

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BEN GAMLA CHARTER SCHOOL (MIAMI BEACH)

District Name: Dade

Principal: Jose L. Baca

SAC Chair: Debra Klein

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/22/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jose L. Baca	BA- Elementary Education MS – Educational Leadership	2	8	'12 '11 '10 '09 '08 School Grade A N/A C A A AYP N/A N/A N Y Y High Standards Rdg. 82 N/A 32 79 77 High Standards Math 72 N/A 65 83 78 Lrng Gains-Rdg. 77 N/A 44 71 68 Lrng Gains-Math 65 N/A 75 79 81 Gains-Rdg-25% 77 N/A 39 72 67 Gains-Math-25% 65 N/A 73 79 79
Assis Principal	Dr. Lee Binder	BS – Elementary Education MA – Education Ph.D – Educational Leadership	2	21	'12 '11 '10 '09 '08 School Grade A N/A N/A N/A N/A AYP N/A N/A N/A N/A N/A High Standards Rdg. 82 N/A N/A N/A N/A High Standards Math 72 N/A N/A N/A N/A Lrng Gains-Rdg. 77 N/A N/A N/A N/A Lrng Gains-Math 65 N/A N/A N/A N/A Gains-Rdg-25% 77 N/A N/A N/A N/A Gains-Math-25% 65 N/A N/A N/A N/A

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Compensation and benefits equal to that of traditional public schools.	Principal	On-going	
2	2. Soliciting referrals from current employees.	Principal	On-going	
3	3. Soliciting referrals from administrative colleagues.	Principal	On-going	
4	4. Provide individualized support for all teachers	Principal	On-going	
5	5. Attend job fairs at local colleges and universities	Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	Employees are seeking certification to satisfy their out of field waivers.

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
15	6.7%(1)	46.7%(7)	20.0%(3)	26.7%(4)	13.3%(2)	86.7%(13)	13.3%(2)	0.0%(0)	26.7%(4)

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
			Teachers will meet to

Ms. Sharon Tannen

Ms. Alina
Schafer

Co Teaching
Model

discuss lesson plans to include implantation of standards, the use of best practices, utilization of available resources, address parent concerns and ways to address them, support with gradebook, and to review available student data generated via state and district assessments.

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Ben Gamla Charter School MTSS team is comprised of various members of the administration, faculty, and staff.

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

Intermediate and primary teacher representatives: Provides information about core instruction, participates in student data collection, delivers instructional interventions, collaborates with other staff to model and to implement the interventions, and integrates materials/instruction with curricular activities.

SPED chair: Participates in student data collection, integrates core instructional activities/materials into instruction for students classified with learning exceptionalities, and collaborates with general education teachers through such activities as consultation on providing students with exceptionalities with quality instruction.

Instructional coach for reading: Develops, leads, and evaluates school core content standards and programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on the K-8 comprehensive reading plan; facilitates and supports data collection activities; assists in data analysis; provides teachers with guidance regarding the implementation of intervention plans.

Testing chair: Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; provides support for assessment and implementation monitoring; facilitates and supports data collection activities; assists in data analysis debriefing.

The RTI Leadership Team met with the School Advisory Council (SAC) in order to help develop the SIP. The team will discuss the different academic, social, and emotional needs that need to be addressed; help establish the expectations for instruction (which include and are not limited to rigor and relevance); facilitate the development of the curriculum; and align the curriculum objectives with the instructional practices.

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's leadership team will focus the weekly meetings on discussing data analysis for targeting instruction to enhance student performance.

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 weekly team meetings will focus on:
- reviewing universal screening data and linking the results to instructional decisions
 - reviewing progress monitoring data at the grade level and classroom level in order to identify students who are meeting and exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
 - implementing professional development activities and providing resources.
 - collaborating regularly in order to problem solve and implement effective practices

facilitating the process of building consensus, increasing infrastructure, and making decisions about implementation.

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: using the Miami-Dade County Public Schools Baseline Assessment in Reading, Math and Science, Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT); Edusoft reports for math, reading, and science

Midyear: Miami Dade County Public Schools Interim Assessment in Reading, Mathematics and Science; Edusoft reports for math, reading, and science

End of the year: Miami Dade County Public Schools Interim Assessment in Reading, Mathematics, and Science, FAIR, FCAT; Edusoft reports for math, reading, and science

Describe the plan to train staff on MTSS.

Our school will provide teachers with various trainings on the professional development days and during faculty meetings. The professional development activities concerning the MTSS leadership team will occur on a monthly basis, and the weekly meetings will serve to monitor the progress of the functions implemented by the team.

Describe the plan to support MTSS.

Our school will provide support for MTSS by ensuring that communication regarding the meetings and professional development take place. The MTSS team members will also meeting in order to discuss ways of supporting the MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is comprised of faculty and administrative team members who are interested in serving to improve literacy instruction across the curriculum. The team will consist of the reading coach, Lee Binder, test chairperson/media specialist, Jose L. Baca, and two reading teachers, Anais Pulido and Mayra Matters.

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

The purpose of the Literacy 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, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. The principal selects team members for the Literacy Leadership Team (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 reading coach must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

The principal will promote the RLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the RLT 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.

The RtI Leadership Team along with the teachers will develop Professional Development training to all teachers on differentiated instruction and monitor the use of reading strategies in cross curriculum integration. School wide professional development will focus on implementing reading strategies to follow the school's instructional focus calendar. Administrators will model lessons across every subject focusing on reading comprehension. The administrative team will conduct walkthroughs and focus observations on the implementation of reading strategies throughout every subject area.

*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 2011-2012 FCAT reading test indicate that 28% of students achieved level three proficiency. Our goal for the 2012-2013 school year is to maintain level 3 student proficiency at 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (22)	28% (22)

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 reading test was performance category 2-reading application. Students require improvement in the ability to utilize critical thinking strategies in order to identify and analyze the author's purpose, chronological order, inferences and conclusions, cause and effect, and comparisons in text.	Students will utilize high interest, non-fiction selections, as well as grade appropriate novels, to develop, refine, and apply reading application skills with non-fiction and fiction texts. Teachers will use these resources such as Reading Plus and Accelerated Reader to demonstrate whole group and small group lessons on identifying the different components of reading application such as to identify and analyze the author's purpose, chronological order, inferences and conclusions, cause and effect, and comparisons in text.	School-Based Literacy Leadership Team	The students' ability to analyze reading application skills will be monitored ongoing basis by the teachers. Review the monthly Accelerated Reader reports and novel based assessments to ensure that students are making adequate progress and make adjustments as need.	Formative: Biweekly Mini-assessments; Monthly Accelerated Reader Reports The 2012 and 2013 District Interim Assessments Summative: 2013 FCAT 2.0 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 2011-2012 FCAT reading test indicate that 54% of students achieved level four and five proficiency. Our goal for the 2012-2013 school year is to maintain the level 4 and 5 student proficiency at 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (43)	54% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT reading test was performance category 2-reading application. Students require improvement in the ability to utilize critical thinking strategies in order to identify and analyze the author's purpose, chronological order, inferences and conclusions, cause and effect, and comparisons in text.	Students will utilize high interest, non-fiction selections, as well as grade appropriate novels, to develop, refine, and apply reading application skills with non-fiction and fiction texts. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.	School-Based Literacy Leadership Team	The students' ability to analyze reading application skills will be monitored ongoing basis by the teachers. Review the monthly Accelerated Reader reports and novel based assessments to ensure that students are making adequate progress and make adjustments as need.	Formative: Biweekly Mini-assessments; Monthly Accelerated Reader Reports The 2012 and 2013 District Interim Assessments Summative: 2013 FCAT 2.0 assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading indicate that 77%of the students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (28)	82% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT reading test was performance category 3- literary analysis. Students require improvement in the ability to utilize critical thinking strategies in order to analyze the literary elements of characterization, problem/solution, and plot development.	Students will participate in grade appropriate novels literature units to develop, refine, and apply literary analysis skills fiction texts. Teachers will use these resources to demonstrate whole group and small group lessons on identifying the different components of literary analysis through intervention and the use of Reading Plus, Accelerated Reader, and after school tutoring.	School-Based Literacy Leadership Team	The students' ability to analyze literary analysis skills will be monitored ongoing basis by the teachers. Review the monthly Accelerated Reader reports and novel based assessments to ensure that students are making adequate progress and make adjustments as need	Formative: Biweekly Mini-assessments; Monthly Accelerated Reader Reports The 2012 and 2013 District Interim Assessments Summative: 2013 FCAT 2.0 assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading indicate that 77% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% to achieving learning gains by 5 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (<30)	82% (<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	As noted on the administration of the 2012 FCAT Reading test, the percent of students in the lowest 25% demonstrated the need to improve in performance category 2-reading application. Students require improvement in the ability to utilize critical thinking strategies in order to identify and analyze the author's purpose, chronological order, inferences and conclusions, cause and effect, and comparisons in text.	Students will utilize high interest, non-fiction selections, as well as grade appropriate novels, to develop, refine, and apply reading application skills with non-fiction and fiction texts. Build skills and academic growth in the area of fluency and comprehension. Utilize Reading Plus and Accelerated Reader with students in order to build fluency, vocabulary, and comprehension skills and support through after school tutoring.	School-Based Literacy Leadership Team	The students' ability to analyze reading application skills will be monitored ongoing basis by the teachers. Review the monthly Accelerated Reader reports and novel based assessments to ensure that students are making adequate progress and make adjustments as need.	Formative: Biweekly Mini-assessments; Monthly Accelerated Reader Reports The 2012 and 2013 District Interim Assessments Summative: 2013 FCAT 2.0 assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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,	Results from the 2011-2012 FCAT Reading Test indicate that 80% of students in the White subgroup and 78% of students
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Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase those students in the White subgroup by 7 percentage points to 80% and those students in the Hispanic subgroup by 1 percentage point to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 82% (34) Hispanic: 78% (30)	White: 84% (34) Hispanic: 80% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: As noted on the administration of the 2012 FCAT Reading Test, Hispanic students are in need of remediation and intervention strategies to target reporting category 2 – Reading Application by increasing silent reading opportunities through programs such as Reading Plus	Data will be reviewed and students in need of intervention will be monitored for progress on a monthly basis utilizing Reading Plus	Administration	Team will meet monthly to monitor student progress and effectiveness of program and intervention delivery. Data collected from weekly Reading Plus reports	Formative: Biweekly Mini-assessments; Monthly Accelerated Reader Reports The 2012 and 2013 District Interim Assessments Summative: 2013 FCAT 2.0 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Results from the 2011-2012 FCAT Reading Test indicate that 80% of students in the ED subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase those students by 2 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (18)	82% (18)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	As noted on the administration of the 2012 FCAT Reading Test, Economically Disadvantaged students are in need of remediation and intervention strategies to target reporting category 2 – Reading Application by increasing silent reading opportunities through programs such as Reading Plus	Data will be reviewed and students in need of intervention will be identified and monitored for progress on a bi-weekly basis by utilizing Reading Plus	Administration	Team will meet monthly to monitor student progress and effectiveness of program and intervention delivery Data collected from weekly Reading Plus reports	Formative: Biweekly Mini-assessments; Monthly Accelerated Reader Reports The 2012 and 2013 District Interim Assessments Summative: 2013 FCAT 2.0 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
Reading Plus	K – 7	Lee Binder	Reading/language arts teachers grades K-7	November 6, 2012	Data-generated reports from the program	Lee Binder
Differentiated Instruction	K - 7	Jose L. Baca	K - 7 teachers	August 15, 2012	Teacher Lesson plans and walk throughs	RtI Leadership Team, Administration

Accelerated Reader	K – 7	Lee Binder	Reading/language arts teachers grades K-7	November 6, 2012	Data-generated reports from the program	Lee Binder
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize technology and research-based programs to reinforce reading skills.	Accelerated Reader	CSP Grant	\$2,600.00
			Subtotal: \$2,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The results of the 2011-2012 CELLA indicate that 48% of students achieved proficiency in listening/speaking. Our goal is to increase student proficiency in Listening/Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
48% (9)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the administration of the 2012 CELLA test, the percent of students in the listening/speaking subgroup required	1.1. Teachers will provide intervention for CELLA students utilizing think aloud activities such as concept maps to document think	Administration	Review the lesson plans for implementation of think-aloud activities.	Formative: mini-assessments Summative: The 2012 and 2013 District Interim

1	improvement.	aloud activities. Students are exposed to rich and meaningful language is for students to work with a variety of materials. Students should have experience with different written and spoken styles.		Assessments; 2013 FCAT Writing assessment 2013 CELLA Assessment
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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:	The results of the 2011-2012 CELLA indicate that 28% of students achieved proficiency in reading. Our goal is to increase student proficiency in Reading.
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2012 Current Percent of Students Proficient in reading:

28% (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	As noted on the administration of the 2012 CELLA test, the percent of students in the reading subgroup required improvement.	Teachers will provide intervention for CELLA students utilizing task card activities.	Administration	Review the lesson plans for implementation of task card activities.	Formative: mini-assessments Summative: The 2012 and 2013 District Interim Assessments; 2013 FCAT Writing assessment 2013 CELLA Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA indicate that 16% of students achieved proficiency in writing. Our goal is to increase student proficiency in Writing.
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2012 Current Percent of Students Proficient in writing:

16% (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	As noted on the administration of the 2012 CELLA test, the percent of students in the writing subgroup required improvement.	Teachers will provide intervention for CELLA students utilizing writing prompt activities.	Administration	Review the lesson plans for implementation of writing prompt activities.	Formative: mini-assessments Summative: The 2012 and 2013 District Interim Assessments;

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 2011-2012 FCAT mathematics test indicate that 29% of students achieved level three proficiency. Our goal for the 2012-2013 school year is to maintain level 3 student proficiency at 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (23)	29% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics test was in geometry and measurement. This deficiency indicates that students require additional practice in applying geometry concepts.	Procure and implement the technology and manipulative resources in the updated Mathematics Series (Houghton Mifflin Go Math!) that focus on applying geometry and measurement concepts to math real-world problems	Administration	Administration will conduct grade-level meeting to discuss with teachers the effectiveness of manipulative and technology usage with students.	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013 District Interim Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT mathematics test indicate that 43% of students achieved level four and five proficiency. Our goal for the 2012-2013 school year is to maintain level 4 and 5 student proficiency at 43%
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (34)	43% (34)

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	As noted on the administration of the 2012 FCAT Mathematics test, the percent of students scoring at or above achievement levels 4 and 5 in mathematics required improvement in number sense.	The teacher will provide students with enrichment activities that prepare students to engage in more abstract reasoning, planning, analysis, judgment, creative thought relative to the application of number sense (high cognitive complexity level).	Administration	Ongoing classroom assessment focusing on the students' ability to engage in more abstract thinking and reasoning. The school will look at formative data and assessments and make adjustments to the instruction as needed.	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013 District Interim Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics 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 mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics indicate that 65% of the students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5% percentage points to 70%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (23)	70% (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	As noted on the administration of the 2012 FCAT Mathematics test, the percent of students making learning gains in mathematics required improvement in number sense.	Increase the weekly use of the computer labs per class to two times a week. Students will be able to practice basic computation skills and receive intervention on skills related to the application of number sense.	Administration	Ongoing classroom assessment focusing on the students' ability to engage in more abstract thinking and reasoning. The school will look at formative data and assessments and make adjustments to the instruction as needed.	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013 District Interim Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics 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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics indicate that 65% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 70%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (<30)	70% (<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	As noted on the administration of the 2012 FCAT Mathematics test, the percent of students in the lowest 25% making gains in mathematics required improvement in number sense.	Increase the weekly use of the computer labs per class and per student where students will be able to practice basic computation skills. Provide weekly concrete real world examples by infusing literacy into the mathematics instructional block and provide students opportunities to work with mathematics in multiple ways. Placed in pull-out tutorial program, and after school tutoring program for intervention.	Administration	Ongoing classroom assessment focusing on the students' ability to engage in more abstract thinking and reasoning. The school will look at formative data and assessments and make adjustments to the instruction as needed.	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013 District Interim Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics 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 from 2011-2017 is to reduce the percent of non-proficient students by 50%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31	38	44	50	56	

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 for the 2011-2012 FCAT Mathematics Test indicate that 79% of students in the White subgroup and 64% of the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the White subgroup by 3 percentage points to 81% and 4 percentage points for the Hispanic subgroup to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 79% (32) Hispanic: 64% (25)	White: 81% (33) hispanic: 68% (27)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
	Hispanic: Reporting categories 1 - Number Sense and 2 - Measurement were identified as deficient by	Implement a differentiated instruction model to be utilized with fidelity in order to support small group	Administration	Monitor monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013

2	the 2012 FCAT Mathematics Test. Students will focus on practical applications through the use of Math journals.	instruction Utilize manipulatives to develop an understanding of number sense concepts and measurement Concrete real-world examples will be utilized as well as math journals to show transfer of mathematical theory to practical applications		District Interim Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics 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 subgroup:

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

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		Results for the 2011-2012 FCAT Math Test indicate that 60% of students in the Economically Disadvantaged subgroup achieved proficiency Our goal for the 2012-2013 school year is to increase by 4
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	percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (13)	64% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	On the 2012 FCAT Mathematics administration, the Economically Disadvantaged subgroup needs improvement in Reporting categories 1 - Number Sense and 2 - Measurement. Students will focus on practical applications through the use of Math journals	Data will be reviewed and students in need of intervention will be identified and monitored for progress on a bi-weekly basis Provide real life contexts for mathematical explorations through the use of manipulatives and demonstrations in order to improve mathematical concepts. Concrete real-world examples will be utilized as well as math journals to show transfer of mathematical theory to practical applications	Administration	Team will meet monthly to monitor student progress and effectiveness of program and intervention delivery	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013 District Interim Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics assessment

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011-2012 FCAT mathematics test indicate that 29% of students achieved level three proficiency. Our goal for the 2012-2013 school year is to maintain level 3 student proficiency at 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (23)	29% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics test was in geometry and measurement.	Procure and implement the technology and manipulative resources in the updated Mathematics Series (Houghton Mifflin Go Math!) that focus on	Administration	Administration will conduct grade-level meeting to discuss with teachers the effectiveness of manipulative and	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013 District Interim

1	This deficiency indicates that students require additional practice in applying geometry concepts.	applying geometry and measurement concepts to math real-world problems	technology usage with students.	Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	The results of the 2011-2012 FCAT mathematics test indicate that 43% of students achieved level four and five proficiency. Our goal for the 2012-2013 school year is to maintain level 4 and 5 student proficiency at 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (34)	43% (34)

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	As noted on the administration of the 2012 FCAT Mathematics test, the percent of students scoring at or above achievement levels 4 and 5 in mathematics required improvement in number sense.	The teacher will provide students with enrichment activities that prepare them to engage in more abstract reasoning, planning, analysis, judgment, and creative thought (high cognitive complexity level).	Administration	Ongoing classroom assessment focusing on the students' ability to engage in more abstract thinking and reasoning. The school will look at formative data and assessments and make adjustments to the instruction as needed.	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013 District Interim Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics 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 mathematics. Mathematics Goal #2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics indicate that 65% of the students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage point to 70%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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65% (23)	70% (25)
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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	As noted on the administration of the 2012 FCAT Mathematics test, the percent of students making learning gains in mathematics required improvement in number sense.	Increase the weekly use of the computer labs per class and per student where students will be able to practice basic computation skills.	Administration	Weekly mini assessment focusing on the students' ability to engage in more abstract thinking and reasoning. The school will look at formative data and assessments and make adjustments to the instruction as needed.	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013 District Interim Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics 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.	
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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 2011-2012 FCAT Mathematics indicate that 65% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (<30)	70% (<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	As noted on the administration of the 2012 FCAT Mathematics test, the percent of students in the lowest 25% making gains in mathematics required improvement in number sense.	Increase the weekly use of the computer labs per class and per student where students will be able to practice basic computation skills.	Administration	Weekly mini assessment focusing on the students' ability to engage in more abstract thinking and reasoning. The school will look at formative data and assessments and make adjustments to the instruction as needed.	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013 District Interim Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics 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%.	Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31	38	44	50	56	

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 for the 2011-2012 FCAT Mathematics Test indicate that 79% of students in the White Group and that 64% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase by 3 percentage points to 81% for the White Group and to increase by 4 percentage points to 68% for the Hispanic Group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 79% (32) Hispanic: 64% (25)	White: 81% (33) Hispanic: 68% (27)

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	Hispanic Reporting categories 1 - Number Sense and 2 - Measurement were identified as deficient by the 2012 FCAT Mathematics Test. Students will focus on practical applications through the use of Math journals.	Implement a differentiated instruction model to be utilized with fidelity in order to support small group instruction Utilize manipulatives to develop an understanding of number sense concepts and measurement Concrete real-world examples will be utilized as well as math journals to show transfer of mathematical theory to practical applications	Administration	Monitor monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013 District Interim Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Results for the 2011-2012 FCAT Math Test indicate that 60% of students in the Economically Disadvantaged subgroup achieved proficiency Our goal for the 2012-2013 school year is to increase by 4 percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (13)	64% (14)

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	On the 2012 FCAT Mathematics administration, the Economically Disadvantaged subgroup needs improvement in Reporting categories 1 - Number Sense and 2 - Measurement. Students will focus on practical applications through the use of Math journals	Data will be reviewed and students in need of intervention will be identified and monitored for progress on a bi-weekly basis Provide real life contexts for mathematical explorations through the use of manipulatives and demonstrations in order to improve mathematical concepts. Concrete real-world examples will be utilized as well as math journals to show transfer of mathematical theory to practical applications	Administration	Team will meet monthly to monitor student progress and effectiveness of program and intervention delivery	Formative: Bi-weekly assessments, mini-assessments The 2012 and 2013 District Interim Assessments; Baseline Assessment Summative: 2013 FCAT 2.0 Mathematics 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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.
Algebra Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.
Geometry Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Geometry Goal #

3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.

Geometry Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

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

Mathematics Budget:

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

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2011 Administration of the FCAT Science test, 55% of students achieved proficiency. The expected level of performance for 2012 is achieving proficiency at 57%
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (12)	57% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT Science administration results, the area that needs to make gains is Earth/Space science. Students will engage in hands-on and high order thinking experiences in order to increase levels of proficiency.	Provide students with opportunities to participate in weekly science lab experiments and demonstrations in order to apply Earth/Space science concepts to real-world problem scenarios.	Administration	Lesson plans will be checked to ensure that science laboratory sessions are included at least once a week. Teachers and administration will review assessments.	Formative: Bi-weekly assessments, mini-assessments District Interim Assessments Summative: The 2012 and 2013 FCAT Science 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 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:	On the 2012 Administration of the FCAT Science test, 14% of students achieved proficiency. The expected level of performance for 2013 is 15% achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

14% (3)

15% (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	<p>According to the 2012 FCAT Science administration results, the area that needs to make gains is physical/chemical science. Students will engage in hands-on and high order thinking experiences in order to increase levels of proficiency.</p>	<p>Provide students with opportunities to participate in weekly science lab experiments and demonstrations in order to apply physical/chemical science concepts to real-world problem scenarios.</p> <p>Students will view BrainPop videos and participate in ExploreLearning Gizmos to enhance the physical/chemical science concepts.</p> <p>Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental or engineering projects. Provide opportunities for inquiry based lab sessions where students can develop higher order thinking skills with regards to Science Big Ideas</p>	RtI Leadership Team	<p>Lesson plans will be checked to ensure that science laboratory sessions are included at least once a week. Teachers and administration will review assessments.</p> <p>In addition, the usage of the BrainPop videos, Explore Learning Gizmos, and mini assessments for each video will be monitored.</p>	<p>Formative: ; BrainPop and ExploreLearning Gizmos mini assessment reports</p> <p>Summative: The 2012 and 2013 District Interim Assessments; 2013 FCAT Science 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 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
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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						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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:	On the 2012 Administration of the FCAT Writing test, 100% of students achieved proficiency. The school goal for 2013 is to maintain of students achieving proficiency at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (18)			100% (18)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT writing test indicated that the students required improvement in using support in their writing.	The reading coach will meet on a monthly basis with the teachers to develop writing lessons and to schedule model writing lessons in the classroom. Students will maintain a writer's journal utilizing various forms of expressive writing to include sensory words and idioms Rubrics will be utilized to enhance writing and refine drafts	Administration	Teachers will review the weekly writing assessments focusing on the support aspect; review of the two monthly required writing prompts and make adjustment to instruction.	Formative: Weekly writing samples, monthly writing samples and Annual Writing pretest: and Annual post writing tests. Summative: 2013 FCAT Writing assessment

