

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: FLORIDA INTERCULTURAL ACADEMY

District Name: Broward

Principal: Tammy Lara

SAC Chair: Nydia Chin

Superintendent: Robert Runcie

Date of School Board Approval:

Last Modified on: 10/25/2012

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)
		• Master in Science/			2011-2012 Mavericks High School of South Miami, Principal School Grade – (N/A School was new and did not receive a grade) 2010-2011 Mavericks High School of South Miami, Assistant Principal School Grade - (N/A School was new and did not receive a grade) 2009-2010 Downtown Miami Charter School, Assistant Principal School Grade – D Reading Mastery – 53%; Math Mastery – 44%; Science Mastery – 20%; Writing Mastery – 77% Black students made AYP in Reading. Economically Disadvantaged students made AYP in Reading. AYP requirements overall were not met. 2008-2009 Downtown Miami Charter School, Assistant Principal

Principal	Tammy Lara	Educational Leadership • Bachelor in Science/ Varying Exceptionalities	1	7	School Grade - C Reading Mastery - 49%, Math Mastery - 50%, Science Mastery - 23%, Writing Mastery - 87% Black students made AYP in Math. Hispanic students made AYP in Reading. Economically disadvantaged students made AYP in Math and Reading. AYP requirements overall were not met. 2007-2008 Keys Gate Charter School, Curriculum Resource Teacher School Grade – A Reading Mastery - 75%; Math Mastery – 64%; Science Mastery – 44%; Writing Mastery – 88% White and Black students made AYP in academic areas. 2006-2007 Keys Gate Charter School, Mathematics Teacher School Grade – C Reading Mastery – 72%; Math Mastery – 62%; Science Mastery – 47%; Writing Mastery – 75% All subgroups made AYP in all academic areas.
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Nydia Chin	Professional Certificate - Elementary Education Grades K-6, Prekindergarten/Primary Education age 3 - Grade 3, Reading Grade K-1	2	2	

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	Monitor Teachers-teachers.com and look for excellent teachers	Principal/ Dean of Academics	Ongoing	
2	Provide Incentives to performing teachers	Principal	Ongoing	
3	Maintain a mentoring program to help new teachers	Principal	Ongoing	
4	Classroom Walk-thrus completed weekly	Dean of Academics/ Curriculum Specialists	Ongoing	
5	Formal Observations (2 per Instructional Staff)	Principal	End of Year	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
18	5.6%(1)	44.4%(8)	33.3%(6)	22.2%(4)	33.3%(6)	100.0%(18)	22.2%(4)	0.0%(0)	77.8%(14)

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
Nydia Chin	Erika Quiroz	Mrs. Chin has more years of experience and has accumulated different strategies. Observations show Mrs. Chin's teaching expertise.	Observations, meetings, dialogues, modeling and coaching
Nydia Chin	Lindsay Browne	Mrs. Chin has more years of experience and has accumulated different strategies. Observations show Mrs. Chin's teaching expertise.	Observations, meetings, dialogues, modeling and coaching
Nydia Chin	Andrea Dasilva	Mrs. Chin has more years of experience and has accumulated different strategies. Observations show Mrs. Chin's teaching expertise.	Observations, meetings, dialogues, modeling and coaching

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 A funds will be utilized through the following programs: a) Eligible students will be offered the opportunity to utilize the Supplemental Educational Services (SES) Program; b) Parent Involvement initiatives such as Learning at Home trainings, Title I meetings, PTA, and Parents Involvement hours; c) Hiring of a Reading/ Writing Coach;

Title I, Part C- Migrant

Title I, Part D

Title II

Hiring of a Math/ Science Coach for the school

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Will be provided by Supplemental Educational Services (SES) to qualifying students within the school.

Violence Prevention Programs

Nutrition Programs

In compliance with National School Lunch Program (NSLP) program

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.
The school-based RtI Leadership Team at Florida Intercultural Academy is composed of the following members:

- School RtI Coach (Guidance Counselor)
- School Reading Coach

- School Math Coach
- School ESE Specialist
- School ESOL Coordinator
- School Psychologist
- School Primary Team Leader/ Chairperson
- School Intermediate Team Leader/ Chairperson
- School Principal

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 school-based RTI Leadership team (SBLT) initially will meet after the diagnostic and placement tests are conducted from Kindergarten through Fifth grade. The members will discuss the results of the tests and start discussing what the results reveal. The validity and reliability of the assessments will be discussed and the further assessments (both formal and informal) are suggested if needed to ensure that the data gathered will serve their purpose. After the initial meeting, the team will meet regularly every two weeks to discuss the results of the universal screening, diagnostic and placement test. The team will provide professional development to maximize learning through better classroom climate or better teaching – learning process in the classroom. After establishing universal core instruction, the team will determine who among the students in each class do not meet expectations or who do not meet target academic goals. Those who do not meet expectations will be referred to the (SBLT).

