant, and an endangered animal. A butterfly garden will be created, and students will participate in making a conservation banner for the challenge. A science club is being added to the school's extra curricular activities. -Dual Enrollment is offered to students. -Honor Classes are offered: Biology, Chemistry, Physics, Physical Science	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Teacher Made Assessment 2013 Science FCAT 2.0

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

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

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

STEM Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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 the number of career technical education courses being taken in the school.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to take intensive courses, which impedes the student's ability to take career readiness courses.	Career readiness courses are available for students to receive certificates.	Administration	Number of students enrolled in a CTE course.	Career Readiness Certificates given at the end of the school year.

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

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

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

CTE Budget:

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

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	Grade Level Appropriate Text	Reading Textbooks (Voyager, etc)	School Operational Budget	$10,637.00
Mathematics	Textbooks	Math Textbooks	School Operational Budget	$5,066.00
				Subtotal: $15,703.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Achieves, Jamestown Readers	50 Macbook Pro's-Computer Lab	School Operational budget	$15,000.00
Mathematics	Florida Achieves, NVLM	50 Macbook Pro's Computer Lab	School Operational Budget	$15,000.00
				Subtotal: $30,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Strategies	Dade Reading Council	School Operational Budget	$210.00
Mathematics	Common Core Alignment to Mathematics	National Council of Mathematics PD	School Operational Budget	$3,000.00
				Subtotal: $3,210.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	AfterSchool Year Round Tutoring	Year Round Tutoring for the Lowest 25%	School Operational Budget	$8,500.00
Reading	Intensive Reading Courses	1 Full Time Reading Teacher	School Operational Budget	$40,000.00
Mathematics	Intensive Math Courses	2 Math Teachers Added	School Operational Budget	$76,000.00
Mathematics	AfterSchool Year Round Tutoring	Lowest 25% Enrolled	School Operational Budget	$8,500.00
Science	1 part time Science Instructor	Science Instructor	School Operational Budget	$20,000.00
Science	1 Full Time Science Instructor	Teaching Advanced Courses	School Operational Budget	$46,000.00
Writing	1 Degreed Instructional Support Teacher	Instructional Support	School Operational Budget	$20,000.00
Suspension	1 full time preventive advisor	To monitor student behavior pro actively	School Operational Budget	$42,000.00
Suspension	1 full time school monitor	To monitor school general areas	School Operational Budget	$18,000.00
				Subtotal: $279,000.00
				Grand Total: $327,913.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority	☐ Focus	☐ Prevent	☐ 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
Hispanic Heritage Festival Black History Month	$715.00

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

The SAC is responsible for developing, monitoring and approving the School Improvement Plan. The activities of the SAC for the upcoming school year include planning for school wide activities, such as a Hispanic Heritage Festival and Black History Month Activities.

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 MIAMI COMMUNITY CHARTER HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	19%	44%	56%	41%	160	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	44%	76%			120	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?	43% (NO)	76% (YES)			119	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					399	
Percent Tested = 100%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI COMMUNITY CHARTER HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	25%	63%	88%	34%	210	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	50%	78%			128	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?	50% (YES)	78% (YES)			128	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					466	
Percent Tested = 100%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested