

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI CHILDREN'S MUSEUM CHARTER SCHOOL

District Name: Dade

Principal: Nina Cortina Rene Ruiz

SAC Chair: Gloria Segura

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/18/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Nina Cortina	BA, Elementary Ed. certified, MS/ in Educational Leadership	9	6	12 11 10 09 08 School Grade A N/A N/A N/A N/A AYP Y N Y N/A N/A High Standards in Reading 81% 78% N/A N/A N/A High Standards in Math 69% 75% N/A N/A N/A Learning Gains in Reading 88% 95% 63% N/A N/A Learning Gains in Math 76% 38% 69% N/A N/A Gains in Reading Lowest 88% 95% 58% N/A N/A 25% Gains in Math Lowest 67% 38% 67% N/A N/A 25% *2006-2011: Principal, MCMCS not graded.

### 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)
K-5	Nadia Pallais	BA in Psychology M.A. in Mental Health Certified in K-6 Elementary Ed. and ESOL	6	2	12 11 10 09 08 School Grade A N/A N/A N/A N/A AYP Y N Y N/A N/A High Standards in Reading 81% 78% N/A N/A N/A High Standards in Math 69% 75% N/A N/A N/A Learning Gains in Reading 88% 95% 63% N/A N/A Learning Gains in Math 76% 38% 69% N/A N/A Gains in Reading Lowest 88% 95% 58% N/A N/A 25% Gains in Math Lowest 67% 38% 67% N/A N/A 25%  *2006-2011: Principal, MCMCS not graded.

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. We offer a professional environment for teachers to work in.	Administration and Staff	On Going	
2	2. MCMCS offers bonuses such as the MAP to teachers whose student's make the most learning gains	Administration	Annually	
3	3. MCMCS offers a percentage of tuition reimbursement for teachers who choose to continue higher education.	Administration	On-going	
4	4. MCMCS attends local job fairs.	Administration	On-going	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 teacher is teaching with an out-of-field waiver  0 teachers with less than effective rating.	Paired the new teacher with a veteran teacher. The teacher is also working on all of the requirements to become highly qualified.

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
16	0.0%(0)	56.3%(9)	37.5%(6)	6.3%(1)	56.3%(9)	93.8%(15)	12.5%(2)	0.0%(0)	93.8%(15)

### 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
Ana Arrow-Fuentes	Blandine Posiadala	Ms. Ana is paired with Ms. Blandine. Ms. Ana is very experienced with foreign language instruction and differentiated instruction. We feel that Ms. Ana will be able to guide Ms. Posiadala well.	They meet weekly to discuss best practices and evidence-based strategies for each domain.
Nadia Pallais	Nicole Penzer	Ms. Penzer is paired with Ms. Pallais. Because Ms. Pallais is very experienced with Fifth grade Science curriculum and differentiated instruction, we feel that she will be able to support Ms. Penzer well.	They meet weekly to discuss best practices and evidence-based strategies for each domain.

### ADDITIONAL REQUIREMENTS

#### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

Principal: provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities. Kindergarten Chair: , First Grade, Second Grade Chair and Third Grade Chair : Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials with Tier 2/3 activities. ESE Teachers: is the SPED coordinator for the Miami Children's Museum Charter School. She participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities such as bi-weekly planning and consultations to review accommodations on student's IEP's. Reading Coach: develops leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches, identifies systematic patterns of student needs while working with school personnel to identify appropriate, evidence-based strategies, assist with whole school screening programs to identify at risk students, design and implement progress monitoring systems, data collection and data analysis; participates in the development of professional development. District Psychologist: facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities. Speech and Language Pathologist: educates the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work

with other school teams to organize/coordinate MTSS efforts?

The Leadership Team meetings will focus on monitoring and analyzing student data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The team meets bi-weekly to engage in the following activities: Evaluating data and linking it to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

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

### MTSS Implementation

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

Baseline data: Edusoft, Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT) scores, FCAT practice tests, and Interim Assessment Test.  
Progress Monitoring: PMRN, FAIR, FCAT Practice Tests, Interim Assessment Test  
End of year: PMRN, FAIR, FCAT, FCAT Post Test, and Interim Assessment Test.  
Frequency of Data Days: The RTI Leadership team conducts bi-weekly meeting for data analysis.  
In order to encourage positive behavior, the school has adopted the Fair minded Fran curriculum. This curriculum encourages students to use critical thinking skills to improve their social skills.

Describe the plan to train staff on MTSS.

The MTSS Leadership team will provide professional development during common teacher planning times, bi-monthly grade level meetings, and bi-monthly faculty meetings. In addition, teachers will be provided with added professional development to correspond with the subject area being taught

Describe the plan to support MTSS.

The MTSS Leadership team will provide data source to teachers.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal, Instructional Coach, test chair, Third grade Reading and L. Arts teacher

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, instructional coach, test chair and third grade Reading and L. Arts teacher will meet once a month to evaluate learning gains.

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

The LLT will promote school literacy by:

- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members

- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*High Schools Only

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

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

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

## Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading assessment indicates that 34% of students achieved proficiency (Level 3)  Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (level 3) at 34% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (34)	34% (47)

#### 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 in the 2012 administration of the FCAT Reading test was Reporting Category 2-Reading Application.  Students lack the ability to identify the author's purpose and author's perspective.	Using grade- level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.	Rtl Leadership Team	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made assessments, Baseline Assessment, Interim Assessment, and FAIR.  Summative: Results from Interim Assessments, FAIR and 2013 FCAT Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	
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 2.0 Reading assessment indicates that 47% of students achieved above proficiency (Level 4-5)  Our goal for the 2012-2013 school year is to maintain the percentage of students achieving above proficiency (Level 4-5) at 47% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47 % (47)	47 % (64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT Reading test was Reporting Category 3- Literary Analysis.  Students lack the ability to identify and interpret elements of story structure.	Provide students with various additional enrichment texts to identify and interpret elements of story structure within a text. Students will apply their knowledge of character development, character point of view and use text features to locate, interpret, and organize information.	RtI Leadership Team	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made assessments, Baseline Assessment, Interim Assessment, and FAIR.  Summative: Results from Interim Assessments, FAIR and 2013 FCAT Assessment

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

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



Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading assessment indicates that 89% of students making learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 2 percentage points to 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (57)	93% (60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT Reading test was Reporting Category 2- Reading Application  Students lack the ability to identify the main idea, relevant supporting details and strongly implied messages.	Emphasize the main idea. Provide opportunity for the students to identify causal relationships in imbedded in text. Provide the students with examples of text structures such as cause/effect, compare/contrast and chronological order.	Rtl Leadership Team	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made assessments, Baseline Assessment, Interim Assessment, and FAIR.  Summative: Results from Interim Assessments, FAIR and 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading assessment indicates that 88% of students in the lowest 25% making learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 93%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (N<30)	93% (N<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	<p>The area of deficiency as noted in the 2012 administration of the FCAT Reading test was Reporting Category 1- Vocabulary</p> <p>Students lack in the ability to identify shades of meaning in related words.</p>	<p>Students will receive Success Maker intervention and pull-out. They will also receive tutoring two-three times a week.</p> <p>Incorporate Success Maker and FCAT explorer into computer time.</p> <p>Emphasize the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in text.</p>	Rtl Leadership Team	<p>Review Success Maker data bi-weekly to ensure progress is being made and adjust intervention as needed. Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.</p> <p>Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.</p>	<p>Formative: Teacher-made assessments, Baseline Assessment, Interim Assessment, and FAIR.</p> <p>Summative: Results from Interim Assessments, FAIR and 2013 FCAT Assessment</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal for 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	79%	81%	83%	85%	87%	

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 FCAT 2.0 Reading assessment indicates that students in all subgroups by ethnicity made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 1 percentage points for Whites, 4 percentage points for Hispanics and 2% for Blacks.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 95% (19) Black: 83% (10) Hispanic: 75% (50) Asian: NA American Indian: NA	White: 96% (19) Black: 85% (10) Hispanic: 79% (52) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary.  Students lack the ability to analyze words in text, understand the use of prefixes and suffixes.	Students will receive daily intervention and pull-out. They will also receive tutoring two-three times a week.  Incorporate Success Maker and FCAT explorer into computer time.  Teaching reading strategies that help students determine meanings of words by using context clues. Instruction will allow students to build their general knowledge of words and word relationship.	Rtl Leadership Team	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made assessments, Baseline Assessment, Interim Assessment, and FAIR.  Summative: Results from Interim Assessments, FAIR and 2013 FCAT Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading assessment indicates that 75% of ELL students made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 3 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (10)	78% (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	The area of deficiency as noted in the 2012 administration of the FCAT Reading test was Reporting Category 1- Vocabulary.  Students lack the ability to identify multiple meanings of vocabulary in context and analyzing words in text.	Instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships.  Provide students the opportunity to practice returning to the text to verify answers.	RtI Leadership Team	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made assessments, Baseline Assessment, Interim Assessment, and FAIR.  Summative: Results from Interim Assessments, FAIR and 2013 FCAT Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 FCAT 2.0 Reading assessments indicates that 88% of economically disadvantaged students made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 1 percentage points to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88 % (55)	89% (55)

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 in the 2012 administration of the FCAT Reading test was Reporting Category 3- Literary Analysis.  Students lack the ability to identify the purpose of text features.	Teach students to identify and interpret elements of story structure within and across texts. Use how-to articles, brochures, fliers and websites to identify text features and to locate, interpret and organize information.	Rtl Leadership Team	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made assessments, Baseline Assessment, Interim Assessment, and FAIR.  Summative: Results from Interim Assessments, FAIR and 2013 FCAT Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Learning Workshop	K, 1, 2, 3, 4 and 5	Miami Children's Museum's 5th grade teacher	All MCMCS staff	August 15, 2012	Lesson plans, Classroom visits, Discussion of progress during bi-monthly meetings.	Administrator
Research-Based Learning Workshop	3, 4 and 5	Reading Plus Trainer	All MCMCS staff for 3-5	Teacher Planning Day: August 17, 2012	Testing Chair will pull reports to monitor progress and differentiate instruction as needed	Administrator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In order to increase student performance on the 2012 FCAT Reading Test teachers in grades 3-5 will utilize the STARS/CAMS intervention program.	STARS Reading Book Collection	RTTT Grant	\$2,581.66
In order to increase student performance on the 2012 FCAT Reading Test teachers in grades K-5 will utilize the Success Maker intervention program.	Success Maker	Internal	\$5,310.00
			Subtotal: \$7,891.66
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In order to increase student performance on the 2012 FCAT Reading Test additional net books will be purchased so that teachers in grade 3-5 can use Success Maker and FCAT Explorer in the classrooms.	Success Maker and FCAT Explorer are web based programs that need to be administered on an individual note book or computer	RTTT Grant	\$1,496.24
			Subtotal: \$1,496.24
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: \$9,387.90

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:	Based on the 2012 CELLA scores, 53% of students were proficient in Listening and Speaking.  Our goal for the 2012-2013 school year is to increase the percentage of students proficient in Listening and Speaking by 2 percentage points to 55%.
2012 Current Percent of Students Proficient in listening/speaking:	
53% (40)	
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 in the 2012 administration of the Speaking/Listening portion of the CELLA assessment, is the student's ability to produce language in response to first-hand, multisensory experiences.	Produce activities in which the students will retell events and reactions through with peers. Create personal view representations based on real-life experiences.	RtI Leadership Team	Review of oral presentations and group projects ensure progress and adjust curriculum focus based on data reports.  Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance	Formative: Teacher-made assessments and Oral presentations.  Summative: 2013 CELLA assessment.

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

2. Students scoring proficient in reading.

Based on the 2012 CELLA scores, 34% of students were proficient in Reading.

CELLA Goal #2:

Our goal for the 2012-2013 school year is to increase the percentage of students proficient in Reading by 2 percentage points to 36%.

2012 Current Percent of Students Proficient in reading:

34% (25)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency, as noted in the 2012 administration of the Reading portion of the CELLA assessment, is the student's ability to comprehend the question to answer relationship.	Help students identify different question types and teaching text organization. Differentiate the instruction in order to work with students on their individual levels and to aid in understanding such concepts.	RtI Leadership Team	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made assessments, Baseline Assessment, Interim Assessment, and FAIR.  Summative: 2013 CELLA assessment. Results from Interim Assessments, FAIR and 2013 FCAT Assessment

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

3. Students scoring proficient in writing.

Based on the 2012 CELLA scores, 50% of students were proficient in Writing.