The SBLT will utilize the Problem Solving Model to conduct all meetings. Based on data gathered from the assessment and on discussion, the SBLT will identify students who are in need of additional academic or behavioral support (Tier 2/ Tier 3). An intervention plan will be developed. The team will ensure that the teachers and other support staff will utilize evidence-based and research based interventions and that all necessary or relevant resources are available for use. The team will constantly monitor the fidelity and integrity of the implementation of the intervention plan. The reading coach and some designated RTI trainers will constantly observe the classes to constantly encourage and support the teachers in the implementation with objective evaluation of classroom condition or learning climate.

The team will strictly follow the Problem Solving Model described below:

1. Problem Identification – This step entails identifying the problem starting with the three pieces of data consisting of: benchmark-level of performance, student-level performance, and peer-level performance. The data is presented using a graph.
2. Problem Analysis – This involves analyzing why the problem occurs. The goal is to develop hypotheses about probable causes for why the student is not performing according to the set standards.
3. Intervention Design and Implementation. This involves selecting or developing evidence-based interventions that match context of school/classroom culture the data previously collected. The team will ensure that instruction will match the problem. These interventions must focus on teaching replacement behavior or skill. Support for implementation by training/coaching will be provided as needed.
4. Evaluating the Effectiveness of the Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. This step is also termed as Response-to-Intervention. In this step the decision rules will be based on the nature of the response to intervention: sufficient response, questionable response or poor response. The response is considered positive if the gap is closing and the teacher can extrapolate point at which target student will "come in range" of peers. The response is considered questionable if the rate at which gap is widening slows considerably, but gap is still widening and if the gap stops widening but closure does not occur. The response is considered poor if the gap continues to widen with no change in rate.

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 members of the School-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SIP. The data during the previous year will be utilized and the information on the Tier 1, Tier 2, and Tier 3 Targets and focus attention on deficient areas will be discussed.

- FCAT Scores
- AYP and subgroups
- Services for the students: mentoring, tutoring pullouts and other services
- Strengths and weaknesses of intensive programs

The RtI coach will provide Professional Development for the SAC member on the RtI process.

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.

The School-based RtI Leadership Team (SBLT) will utilize the following for the baseline data for Reading: Florida Comprehensive Assessment Test (FCAT), District Baseline Assessment Test (BAT), Florida Assessment for Instruction in Reading (FAIR), Progress Monitoring Network (PMRN), Comprehensive English Language Learning Assessment (CELLA), Initial Placement Test (IPT) and Curriculum-based Placement tests provided by currently utilized curriculum. For on-going progress monitoring, the team will utilize the following for all subject areas (Reading, Mathematics, Science, and Writing): Comprehensive Weekly Test, End of Unit Test (Tier 1, 2, and 3), Weekly Fluency Test (Tier 1, 2, and 3), and Benchmark Assessment (Tier 1).

Student work will be held in a Student Work File (Tier 1) or a Student Portfolio (Tier 2 & 3). Summative data, such as FCAT, BAT, and FAIR will be stored in the school data binder for all appropriate personnel to reference.

Describe the plan to train staff on MTSS.

The School-based RtI Leadership Team will serve as the coaches and trainers of the teachers. The team will provide professional development to all the faculty members every other Tuesday. The teachers will be instructed to continue learning through the website: <http://www.florida-rti.org/Resources/index.htm>. The faculty will constantly update themselves by attending seminars offered by the Broward County through ESS and those provided by District Based Leadership Team (DBLT). The school will also invite a resource speaker for RtI sponsored by Florida Department of Education.

Describe the plan to support MTSS.