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
					Classroom walk-	

Monthly writing data chats	K - 7 grade	Mayra Matters	All K-7 Teachers	Monthly	throughs to review of evidence of writing process	Administration
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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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Civics.		Our goal is to increase students scoring at achievement level 3 in Civics to 10%.			
Civics Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0)		10% (2)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will be taking the EOC for the first time without previous data to compare to as a school.	Review pacing guide and prepare a scope and sequence to track coverage of tested benchmarks	Administration	Review data and adjust curriculum as needed to ensure the fidelity of instruction.	Formative: Teacher-made assessments Summative: 2013 District Spring 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:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Our goal is to increase the amount of students scoring at or above achievement level 4 in Civics to 10%.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
0% (0)	10% (2)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will be taking the EOC for the first time without previous data to compare to as a school.	Review pacing guide and prepare a scope and sequence to track coverage of tested benchmarks	Administration	Review data and adjust curriculum as needed to ensure the fidelity of instruction.	Formative: Teacher-made assessments Summative: 2013 District Spring 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
No Data Submitted						

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:	Our goal for this year is to increase attendance from 96.46% to 96.96% by minimizing absences due to illness.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
96.46% (164)	96.96% (165)				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
38	36				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
66	63				
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	Student truancy is (due to student illness) has increased. Parents lack of understanding of the impact associated with student attendance and academic progress..	Identify and refer students who may be developing a pattern of nonattendance to the MDCPS Truancy Intervention Program.	Administration	Monthly attendance updates reviewed by Assistant Principal with the faculty during staff meetings.	Attendance rosters

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to maintain the total number of suspensions at 0.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

1	1				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
1	1				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining the student suspension rate at 1 with an increased student population.	The Student of the Month award to students demonstrating excellent character values. In addition incorporate conflict resolution skills.	Administration	Administration will review anecdotal reports kept on all students and take necessary actions	The SCAM reports providing data on a monthly basis.

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	As a new school and based on the district average, our goal for the 2010-2011 school year is to have 100% of the parents complete their parent volunteer requirements.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
80%	100%

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 have work schedules that may conflict with school site activities during school hours.	Create opportunities for parents to participate by alternating the dates of events as well as the hours so that more parents can attend.	Administration	Review sign-in sheets to determine parent participation in school wide meetings and activities.	Individual parent sign-in page within Parent Volunteer Binder in front office, meeting/event sign-in sheets, and PTO event sign-in sheets.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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 enrollment in STEM courses by 10% (2).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Minimal opportunities for teachers to participate in professional development	The leadership team will provide faculty with a variety of professional development available to gain knowledge on STEM courses.	Administration	IPDPs will be reviewed and discussed in order to increase attendance to professional development related to STEM.	Review IPDP

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

No Data Submitted

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			Our goal is to increase enrollment in middle school CTE courses by 10% (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	Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.	Administration	Monitor and review student schedules with CTE teachers and guidance, to ensure enrollment of intermediate and advanced level courses, building strong academies	Review practice/readiness tests

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will utilize technology and research-based programs to reinforce reading skills.	Accelerated Reader	CSP Grant	\$2,600.00
				Subtotal: \$2,600.00
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,600.00

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

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
Pay for teacher salaries for after school tutoring program for the lowest 25%	\$1,200.00

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

Promote school activities to other parents to increase parental involvement.
Fundraise for the specific needs of the school and its student body.
Approval, implementation and monitor 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 BEN GAMLA CHARTER SCHOOL MIAMI BEACH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	42%	43%	55%	196	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	46%	8%			54	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	46% (NO)	8% (NO)			54	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					304	
Percent Tested = 100%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested

No Data Found