CELLA Goal #3:

Our goal for the 2012-2013 school year is to increase the percentage of students proficient in Writing by 2 percentage points to 52%.

2012 Current Percent of Students Proficient in writing:

50% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency, as noted in the 2012 administration of the Writing portion of the CELLA assessment, is the student's ability to process their writing by planning, drafting, revising, editing, and publishing.	Introduce graphic organizers to provide a framework for planning, revising, editing and publishing. Create projects that promote letter writing, journal writing and story writing.	RtI Leadership Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.  Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Students' scores on writing monthly assessments. Student scores on the pre, mid-year and post District Writing test.  Summative: 2013 FCAT Writing Assessment and 2013 CELLA assessment.

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



# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematic assessment indicates that 42% of students achieved proficiency (level 3).  Our goal for the 2012-2013 school year is to maintain the number of students achieving proficiency (level 3) at 42% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (42)	42% (42)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT math test was the reporting category of number: fractions.  This deficiency is due to the lack of student understanding of fractions.	Utilize manipulatives for hands on activities to introduce concepts through discovery as well as demonstrate understanding.  Provide an understanding of fractions and fraction equivalence by using real world situations.	Rtl Leadership Team	Ongoing classroom assessments/ observations focusing on students' ability to understand fractions. Ongoing assessment of student work. Benchmark Assessments.	Formative: Bi-weekly assessments and District Interim Assessments.  Summative: 2013 FCAT Assessment