The Guidance Counselor will attend all District provided trainings regarding RtI/ MTSS and bring back the necessary information regarding supporting the RtI/ MTSS to provide to the rest of the SBLT.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Tammy Lara – Principal, Nydia Chin – Curriculum Specialist and Reading Coach, Agnes Tabequero – Primary Chairperson and Alanna Encarnacion – Intermediate Chairperson

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

The principal selects team members for the LLT based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The LLT will meet monthly throughout the school year to analyze student progress toward the acquisition of standards and benchmarks inherent in acquiring academic proficiency. The LLT will also discuss strategies and interventions which will be implemented by the classroom teacher for the purpose of strengthening student progress in identified weak areas of literacy skills. The LLT will be guided by the data which will be a living document containing both current and previous data reflecting student literacy achievement levels.

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

The major goals of the LLT will be to improve students individual learning gains in reading and develop lifelong literacy skills while improving the AYP through sound practices such as progress monitoring and correct choices of teaching strategies.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

The focus of the initial part of the Kindergarten school year will be on the first two of the Big Five: Phonemic Awareness and

Phonics. Students will gain knowledge on print/ text awareness through repetitive practice of the alphabetic principle. Students struggling in these areas will be focused on in supplementary small groups or one-on-one sessions focusing on specific reading/ writing benchmarks.

***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:	For SY 2012-2013, the percentage of students achieving a level 3 in Reading will increase by 34 percentage points from 33% to 67%
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (31)	67% (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	Increasing number of ESOL Students	Implementation of effective ESOL teaching strategies Ensure parent involvement through parent conferences and workshops.	Classroom teacher, ESOL Chairperson Principal	Regular Assessments and Evaluations, Progress Monitoring	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments
2	Students with difficulties relating reading to real world experiences.	Use resources which allow more experience with real world application, such as videos, documentaries, and pictures. Use terminology through discussion which highlights student's experiences relative to the reading	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Regular Assessments and Evaluations, Progress Monitoring	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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:	By 2011 and 2012, 4 and 5 proficiency level shall increase by 3 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (27 out of 78)	37%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require enrichment and motivational activities to continue to grow academically. Students lack internal motivation.	Provide challenging activities, provide activities appropriate to skill level of learners, provide opportunities for peer tutoring.	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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:	For SY 2012-2013, the percentage of students making learning gains in reading will increase by 8 percentage points from 26% to 32%%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (12)	32% (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	Students lack world experiences which allow comprehension and tranference of new vocabulary.	Allow more opportunities to building on vocabulary by implementing word walls, vocabulary cetners and real world discussions that relate the reading to student experiences.	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Pos Tests, Evaluation Rubrics, District Assessments

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:	In the SY 2012-2013, the percentage of students in the lowest 25% making learning gain will increase by 3 percentage points from 44% to 47%
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	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	Students have difficulty applying what is read to real-world situations.	Use more real-world resources such as videos, documentaries, pictures to make comparisons to what is read to the experiences that students have had.	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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 # For SY 2012-2013, the percentage of students achieving level 3 or higher will increase from 33% to 67%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	33%	67%	84%	92%	96%	

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:	For SY 2011-2012, student subgroups by ethnicity making adequate progress will increase by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
African American- 50% Hispanic - 57% White - 65%	African American- 55% Hispanic - 62% White - 70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack experiences in real-world situations that apply to comprehending what is read.	Increase the number of hands-on experiences in classroom to include manipulative centers, real-life comparisons, videos, documentaries, and field-trip opportunities.	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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:	For SY 2012-2013, the percentage of English Language Learners making satisfactory progress will increase by 5 percentage points from 61% to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

61%	66%
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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	Students struggle with the acquisition of the English language due to lack of exposure to activities which allow practice of language skills.	Ensure Esol strategies are employed daily. Allow more opportunities for vocabulary centers with hands-on practice. Increase the opportunities for real-world experiences utilizing the English language.	Classroom teacher, ESOL Chairperson, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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:	For SY 2012-2013, the percentage of economically disadvantaged student making satisfactory progress in reading will increase by 5 percentage points, from 55% to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%	60%

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Due to economic hardships, students lack experiences outside of the home environment which allow for the development of important vocabulary and prior knowledge.	Increase the number of hands-on experiences in classroom to include manipulative centers, real-life comparisons, videos, documentaries, and field-trip opportunities.	Classroom teacher, Guidance Counselor, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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
Core Curriculum Training	Grades 3-5	District	All teachers	September, On-going	Implementation in Lesson Planning, Classroom Walk-Thrus	Curriculum Resource Teacher
Effective Reading Strategies	Grades K-8	Dean of Academics	All teachers	September through November		Dean of Academics, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Core Curriculum Training	District Representative	N/A	\$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
Effective Reading Strategies	In-house	N/A	\$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 Reading Go:

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				

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

CELLA Budget:

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

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:	For SY 2012-2013, the percentage of students scoring at achievement level 3 in Mathematics will increase by 7 percentage points from 78% to 85%
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (35)	85% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited practice in applying mathematical concepts to real world situations involving measurement and fractions of a whole.	Students will have more opportunities to explore and reinforce concepts through supplemental activities involving technological components.	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	For SY 2012-2013, the percentage of students scoring at or above achievement level 4 will increase 6 percentage points from 9% to 13%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (4)	13% (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	Limited opportunities to explore and investigate mathematical concepts in order content areas.	Students will be grouped in teams and given opportunities to collaborate on real world problem solving projects with their peers.	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students,	Classroom Walk-thrus Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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:

For SY 2012-2013, the number of students making learning gains shall increase 6 percentage points from 23% to 29%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

23%

29%

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 experiences in real world application of math concepts.	Provide meaningful, differentiated and instructional activities which allow students to practice applying mathematical concepts to hands on activities and experiences.	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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:	For SY 2012-2013, the percentage of students in the lowest 25% making learning gains in mathematics will increase by 6 percentage points from 17% to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (2)	23% (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 struggle with basic skill development.	Remedial/ RtI/ Differentiated Instruction/ One on One teaching in Learning Centers	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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 #					
	By SY 2012-2013, students achieving proficiency level will increase to 89%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78%	89%	94%	97%	98%	

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:	For SY 2012-2013, students subgroups by ethnicity making satisfactory progress will increase by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
African American - 50% Hispanic - 53% White - 55%	African American - 55% Hispanic - 58% White - 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	Students lack experience in practicing skills related to measurement and number concepts in real-world situations.	Increase opportunities to practice skills through hands-on centers, manipulatives, and real-world applications.	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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:	For the SY 2012-2013, the percentage of English Language Learners making satisfactory progress in Mathematics will increase by 5 percentage points from 51% to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	56%

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
	Students lack exposure to experiences that utilize the vocabulary	Increase the number of opportunities to practice using mathematical	Classroom teacher, Dean of Academics, and	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments,

1	that is related to mathematical equations.	vocabulary in hands-on, multi-sensory experiences through classroom centers, field-trips, and project-based learning.	Curriculum Resource Teacher.	Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	For SY 2012-2013, the percentage of Students with Disabilities making satisfactory progress in Mathematics will increase by 5 percentage points from 49% to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%	54%

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 struggle with the ability to interpret the real-world word problems and transfer into computation.	Increase number of opportunities to practice important mathematical vocabulary and produce computational problem utilizing such vocabulary.	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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
Core Curriculum Training	Grades K-5	District	All teachers	September, on-going	Implementation in Lesson Planning, Classroom Walk-thrus	Curriculum Resource teacher, Dean of Academics
Key Concept Development in Mathematics to improve FCAT Scores	Grades 3-8	Dean of Academics	All teachers	September - December		

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Core Curriculum	District Representative	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Gizmos	Curriculum Representative	FTE	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Strategies	In-House	N/A	\$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: \$1,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	For SY 2012-2013, the percentage of students achieving a Level 3 in Science will increase by 10 percentage points from 55% to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (11)	65% (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	Students lack real-world experiences dealing with science concepts and the scientific method.	Increase the number of hands-on, project-based learning activities involving science vocabulary, concepts, and experiments.	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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:

In SY 2012-2013, the percentage of students achieving a Level 4 or higher in Science will increase by 20 percentage points from 15% to 35%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

15% (3)

35% (7)

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 struggle with applying steps in the scientific method and experiencing hands-on scientific experiments.	Increase real-world experiences related to the scientific method including classroom experiments, hands-on center work, field-trips, and project-	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation

	based learning.		Rubrics, District Assessments
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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
Utilizing Key Concepts related to the Scientific Process	Grade 5 and 8	Dean of Academics	All teachers	September, on-going	Implementation in Lesson Plannings, Classroom Walk-thrus	Curriculum Resource teacher, Dean of Academics, Principal