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematic assessment indicates that 28% of students achieved proficiency (levels 4 and 5).  Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (levels 4 and 5) at 28% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (28)	28% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted in the 2012 administration of the FCAT math test was the reporting category of geometry and measurement.</p> <p>This deficiency is due to the lack of student understanding of geometry and measurement.</p>	<p>Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice</p> <p>Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p>	Rtl Leadership Team	<p>Ongoing classroom assessments/ observations focusing on students' ability to understand geometry and measurement.</p> <p>Ongoing assessment of student work. Benchmark Assessments.</p>	<p>Formative: Bi-weekly assessments and District Interim Assessments.</p> <p>Summative: 2013 FCAT Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematic assessment indicates that 76% of students made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (49)	81% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT math test was the reporting category of number: fractions.  This deficiency is due to the lack of student understanding of fractions	The student will participate in mathematical exploration in geometrical and measurement concepts using Gizmos specifically in describing, analyzing, comparing and classifying; and building and drawing models that develop measurement concepts and skills through experience in analyzing attributes of two and three dimensional geometric shapes/ objects.	Rtl Leadership Team	Conduct grade level meetings to discuss the effectiveness of the strategy.  Review weekly chapter assessments to adjust instruction as needed.  Data analysis will be utilized to make any adjustments in instruction.	Formative: Weekly chapter assessments and District Interim Assessments.  Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics assessment indicates that 67% of the lowest 25% of students made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of the lowest 25% of students making learning gains by 5 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (N<30)	72% (N<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 in the 2012 administration of the FCAT math test was the reporting category of numbers: operations and problems.  This deficiency is due to the lack of student fluency and quick recall of mathematical facts.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. The student will participate in mathematical exploration in to develop quick recall of mathematical facts using Reflex.	Rtl Leadership Team	Conduct grade level meetings to discuss the effectiveness of the strategy.  Review weekly chapter assessments to adjust instruction as needed.  Data analysis will be utilized to make any adjustments in instruction.	Formative: Weekly chapter assessments and District Interim Assessments.  Summative: 2013 FCAT Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal for 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78%	80%	82%	84%	86%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics assessment indicates that all student subgroups, by ethnicity made satisfactory progress in mathematics.  Our goal for the 2012-2013 school year is to decrease the percentage of student subgroups by ethnicity not making satisfactory progress in mathematics by 1 percentage point for White, 3 percentage points for Black, and 1 percentage point for Hispanic.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 70% (14) Black: 75% (9) Hispanic: 66% (44) Asian: NA American Indian: NA	White: 71% (14) Black: 78% (9) Hispanic: 67% (44) Asian: NA American Indian: NA
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT math test was the reporting category of numbers: operations and problems.  This deficiency is due to the lack of student fluency and quick recall of mathematical facts.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.  The student will participate in mathematical exploration in to develop quick recall of mathematical facts using Reflex	Rtl Leadership Team	Conduct grade level meetings to discuss the effectiveness of the strategy.  Review weekly chapter assessments to adjust instruction as needed.  Data analysis will be utilized to make any adjustments in instruction.	Formative: Weekly chapter assessments and District Interim Assessments.  Summative: 2013 FCAT Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 73% of ELL students did not make satisfactory progress in mathematics.  Our goal for the 2012-2013 school year is to decrease the percentage of ELL students not making satisfactory progress in mathematics by 1% to 74%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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73% (9)	74% (10)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	N/A First Year Taking the FCAT	N/A First Year Taking the FCAT	N/A First Year Taking the FCAT	N/A First Year Taking the FCAT	N/A First Year Taking the FCAT
2	The area of deficiency as noted in the 2012 administration of the FCAT math test was the reporting category of numbers: operations and problems.  This deficiency is due to the lack of understanding of the meanings of numbers.	Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.  Use literature in mathematics to provide the necessary meaning for children to successfully grasp number concepts and allows students to make connections with real-world situations.	Rtl Leadership Team	Conduct grade level meetings to discuss the effectiveness of the strategy.  Review weekly chapter assessments to adjust instruction as needed.  Data analysis will be utilized to make any adjustments in instruction.	Formative: Weekly chapter assessments and District Interim Assessments.  Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A First Year Taking the FCAT	N/A First Year Taking the FCAT	N/A First Year Taking the FCAT	N/A First Year Taking the FCAT	N/A First Year Taking the FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 67% of Economically Disadvantaged made satisfactory progress in mathematics.  Our goal for the 2012-2013 school year is to increase the percentage of Economically Disadvantaged students making satisfactory progress in mathematics by 1% to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (42)	68% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT math test was the reporting category of numbers: operations and problems.  This deficiency is due to the lack of understanding of place value and number operations.	Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations.  Understand place value and use such understanding and properties of operations to fluently add and subtract, multiply and divide using concrete models or drawings and strategies based on place value, properties of operations, and; relate the strategy to a written method	RtI Leadership Team	Conduct grade level meetings to discuss the effectiveness of the strategy.  Review weekly chapter assessments to adjust instruction as needed.  Data analysis will be utilized to make any adjustments in instruction.	Formative: Weekly chapter assessments and District Interim Assessments.  Summative: 2013 FCAT Assessment

End of Elementary School Mathematics 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
Integrating Math through Project-Based Learning Workshop	K- 5	Miami Children's Museum's ECI Staff	All MCMCS staff	Week before 12-13 school year resumes	Observation of projects and classroom and grade level meetings	Administrator
Gizmos/Reflex Training	K-5	Gizmos/ Reflex Trainer	All MCMCS staff	Week before 12-13 school year resumes	Observation of lessons, grade level meetings, and program data	Administrator
Understanding and Integrating Math manipulatives	K-5	MCMCS 5th Grade Math Teacher	All MCMCS staff	Week before 12-13 school year resumes	Observation of lessons and grade level meetings	Administrator and Fifth Grade Math teacher
Go Math Workshop	K-5	Go Math Trainer	All MCMCS staff	Week before 12-13 school year resumes	Observation of lessons and grade level meetings	Administrator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In order to increase student performance on the 2013 FCAT Math Test Reflex intervention program will be purchased for students in grades 1-5.	Reflex is a revolutionary, game-based system that helps students of all ability levels to develop instant recall of their basic math facts (addition, subtraction, multiplication, and division).	RTTT Grant	\$1,500.00
			Subtotal: \$1,500.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In order to increase student performance on the 2013 FCAT Math Test additional net books and/or laptops will be purchased so that students in grades 1-5 can use the Reflex Program.	Additional net books and or laptops.	Fundraising	\$7,000.00
			Subtotal: \$7,000.00
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: \$8,500.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results of the 2012 FCAT 2.0 Science assessment indicates that 20% of students achieved proficiency (Level 3)			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (level 3) by 4 percentage points to 24%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
20% (4)		24% (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	<p>The area of deficiency as noted in the 2012 administration of the FCAT Science test was the reporting category of physical science.</p> <p>This deficiency is due to the lack of student understanding of nature of science.</p>	<p>Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.</p> <p>The student will</p>	RtL Leadership Team Grade Level Chairs	<p>Conduct grade level meetings to discuss the effectiveness of the strategy.</p> <p>Review weekly chapter assessments to adjust instruction as needed.</p> <p>Data analysis will be utilized to make any adjustments in instruction.</p>	<p>Formative: Weekly chapter assessments, Gizmos assessments and District Interim Assessments.</p> <p>Summative: 2013 FCAT Assessment</p>



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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The results of the 2012 FCAT 2.0 Science assessment indicates that 20% of students achieved proficiency (Levels 4 and 5)  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (levels 4 and 5) by 2 percentage points to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (4)	22% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT Science test was the reporting category of physical science.  This deficiency is due to the lack of student understanding of nature of science.	Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.	RtI Leadership Team Grade Level Chairs	Conduct grade level meetings to discuss the effectiveness of the strategy.  Review weekly chapter assessments to adjust instruction as needed.  Data analysis will be utilized to make any adjustments in instruction.	Formative: Weekly chapter assessments, Gizmos assessments and District Interim Assessments.  Summative: 2013 FCAT Assessment

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmos/Reflex Training	2-5	Gizmos/Reflex Trainer	MCMCS staff grades 2-5	Week before 12-13 school year resumes	Observation of lessons, grade level meetings, and program data	Administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In order to increase student performance on the 2013 FCAT Science Test additional net books and or lap tops will be purchased so that students in grades 3-5 can use the Gizmos Program.	ExploreLearning Gizmos™ are interactive, online simulations that drive conceptual understanding in Math and Science. Designed for grades 3-12, Gizmos help teachers take advantage of research-proven instructional strategies and let students of all ability levels	RTTT Grant	\$3,000.00

develop conceptual understanding.			
			Subtotal: \$3,000.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$3,000.00</b>

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 results of the 2012 Writing FCAT assessments indicates that 100% of students achieved proficiency (3.0 or above).  Our goal is to maintain the level of proficiency (3.0 or above) at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (44)	100% (36)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	During the 2012 FCAT Writing test, fourth graders demonstrated difficulty in editing for Language Conventions.	Provide students with the opportunity to review writing samples in order to identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors.	RtI Leadership Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.  Review and discuss data with teachers to determine student growth and adjust focus as needed.	Formative: Students' scores on writing monthly assessments. Student scores on the pre, mid-year and post District Writing test.  Summative: 2013 FCAT Writing Assessment.

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

1b. Florida Alternate Assessment: Students scoring
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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	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
Teach Me Writing	K-5	Reading/ Writing Coach	All teachers	Wednesday, September 5, 2012	Observation of classroom	Administrator Reading/ Writing Coach

Writing Budget:

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

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:	Our Average Daily Attendance Rate for the 2011-2012 school year was 95.24% Our goal is to increase the average daily attendance rate to 95.74% during the 2012-2013 school year.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
95.24% (255)	95.74% (257)				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
81	77				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
69	66				
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	Because we are a commuter school and our students come from all over Dade County, we tend to have a great deal of tardies and absences.	Develop school wide incentives such as the "Perfect Attendance" Challenge and individual incentives such as "Attendance Awards".	Classroom Teacher, Registrar and Administrator	Monitoring the Daily Attendance Averages	Average Daily Attendance Averages

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
Initiatives	Attendance Initiatives	SAC Budget	\$1,500.00
			Subtotal: \$1,500.00
			<b>Grand Total: \$1,500.00</b>

*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:	The Miami Children's Museum Charter School had a total of 0 in-door suspensions and 1 out-of-school suspension for the 2011-2012 school year.  The Miami Children's Museum Charter School's goal is to achieve 0 in-door suspensions and 1 out-of-school suspension for the 2012-2013 school year.
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	MCMCS constantly strives to implement positive classroom management and school-wide discipline.	The Miami Children's Museum Charter School follows the Fair minded Fran curriculum. This curriculum encourages students to use critical thinking skills to improve their social skills.	Administrator	Classroom Observations	Successful classroom management and school wide discipline is evaluated by observation and lack of suspensions.

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
Fair Minded Fran Curriculum	K-5	Instructional Coach	All MCMCS staff	August 29, 2012 With follow up at staff meetings.	Classroom observations	Administrator

Suspension Budget:

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

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Given that admission into the Miami Children's Museum includes the completion of 30 volunteer hours, 97% of parents completed their volunteer hours in 2011-2012.  Our goal is to increase the number of parents who completed their 30 hours for the 2012-2013 school year by 1 percentage point to 98%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
97% (252)	98% (284)

### 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 today lead very busy lives and many are single parents. Being involved in their child's school can oftentimes be difficult.	Implement monthly PTA meetings at various times in order to facilitate attendance. Include parents and families in volunteering opportunities and events throughout the school year. MCMCS will publish a monthly calendar for parents and students highlighting important events.	Classroom Teachers and Administrator	Review of sign-in sheets, volunteer logs and communication logs.	Sign-in sheets, volunteer logs and communication logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
To increase parent participation, we will host monthly parent meetings and recognize those parents that demonstrate outstanding parental involvement.	Monthly Parent Meetings and Incentives	Internal Account	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		Our students are going to improve their understanding of Science by participating in a science club.  They will participate in monthly labs and exhibit their experiments at our Exhibit Night.			
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	Our anticipated barrier is staffing the various clubs.	Our instructional coach and gifted teacher will lead the Science club.	Nadia Pallais	Projects and labs displayed at our Exhibit Nights.	Exhibit Night and Projects.

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)

## 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	In order to increase student performance on the 2012 FCAT Reading Test teachers in grades 3-5 will utilize the STARS/CAMS intervention program.	STARS Reading Book Collection	RTTT Grant	\$2,581.66
Reading	In order to increase student performance on the 2012 FCAT Reading Test teachers in grades K-5 will utilize the Success Maker intervention program.	Success Maker	Internal	\$5,310.00
Mathematics	In order to increase student performance on the 2013 FCAT Math Test Reflex intervention program will be purchased for students in grades 1-5.	Reflex is a revolutionary, game-based system that helps students of all ability levels to develop instant recall of their basic math facts (addition, subtraction, multiplication, and division).	RTTT Grant	\$1,500.00
Science	In order to increase student performance on the 2013 FCAT Science Test additional net books and or lap tops will be purchased so that students in grades 3-5 can use the Gizmos Program.	ExploreLearning Gizmos™ are interactive, online simulations that drive conceptual understanding in Math and Science. Designed for grades 3-12, Gizmos help teachers take advantage of research-proven instructional strategies and let students of all ability levels develop conceptual understanding.	RTTT Grant	\$3,000.00
				Subtotal: \$12,391.66
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	In order to increase student performance on the 2012 FCAT Reading Test additional net books will be purchased so that teachers in grade 3-5 can use Success Maker and FCAT Explorer in the classrooms.	Success Maker and FCAT Explorer are web based programs that need to be administered on an individual note book or computer	RTTT Grant	\$1,496.24
Mathematics	In order to increase student performance on the 2013 FCAT Math Test additional net books and/or laptops will be purchased so that students in grades 1-5 can use the Reflex Program.	Additional net books and or lap tops.	Fundraising	\$7,000.00
				Subtotal: \$8,496.24
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Initiatives	Attendance Initiatives	SAC Budget	\$1,500.00
Parent Involvement	To increase parent participation, we will host monthly parent meetings and recognize those parents that demonstrate outstanding parental involvement.	Monthly Parent Meetings and Incentives	Internal Account	\$300.00
				Subtotal: \$1,800.00
				Grand Total: \$22,687.90

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment

## 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
Attendance Incentives	\$1,500.00

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

Assist in the development and monitor implementation of the School Improvement Plan.

# 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 CHILDREN'S MUSEUM CHARTER SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	75%	65%	55%	273	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	95%	38%			133	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	95% (YES)	38% (NO)			133	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					539	
Percent Tested = 100%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested

No Data Found