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

Utilizing Key Concepts relating to the Scientific Method	In-house	N/A	\$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 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:			For SY 2012-2013, the percentage of students achieving a 3.0 or higher in Writing will increase by 7 percentage points from 67% to 74%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
67%			74%		
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 grammar skills and syntactical knowledge to create a variety of well-written sentences.	<p>Increase amount of grammar practice.</p> <p>Increase the number of centers practicing elaborative vocabulary.</p> <p>Intensify instruction of syntax through modeling and sentence mapping.</p> <p>Increase opportunities for students to practice writing skills through responding to a variety of writing prompts.</p>	Classroom teacher, Dean of Academics, and Curriculum Resource Teacher.	Progress monitoring of students, Classroom Walk-thrus	Tests-Quizzes, BAT mini assessments, Teacher-made tests, Pre and Post Tests, Evaluation Rubrics, District Assessments

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
Writing Workshop for Teachers-Utilization of Effective Writing Strategies in the Classroom	School-wide	Principal/ Reading Coach/ Dean of Academics	School-wide	Teacher Planning Day in October	Classroom Walk-thrus	Principal

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
Utilization of Effective Writing Strategies in the Classroom	In-House	N/A	\$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:	Increase overall attendance by 3%. Reduce number of students with excessive absences by 7. Reduce the number of student with excessive tardies by 7
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
11	3
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
20	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	Increase in absences	Parent conferences	Teacher -in -charge	Monitoring	Monitoring/Checklist
2	Students occasionally struggle with illnesses, home issues, and lack of motivation.	Phone calls home with regards to attendance through Parent Link. Pre-Truancy letters to be sent home for students who are unexcused absent 3 days out of the quarter, or tardy over 100 minutes. Parent Conference with the on-site Truancy Team for those student who show a pattern of non-attendance as defined by the Student Code of Conduct. Referral to District for further action on truancy.	On-Site Truancy Team; Registrar; Dean of Academics	Consistent monitoring of attendance	Monitoring/ Checklist
	Students occasionally struggle with illnesses, home issues, and lack of motivation.	Phone calls home with regards to attendance through Parent Link. Pre-Truancy letters to be sent home for students who are	On-Site Truancy Team; Registrar; Dean of Academics	Consistent monitoring of attendance	Monitoring/ Checklist

3	<p>unexcused absent 3 days out of the quarter, or tardy over 100 minutes.</p> <p>Parent Conference with the on-site Truancy Team for those student who show a pattern of excessive tardies as defined by the Student Code of Conduct.</p> <p>Referral to District for further action on truancy.</p>			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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

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:				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions			
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School			
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions			
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-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
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
No Data Submitted						

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:			Increase Parent Involvement by 5%.		
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
72% (179)			77% (215)		
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	Decrease in involvement percentage	Encourage involvement through constant communication	PTA COMMITTEE	Sign - in sheets, logs	Monitoring 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Our goal is to increase Science proficiency scores .		
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	Teachers may not be aware of various STEM related resources such as United Streaming.	Share technological resources at faculty meetings or grade level meetings.	Administration Team Leaders	Share best practices	Utilize technology within the classroom; Administrative Walkthroughs

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
Grade level sharing of STEM goal within the classroom	Grades K-5	Team Leader	Grades K-5	Grade level meetings	Share best practices among the grade level	Team Leader

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
Effective Use of Classroom Technology - The Promethean Board	Promethean Representative	FTE	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

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	Core Curriculum Training	District Representative	N/A	\$0.00
Mathematics	Core Curriculum	District Representative	N/A	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Gizmos	Curriculum Representative	FTE	\$1,000.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Effective Reading Strategies	In-house	N/A	\$0.00
Mathematics	FCAT Strategies	In-House	N/A	\$0.00
Science	Utilizing Key Concepts relating to the Scientific Method	In-house	N/A	\$0.00
Writing	Utilization of Effective Writing Strategies in the Classroom	In-House	N/A	\$0.00
STEM	Effective Use of Classroom Techonolgy - The Promethean Board	Promethean Representative	FTE	\$3,000.00
				Subtotal: \$3,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$4,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/25/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC Committee will continuously review processes and procedures, data, and methods of enrichment involved in daily operations of the school to directly impact and improve student performance and staff morale.

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

Broward School District FLORIDA INTERCULTURAL ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	97%	81%	88%	353	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	88%	90%			178	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?	88% (YES)	90% (YES)			178	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					709	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District FLORIDA INTERCULTURAL ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	85%	79%	38%	280	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	61%	45%			106	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?	61% (YES)	45% (NO)			106	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					492	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested