FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JORGE MAS CANOSA MIDDLE SCHOOL

District Name: Dade

Principal: Juan Carlos Silva

SAC Chair: Vijay Jainanan

Superintendent: Alberto Carvalho

Date of School Board Approval:

Last Modified on: 10/9/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Juan Carlos Silva	Degrees: Bachelors of Science Masters of Science Educational Specialist Certification: Elementary Education Educational Leadership	4	11	'12 '11 '10 '09 '08 School Grade B A A B A High Standards Rdg 55 72 67 50 83 High Standards Math 53 67 63 50 81 Lrng Gains--Rdg 63 70 62 67 70 Lrng Gains--Math 67 69 70 68 83 Gains-Rdg-25% 70 79 69 76 69 Gains-Math-25% 66 66 72 76 74
Assis Principal	James A. Griffith	Degrees: BA Industrial Technology MS Technology Certification: Elementary Education MG Math Educational Leadership	6	9	'12 '11 '10 '09 '08 School Grade B A A A C High Standards Rdg 55 72 67 65 64 High Standards Math 53 67 63 61 51 Lrng Gains--Rdg 63 70 62 68 58 Lrng Gains--Math 67 69 70 71 55 Gains-Rdg-25% 70 79 69 74 56 Gains-Math-25% 66 66 72 72 52

Assis Principal	Felix Harris	Degrees: ED Educational Leadership, MS, Social Work Certifications: School Social Work, Educational Leadership	1	7	'12 '11 '10 '09 '08 School Grade C B B C High Standards Rdg 45 44 46 44 44 High Standards Math 52 75 74 73 72 Lrng Gains--Rdg 62 47 54 55 56 Lrng Gains--Math 58 72 77 75 78 Gains-Rdg-25% 64 47 53 62 55 Gains-Math-25% 59 60 65 65 75
Assis Principal	Frances B. Mundo	Degrees: MS Educational Leadership, BA Secondary Education – Social Studies Certifications: History, Middle Grade Social Studies, Educational Leadership	2	9	'12 '11 '10 '09 '08 School Grade B C A A A High Standards Rdg 55 64 70 67 71 High Standards Math 53 52 61 60 65 Lrng Gains--Rdg 63 64 68 67 67 Lrng Gains--Math 67 59 67 64 69 Gains-Rdg-25% 70 68 69 74 69 Gains-Math-25% 66 61 71 68 70

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Ivette Delgado	Degrees: BS Elementary Education MS Reading Education Certification: Reading Elementary Education ESOL Endorsed	6	14	'12 '11 '10 '09 '08 School Grade B A A A C High Standards Rdg 55 72 67 65 64 High Standards Math 53 67 63 61 51 Lrng Gains--Rdg 63 70 62 68 58 Lrng Gains--Math 67 69 70 71 55 Gains-Rdg-25% 70 79 69 74 56 Gains-Math-25% 66 66 72 72 52

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. Monthly meetings will be held with administration	Principal	First Tuesday of every month August 2012 through June 2013	
2	2. Assist teachers in preparing for state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement.	Principal	August 2012 through June 2013	
3	Assign a "buddy teacher" to 2nd and 3rd year teachers to provide support in their personal professional development.	Principal	September 2012	

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
Staff teaching out-of-field: 5% (6) Staff receiving less than an effective rating: 0% (0)	Teachers are encouraged to participate in departmental meetings to collaborate and share best practices. They are also encouraged to participate in school, regional, and district-provided professional development. Teachers are encouraged to participate in school-based professional learning communities. LLT is actively engaged in providing needed support to such staff member.

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
107	3.7%(4)	29.9%(32)	50.5%(54)	15.9%(17)	36.4%(39)	63.6%(68)	11.2%(12)	2.8%(3)	33.6%(36)

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
Martha C. Ruiz	Krystle M. Paredes	Ms. Paredes is teaching Mathematics and Ms. Ruiz is the Mathematics Department Chairperson	All mentees have been scheduled to attend a series of school-site orientations to familiarize them with Miami-Dade County Public School's policies, procedures, and curriculum requirements. Mentors will regularly meet with mentees to provide support and hold discussions that will allow both to reflect upon practices in order to improve the quality of instruction and student achievement. In addition, these meetings will facilitate collaboration, collegiality, and the sharing of best practices. On a monthly basis, mentees are also required to attend faculty and departmental meetings. Mentors will be provided with opportunities to network and model exemplary teaching strategies and techniques for mentees as needed
			All mentees have been scheduled to attend a series of school-site orientations to familiarize them with Miami-Dade County Public School's

Martha C. Ruiz	Odisa Beltran	Ms. Beltran is teaching Mathematics and Ms. Ruiz is the Mathematics Department Chairperson	policies, procedures, and curriculum requirements. Mentors will regularly meet with mentees to provide support and hold discussions that will allow both to reflect upon practices in order to improve the quality of instruction and student achievement. In addition, these meetings will facilitate collaboration, collegiality, and the sharing of best practices. On a monthly basis, mentees are also required to attend faculty and departmental meetings. Mentors will be provided with opportunities to network and model exemplary teaching strategies and techniques for mentees as needed
Teresa M. Amador	Rachel M. Fredericq	Ms. Fredericq is teaching Intensive Reading and Ms. Amador is certified in Reading	All mentees have been scheduled to attend a series of school-site orientations to familiarize them with Miami-Dade County Public School's policies, procedures, and curriculum requirements. Mentors will regularly meet with mentees to provide support and hold discussions that will allow both to reflect upon practices in order to improve the quality of instruction and student achievement. In addition, these meetings will facilitate collaboration, collegiality, and the sharing of best practices. On a monthly basis, mentees are also required to attend faculty and departmental meetings. Mentors will be provided with opportunities to network and model exemplary teaching strategies and techniques for mentees as needed
Lisa M. Macrina-Holder	Erika Nieto	Ms. Nieto is teaching 6th Grade Social Studies and Ms. Macrina-Holder is certified in Elementary Education and has taught Social Studies.	All mentees have been scheduled to attend a series of school-site orientations to familiarize them with Miami-Dade County Public School's policies, procedures, and curriculum requirements. Mentors will regularly meet with mentees to provide support and hold discussions that will allow both to reflect upon practices in order to improve the quality of instruction and student achievement. In addition, these meetings will facilitate collaboration, collegiality, and the sharing of best practices. On a monthly basis, mentees are also required to attend faculty and departmental meetings. Mentors will be provided with opportunities to network and model exemplary teaching strategies and techniques for mentees as needed

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

Jorge Mas Canosa Middle School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

Jorge Mas Canosa Middle School will provide assistance to the Homeless students by identifying a school based homeless coordinator, communicating with the Homeless Assistance Program to ensure a successful experience for homeless students, and by collaborating with parents and the community.

Supplemental Academic Instruction (SAI)

Jorge Mas Canosa Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Jorge Mas Canosa Middle School offers a non-violence and drug awareness program to all students.
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and the TRUST Specialist.
• Training and technical assistance teachers, administrators, counselors, and the TRUST Specialist is also a component of this program.
• The TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

At Jorge Mas Canosa Middle School, by promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

N/A

Other

Jorge Mas Canosa Middle School provides HIV/AIDS Get the Facts! curriculum through the Science courses.

• AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 2410, School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Counselors at Jorge Mas Canosa Middle School may refer students for the Miami Lighthouse/Heiken Children's Vision Program:

The Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and

corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.
MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

• Administrators who will ensure commitment and allocate resources;
• Teachers and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group
• Community stakeholders
3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and

program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention, and include strategies from such instruction and intervention in the SIP.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The leadership team will consider data the end of year Tier 1 problem solving

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:
Academic
- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0 Data
- Student grades
- School site specific assessments

Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and

3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT will be based on a cross-section of the faculty and administrative team reflecting highly qualified professionals interested in serving to improve literacy instruction across the curriculum.
The LLT will be comprised of the following members:
• Principal, Juan Carlos Silva
• Assistant Principal, Frances Mundo
• Reading Coach, Ivette Delgado
• Lead Teacher, Sami Hamdan
• Language Arts Dept. Chair, Richard Puentes
• ESOL Dept. Chair, Ileana Fagundo
• Media Specialist, Alina Floyd
• SPED Dept. Chair, Yvonne Cordero
• Social Studies Dept. Chair, Vijay Jainanan
• Science Dept. Chair, Leah Sapp
• Math Dept. Chair, Martha Ruiz
• Student Services Dept. Chair, Laura Venzal
• EESAC Chair, Vijay Jainanan

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 will serve on this team and will 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 Reading Leadership Team. The team will meet monthly throughout the school year. School Literacy 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 will maintain 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.

The Literacy Leadership Team will develop Lesson Studies that focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

Jorge Mas Canosa Middle School will have literacy initiatives in place this school year. These initiatives will include:

• Integrating technology through literacy through the use of Computer-based programs available to students.
• Promoting the AR program throughout all departments.
• Implementing interdisciplinary projects including current events, advanced book studies, and real life classroom integration, including literacy across the curriculum.
• Implementation of the Cambridge standards with NGSSS standards.
• Implementation of Homeroom Prep activities that will include Sustained Silent Reading, and interdisciplinary vocabulary practice.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Data from Baseline and Interim Assessments will be analyzed following each assessment. Strong emphasis will be placed on identifying areas in which the students are encountering the most difficulty. Pacing guides and instructional calendars will focus on the reading categories in which students do not demonstrate proficiency. A cross-curricular focus will also be placed on the reading standards and benchmarks that need to be addressed. School-wide professional development activities will be planned to ensure effective reading strategies and best practices are incorporated into daily instruction in all content areas. Homeroom activities will be developed to reinforce reading and literacy across the curriculum. A Sustained Silent Reading program will also be implemented during Homeroom where students will be encouraged to read on a daily basis. The Accelerated Reader program will be a key instrument in this endeavor.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	For the 2012 school year 29% (567) of students achieved mastery (FCAT Level 3) in reading. For the 2013 school year our Expected Level of Performance is 37%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (567)	37% (720)

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	Trend data from the 2012 administration of the FCAT 2.0 and Interim Assessments demonstrates that an area of deficiency in Grade 6 is Vocabulary. An area of deficiency in Grade 7 is Literary Analysis, Fiction/Non-fiction. And an area of deficiency in Grade 8 Informational Text/Research Process. An anticipated barrier is limited use of direct explicit instruction of higher-level vocabulary across the curriculum, as well as infusing content-based informational text in structured explicit lessons across the curriculum on a more frequent basis.	Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretation utilizing useful instructional strategies. A Sustained Silent Reading program will be implemented during Homeroom where students will be encouraged to read on a	MTSS/RtI Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during departmental meetings for teachers to collaborate, share best practices, conduct data chats, and reflect on additional needs. Instructional adjustments will also be addressed during MTSS/RtI and LLT meetings.	Formative: Computer Assisted Program (CAP), reports generated from FCAT Explorer, and from Reading Plus, District Interim Assessment data reports, and student authentic work. Summative: Results from the 2013 FCAT 2.0 Reading Test.

		daily basis. The Accelerated Reader program will be a key instrument in this endeavor.			

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:	For the 2012 school year 50% (5) of students taking the Florida Alternate Assessment scored at Levels 4-6 in reading. For the 2013 school year our Expected Level of Performance is 55% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (5)	55% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is providing students with multiple exposures to print prior to responding to comprehension questions.	Students require multiple reads of a selection prior to responding to comprehension questions. This can be accomplished by using read alouds, auditory tapes and text readers that provide print with visuals and or symbols.	Principal Assistant Principal	Monitor student comprehension during weekly walkthroughs and classroom observations as evidenced by active student engagement in classroom activities, and student work samples displayed.	Formative: Ongoing classroom activities, observations, and assessments. Summative: 2013 Florida Alternate 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	For the 2012 school year 24% (469) of students achieved Level 4 & 5 in reading. For the 2013 school year our Expected Level of Performance is 27% (526) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (469)	27% (526)

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
	Data from the 2012 administration of the Reading FCAT 2.0 assessment from the past two years demonstrates that an area of deficiency across grade levels is Reporting Category 2: Reading Application. An anticipated barrier is	Incorporate Cambridge Pre-AICE curriculum and materials into the NGSSS and Common CORE reading and Language Arts standards. The Cambridge Academy curriculum framework provides a comprehensive set of progressive learning objectives. They provide a structure for	Principal Assistant Principal Reading Coach Magnet Lead	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings to share best practices and reflect on additional needs.	Formative: Computer Assisted Program (CAP), reports generated from FCAT Explorer, and from Reading Plus, District Interim Assessment data reports, and student authentic work.

1	continued limited exposure to above grade-level content and material, both fiction, and non-fiction.	teaching and learning and a reference against which learners' ability and understanding can be checked. Interdisciplinary units of instruction promote an inquiry based approach to learning, the development of thinking skills and engaged students capable of applying their skills to respond to a range of information, media and texts with enjoyment and understanding.		Provide Cambridge Faculty time to collaborate, discuss, and contribute ideas on infusing enrichment activities and literacy across the curriculum.	Summative: Results from the 2013 FCAT 2.0 Reading Tes

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:	For the 2012 school year 30% (3) of students taking the Florida Alternate Assessment scored at Levels 7-9 in reading. For the 2013 school year our Expected Level of Performance is 33% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	33% (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	An anticipated barrier is the limited use of visual aids to assist in comprehension, retention, and to build vocabulary.	To improve comprehension, reading selections will be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts	Principal Assistant Principal	Monitor student comprehension during weekly walkthroughs and classroom observations.	Formative: Ongoing classroom activities, observations, and assessments. Summative: 2013 Florida Alternate 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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	For the 2012 school year 63% (1142) of students made learning gains in reading. For the 2013 school year our Expected Level of Performance is 68% (1232)
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (1142)	68% (1232)

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 making learning gains in Reading as noted on the 2012 FCAT 2.0 Reading Test decreased by 7 percentage points, from 70% in 2011 to 63 % in 2012. Students making learning gains in Reading as noted on the 2012 FCAT 2.0 Reading Test decreased by 7 percentage points, from 70% in 2011 to 63 % in 2012. Data from the 2012 Reading FCAT 2.0 assessment indicates that an area of deficiency across all grade levels is Literary Analysis, Fiction/Non-Fiction.	Teachers will provide a variety of instructional strategies to teach students to graphically depict comparison-and-contrast relationships to help understand them. Students will also practice identifying the methods of development, as well as multiple patterns within a single passage. Students will be given more experience with problem-and-solution-finding activities. Teachers will emphasize identifying words and clue words that signal relationships. Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis will be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Teachers across the curriculum will utilize Reading Best Practices, and will infuse CRISS strategies, and align instruction with the new Common Core State Standards.	MTSS/RtI Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during Language Arts/Reading and Social Studies department meetings to share best practices and reflect on additional needs. Instructional adjustments will also be addressed during MTSS/RtI and LLT meetings. Reading Coach will model and facilitate Social Studies teachers with adequate use of Social Studies task cards and Reading Best Practices.	Formative: Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, Reading Plus, District Interim Assessment data reports and student authentic work. Summative: Results from the 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	For the 2013 school year our expected level of performance is a 5 percentage point increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is the usage of read alouds, auditory tapes and text readers that provide print with visuals and/or symbols	Provide training for teachers on the effective implementation of Access Points. Utilize iReady, which is a computer-adaptive diagnostic, personalized data-driven instructional tool to strengthen and improve reading skills.	Principal Assistant Principal	Weekly classroom visitations and observation. Monitor iReady student reports.	Formative: Ongoing classroom activities, observations, and assessments. Summative: 2013 Florida Alternate 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	For the 2012 school year 70% (333) of students in the Lowest 25% made learning gains in reading. For the 2013 school year our Expected Level of Performance is 75% (357).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (333)	75% (357)

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 in the Lowest 25% making learning gains in Reading as noted on the 2011 FCAT Reading Test decreased by 9 percentage points, from 79% in 2011, to 70% in 2012. An anticipated barrier is incorporating more higher order learning strategies into the curriculum.	Teachers will provide a variety of instructional strategies and activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing. Teachers will utilize the 2012 FCAT 2.0 Reading Test data to identify the lowest 25% making learning gains. Students will be targeted for appropriate Tier 2 and Tier 3 interventions as well as SES before/after school tutoring services. Technology will be an important component throughout their curriculum with programs such as Reading Plus, and Achieve 3000 to support Reading instruction.	MTSS/RtI Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during Language Arts/Reading and Social Studies department meetings to share best practices and reflect on additional needs. Instructional adjustments will also be addressed during MTSS/RtI and LLT meetings. Progress will be monitored through available data such as FAIR reports, Edusoft Reports, Reading Plus reports, and Achieve 3000 reports.	Formative: Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, Reading Plus, District Interim Assessment data reports and student authentic work. Summative: Results from the 2013 FCAT 2.0 Reading Test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A : Our goal from 2011 to 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
	62	66	69	73	76	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	For the 2012 school year 61% (101) of students in the White subgroup achieved proficiency in mathematics. For the 2013 school year our Expected Level of Performance is 65% (107). For the 2012 school year 41% (50) of students in the Black subgroup achieved proficiency in mathematics. For the 2013 school year our Expected Level of Performance is 52% (63). For the 2012 school year 53% (854) of students in the Hispanic subgroup achieved proficiency in mathematics. For the 2013 school year our Expected Level of Performance is 61% (983). For the 2012 school year 86% (25) of students in the Asian subgroup achieved proficiency in mathematics. For the 2013 school year our Expected Level of Performance is 87% (25).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 61% (101) Black: 41% (50) Hispanic: 53% (854) Asian: 86% (25) American Indian: N/A	White: 65% (107) Black: 52% (63) Hispanic: 61% (983). Asian: 87% (25) American Indian: 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
	White: An anticipated barrier is exposure to differentiated lessons and lack of exposure to online resources. Black: An anticipated barrier is exposure to differentiated lessons and lack of exposure to online resources. Hispanic: An anticipated barrier is	Conduct student data chats to familiarize students with their individual historical FCAT data in an effort to identify trends and allow students to monitor their own progress. Offer in-school opportunities to use technology and online resources in the computer labs.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

1	exposure to differentiated lessons and lack of exposure to online resources. Asian: An anticipated barrier is exposure to differentiated lessons and lack of exposure to online resources. American Indian: 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:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	For the 2012 school year 25% (45) of students in the ELL subgroup achieved proficiency in reading. For the 2013 school year our Expected Level of Performance is 42% (76).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (45)	42% (76)

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	An anticipated barrier is providing structured, explicit instruction in higher order Reading Comprehension skills and strategies and aligning such instruction with the Common Core State Standards.	Incorporate the NGSSS and Common Core State Standards to maximize instruction of ELL students. Increase the usage of theTEEN Biz computer program to enhance ELL curriculum, language acquisition, and reading comprehension skills. Utilize the newly adopted Imagine Learning in the Developmental Language Arts classes. Target qualifying ELL students for participation in SES tutoring, and school-based tutoring programs as they become available. Provide assistance to students through implementation of the Home Language Assistance Program (HLAP).	MTSS/RtI Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Instructional adjustments will be addressed during MTSS/RtI and LLT meetings. Monitor progress through available data such as FAIR reports, Edusoft Reports, computer program reports (such as Reading Plus), and weekly classroom assessments.	Formative: Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, Reading Plus, District Interim Assessment data reports, and student authentic work. Summative: Results from the 2013 FCAT 2.0 Reading Test.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	For the 2012 school year 26% (59) of students in the SWD subgroup achieved proficiency in reading. For the 2013 school year our Expected Level of Performance is 38% (87).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (59)	38% (87).

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	An anticipated barrier is providing structured, explicit instruction in higher order Reading Comprehension skills and strategies and aligning such instruction with the Common Core Standards.	Teachers will provide structured, systematic, and explicit instruction in the Reporting Categories that demonstrated deficiencies: Ensure that students in the SWD subgroup that did not make AYP are placed in the appropriate interventions such as Intensive Reading classes, as well as tutoring programs as they become available. Increase the usage of Reading Plus to aid in students' progress in reading fluency, comprehension, and vocabulary skills. Utilize Achieve 3000 to support Reading instruction. Target qualifying SWD students for participation in SES tutoring, and school-based tutoring programs as they become available.	MTSS/RtI Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings to share best practices and reflect on additional needs. Instructional adjustments will also be addressed during MTSS/RtI and LLT meetings. Monitor progress through available data such as FAIR reports, Edusoft Reports, computer program reports (such as Reading Plus), and weekly classroom assessments.	Formative: Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, Reading Plus, District Interim Assessment data reports, and student authentic work. Summative: Results from the 2013 FCAT 2.0 Reading Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	For the 2012 school year 50% (756) of students in the Economically Disadvantaged subgroup achieved proficiency in reading. For the 2013 school year our Expected Level of Performance is 61% (922).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (756)	61% (922).

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	An anticipated barrier is providing structured, explicit instruction in higher order Reading Comprehension skills and strategies and aligning such instruction with the Common Core Standards.	Teachers will provide structured, systematic, and explicit instruction in the Reporting Categories that demonstrated deficiencies: Target qualifying ED students for participation in SES tutoring, and school-based tutoring programs as they become available.	MTSS/RtI Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings to share best practices and reflect on additional needs. Instructional adjustments will also be addressed during MTSS/RtI and LLT meetings. Monitor progress through available data such as FAIR reports, Edusoft Reports, computer program reports (such as Reading Plus), and weekly classroom assessments.	Formative: Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, Reading Plus, District Interim Assessment data reports, and student authentic work. Summative: Results from the 2013 FCAT 2.0 Reading Test.

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Beginner Excel for Data Analysis	6th -8th Grade Language Arts	Yuwadee Wongbundhit	6th -8th Grade Language Arts Teachers	June 19, 2012	Monthly department meetings to analyze data trends, and adjust instructional focus calendar accordingly	Principal, Assistant Principal, Reading Coach, Language Arts Dept. Chair
Cambridge Summer Institute	6th -8th Grade Language Arts	Sami Hamdan	6th -8th Grade Language Arts Teachers	June 11-15, 2012	Implement and correlate Cambridge Curriculum framework with the NGSSS in lesson plans and classroom instruction	Principal, Assistant Principal, Reading Coach, Language Arts Dept. Chair, Magnet Lead
Language Arts/Reading/ELL Professional Learning Communities	6th -8th Grade Language Arts/Reading/ELL	Richard Puentes Ivette Delgado	6th-8th Grade Language Arts, ESOL, and Reading Teachers	Bi-Monthly-August 2012 through June 2013	Implement NGSSS and align with Common Core standards and lessons. Analyze data trends and adjust instructional focus calendar accordingly	Principal, Assistant Principal, Reading Coach, Language Arts Dept. Chair
Secondary Common Core Standards—Middle K-8	6th -8th Grade Language Arts and Reading	Laurie Lynn Kaplan	6th -8th Grade Language Arts and Reading Teachers	June 13-14, 2012, and October 31/Nov. 1, 2012	Implement Common Core Standards and lessons into Language Arts curriculum	Principal, Assistant Principal, Reading Coach, Language Arts Dept. Chair
Middle School Reading Standards	6th-8th Grade Language Arts/Reading/ELL	Laurie Lynn Kaplan	6th-8th Grade Language Arts, ESOL, and Reading Teachers	November 19 and 26, 2012	Evidence of implementation of Reading Best practices and instruction in Reading Standards through weekly walkthroughs	Principal, Assistant Principal, Reading Coach
Webb's Depth of Knowledge	6th -8th Grade Language Arts/Reading/ELL	Ivette Delgado	6th -8th Grade Language Arts, ESOL, and Reading Teachers	August, 16, 2012	Student work folder, classroom walkthroughs	Principal, Assistant Principal, Reading Coach

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
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 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:	For the 2012 school year 43% (80) of ELL students were proficient on the Listening/Speaking subtest of the Cella Assessment
2012 Current Percent of Students Proficient in listening/speaking:	
43% (80)	

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
	An anticipated barrier for this goal is limited exposure to best practices such as Language Experience Approach, paraphrasing and repetition, cooperative learning, and think-alouds.	Strategies for this goal will include modeling, teacher led small group instruction, simple direct language instruction, and repetition of information, as well as utilizing strategies such as LEA, meaningful language practice, think-alouds, and cooperative learning.	MTSS/RtI Leadership Team LLT LEP Committee	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Monitor progress through available data such as FAIR reports, Edusoft Reports, computer program reports (such as	Formative: Computer Assisted Program (CAP) reports generated from FAIR, TEEN Biz, Reading Plus, District Interim Assessment data reports, and student authentic work.

1		Utilize the newly district-adopted program Imagine Learning to reinforce Listening/Speaking skills. Provide assistance to students through implementation of the Home Language Assistance Program (HLAP).		Reading Plus, and TEEN Biz), and weekly classroom assessments.	Summative: Results from the 2013 CELLA Administration. Results from the 2013 FCAT 2.0 Reading Test.

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:	For the 2012 school year 22% (41) of ELL students were proficient on the Reading subtest of the Cella Assessment.
2012 Current Percent of Students Proficient in reading:	
22% (41)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is students' ability to determine the main idea or essential message in grade-level text, and the ability to infer, paraphrase, and summarize text identifying relevant details.	Strategies for this goal will include picture walks, prediction of reading passages, use of KWL, choral reading, use of graphic organizers to aid in reading comprehension, and story maps. Utilize the newly district-adopted program Imagine Learning to reinforce Reading skills. Target qualifying ELL students for participation in SES tutoring, and school-based tutoring programs as they become available. Provide assistance to students through implementation of the Home Language Assistance Program (HLAP).	MTSS/RtI Leadership Team LLT LEP Committee	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Monitor progress through available data such as FAIR reports, Edusoft Reports, computer program reports (such as Reading Plus, and TEEN Biz), and weekly classroom assessments.	Formative: Computer Assisted Program (CAP) reports generated from FAIR, TEEN Biz, Reading Plus, District Interim Assessment data reports, and student authentic work. Summative: Results from the 2013 CELLA Administration. Results from the 2013 FCAT 2.0 Reading Test.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	For the 2012 school year 21% (39) of ELL students were proficient on the Writing subtest of the Cella Assessment.

2012 Current Percent of Students Proficient in writing:
21% (39)

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	An anticipated barrier is student's limited use of correct grammar, spelling, and language in writing. Another barrier is generating ideas from multiple sources and using organizational strategies to make a plan for writing that includes a main idea.	Strategies for this goal will include dialogue journals, use of graphic organizers for writing, and letter writing. Use organizational strategies to make a plan for writing including graphic organizers, storyboards, drawing simple pictures, and timelines. Utilize Spanish/English dictionaries to aid with language and spelling. Utilize the newly district-adopted program Imagine Learning to reinforce writing skills. Target qualifying ELL students for participation in SES tutoring, and school-based tutoring programs as they become available. Provide assistance to students through implementation of the Home Language Assistance Program (HLAP).	MTSS/RtI Leadership Team. LLT LEP Committee	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Monitor progress through available data such as FAIR reports, Edusoft Reports, computer program reports (such as Reading Plus, and TEEN Biz), and weekly classroom assessments.	Formative: Computer Assisted Program (CAP) reports generated from FAIR, TEEN Biz, Reading Plus, District Interim Assessment data reports, and student authentic writing samples. Summative: Results from the 2013 CELLA Administration. Results from the 2013 FCAT Writing Test.

CELLA Budget:

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

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	For the 2012 school year 26% (497) of students achieved mastery (FCAT Level 3) in mathematics. For the 2013 school year our Expected Level of Performance is 31% (600).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (497)	31% (600)

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 results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 6 was reporting Category 3- Geometry & Measurement According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 7 was reporting Category 3- Geometry & Measurement According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 8 was reporting Category 3- Geometry & Measurement	Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions. Use Hands-on activities to explore area and volume using non-traditional units of measure. (i.e., using nets, construct cubes, prism, and tetrahedrons of different scales) and compare the ratios of edge length, area, and volume of the models. Provide students with various opportunities to draw polygons and investigate their interior angles.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results from Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 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:	For the 2012 school year 80% (8) of students taking the Florida Alternate Assessment scored at Levels 4-6 in mathematics. For the 2013 school year our Expected Level of Performance is 85% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (8)	85% (9)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is providing students with more opportunities to learn mathematical concepts through the use of manipulatives, visuals, number lines, and assistive technology.	Provide students with opportunities to learn concepts using manipulatives, visuals, number lines, and assistive technology	Principal Assistant Principal	Monitor student comprehension during weekly walkthroughs and classroom observations.	Formative: Ongoing classroom activities, observations, and assessments. Summative: 2013 Florida Alternate 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	For the 2012 school year 26% (507) of students achieved FCAT Level 4 & 5 in mathematics. For the 2013 school year our Expected Level of Performance is 28% (542).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (507)	28% (542)

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 in the 2012 FCAT 2.0 Mathematics administration, students meeting high standards decreased by 14 percentage points, from 67% in 2011, to 53% in 2012. According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 6 was reporting Category 1- Fractions Ratios, Proportional Relationships and Statistics.	Instructional Strategies--Computer-based student learning -Problem solving Enrichment Activities- Use visual models to explain multiplication and division of fractions. Use virtual manipulatives to graphically demonstrate, explore, and practice multiplying fractions. Resource- National Library of Virtual Manipulatives Incorporate Cambridge Pre-AICE curriculum and materials in the the NGSSS and Common Core State Standards in mathematics. This framework provides a comprehensive set of progressive learning objectives.	Principal Assistant Principal	Create structured Use the Florida Continuous Improvement Model during department meetings, results from Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, topic assessments, chapter tests and real-world application projects. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 7 was reporting	Instructional Strategies--Exploration -Simulation Enrichment Activities- Use manipulatives and	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results from Interim assessments will be evaluated by teachers	Formative: District Interim data reports, chapter tests, topic assessments and real-world

2	Category 1- Number; Base Ten.	real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them.		to ensure progress and modify strategies accordingly.	application projects. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 8 was reporting Category 2- Expressions, Equations and Functions.	Instructional Strategies--Cooperative Learning -Problem solving Enrichment Activities- Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, topic assessments, chapter tests and real-world application projects. Summative: Results from the 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:	For the 2012 school year 0% (0) of students taking the Florida Alternate Assessment scored at or above Level 7 in mathematics. For the 2013 school year our Expected Level of Performance is 3% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (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	An anticipated barrier is limited student participation in guided discussions in order to engage them in relevant, real life math problems.	Use guided discussion with students to engage them in real life math problems.	Principal Assistant Principal	Monitor student progress in mathematics during weekly walkthroughs and classroom observations.	Formative: Ongoing classroom activities, observations, and assessments. Summative: 2013 Florida Alternate 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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	For the 2012 school year 67% (1206) of students made learning gains in mathematics. For the 2013 school year our Expected Level of Performance is 72% (1296).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (1206)	72% (1296)

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 results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 6 was reporting Category 3- Geometry & Measurement	Provide opportunities for students to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 7 was reporting Category 3- Geometry & Measurement	Identify and plot ordered pairs in all four quadrants of the coordinate plane.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 8 was reporting Category 3- Geometry & Measurement	Provide opportunities for students to use similar triangles to solve problems that include height and distances.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 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:	For the 2013 school year our expected level of performance is a 5 percentage point increase.
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	An anticipated barrier is continuous repetition/practice when learning math concepts.	Provide training for teachers on the effective implementation of Access Points. Utilize iReady, which is a	Principal Assistant Principal	Weekly classroom visitations and observation. Monitor iReady student reports.	Formative: Ongoing classroom activities, observations, and assessments.

		computer-adaptive diagnostic, personalized data-driven instructional tool to strengthen and improve math skills.			Summative: 2013 Florida Alternate 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	For the 2012 school year 66% (308) of students in the Lowest 25% made learning gains in mathematics. For the 2013 school year our Expected Level of Performance is 71% (332).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (308)	71% (332)

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 results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 6 was reporting Category 3- Geometry & Measurement	Use graph paper to explore area and perimeter of two-dimensional figures. Differentiate instruction for students by using a variety of online interactive tools.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 7 was reporting Category 3- Geometry & Measurement	Compare, contrast and convert units of measure between different measurement systems, dimensions and derived units to solve problems.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 8 was reporting Category 3- Geometry & Measurement	Use tangible everyday objects to explore formulas for surface area and volume.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 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 # 5A : Our goal from 2011 to 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
	57	61	65	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	For the 2011 school year 66% of students in the White subgroup achieved proficiency in mathematics. For the 2012 school year our Expected level of performance is 69%. For the 2011 school year 52% of students in the Black subgroup achieved proficiency in mathematics. For the 2012 school year our Expected level of Performance is 57%. For the 2011 school year 62% of students in the Hispanic subgroup achieved proficiency in mathematics. For the 2012 school year our Expected level of performance is 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 66% (125) Black: 52% (56) Hispanic: 62% (875) Asian: N/A American Indian: N/A	White: 69% (130) Black: 57% (61) Hispanic: 66% (931) Asian: N/A American Indian: 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	White: An anticipated barrier is limited exposure to differentiated lessons, and structured, systematic and explicit instruction. Black: An anticipated barrier is limited exposure to differentiated lessons, and structured, systematic and explicit instruction. Hispanic: An anticipated barrier is limited exposure to differentiated lessons, and structured, systematic and explicit instruction. Asian: N/A American Indian: N/A	Conduct student data chats to expose students to their individual historical FCAT data so as to note trends and monitor their own progress. Increase the frequency of Differentiated lessons involving structured, systematic and explicit instruction of mathematical skills and concepts.	Principal Assistant Principal Math Dept Chair RTI Team ELL Dept Chair Counselors	Monitor student progress through mini-lessons, oral and written assessments. Realign instruction as needed.	Formative: Regular mini-lesson assessments, District's Interim Assessments Summative: Administration of the 2012 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:	For the 2012 school year 32% (57) of students in the ELL subgroup achieved proficiency in mathematics. For the 2013 school year our Expected Level of Performance is 46% (82).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (57)	46% (82)

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	Understanding vocabulary in the Geometry & Measurement Category.	Utilize interactive math word walls to teach and reinforce mathematics vocabulary. Utilize visual representations of mathematical concepts throughout the year. Pair ELL students with fluent English speakers.	Principal Assistant Principal	Monitor student progress through mini-lessons, oral and written assessments. Realign instruction as needed after analyzing interim assessment reports	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	For the 2012 school year 23% (52) of students in the Students with Disabilities (SWD) subgroup achieved proficiency in mathematics. For the 2013 school year our Expected Level of Performance is 34% (77).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (52)	34% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiencies in the Students with Disabilities subgroup are Geometry & Measurement. An anticipated barrier is limited exposure to differentiated lessons	Use IEP's provided by SPED Department Head to co-plan meaningful and appropriate lessons than enhance curriculum	Principal Assistant Principal	Monitor student progress through mini-lessons, oral and written assessments. Realign instruction as needed after analyzing interim assessment reports	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 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:

5E. Economically Disadvantaged students not making	For the 2012 school year 49% (737) of students in the

satisfactory progress in mathematics. Mathematics Goal #5E:	Economically Disadvantaged subgroup achieved proficiency in mathematics. For the 2013 school year our Expected Level of Performance is 57% (857)
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (737)	57% (857)

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 areas of deficiencies in the Economically Disadvantaged subgroup are Geometry & Measurement. An anticipated barrier is limited resources and support group.	Conduct student data chats to familiarize students to their individual historical FCAT data in an effort to identify trends and allow students to monitor their own progress.	Principal Assistant Principal	Monitor student progress through mini-lessons, oral and written assessments. Realign instruction as needed after analyzing interim assessment reports.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	For the 2012 school year 35% (42) of students scored at Achievement Level 3 in Algebra. For the 2013 school year our expected level of performance is 35% (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (42)	35% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest deficiency was reporting category 2-Polynomials.	Use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve a variety of real world problems. Provide additional practice in solving and graphing quadratic equations with and without technology that involve real world applications.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 Algebra EOC Assessment.

		Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	For the 2012 school year 63% (76) of students scored at Achievement Levels 4 & 5 in Algebra. For the 2013 school year our expected level of performance is 63% (76).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (76)	63% (76)

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 results of the 2012 Algebra EOC assessment, the area of greatest deficiency was reporting category 2- Polynomials.	Provide inductive reasoning strategies that include discovery learning activities. Develop mathematical vocabulary for all students Provide students with more practice using quadratic equations to solve real-world problems.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 Algebra EOC Assessment.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A : Our goal from 2011 through 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
	57	61	65	69	73	

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:	For the 2012 school year 61% (10) of the White subgroup of students did not make satisfactory progress in Algebra. For the 2013 school year our expected level of performance is 65% (10) For the 2012 school year 53% (48) of the Hispanic subgroup of students did not make satisfactory progress in Algebra. For the 2013 school year our expected level of performance

	is 61% (56).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 61% (10) Black: N/A Hispanic: 53% (48) Asian: N/A American Indian: N/A	White: 65% (10) Black: N/A Hispanic: 61% (56) Asian: N/A American Indian: 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	White: According to the results of the 2012 Algebra EOC assessment, the area of greatest deficiency was reporting category 2- Polynomials. Hispanic: According to the results of the 2012 Algebra EOC assessment, the area of greatest deficiency was reporting category 2- Polynomials.	Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology. Provide inductive reasoning strategies that include discovery learning activities. Address individual student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 Algebra EOC 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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	For the 2012 school year 49% (37) of the Economically Disadvantaged subgroup of students did not make satisfactory progress in Algebra. For the 2013 school year our expected level of performance is 57% (43)
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (37)	57% (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	According to the results of the 2012 Algebra EOC assessment, the area of greatest deficiency was category 2-Polynomials.	Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers Provide students with more practice creating a logical argument. Provide inductive reasoning strategies that include discovery learning activities.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 Algebra EOC Assessment

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:	For the 2012 school year 9% (3) of students scored in the Middle Third in Geometry. For the 2013 school year our expected level of performance is 9% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (3)	9% (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	According to the results of the 2012 Geometry EOC assessment, the area of greatest deficiency was reporting category 3- Trigonometry and Discrete Mathematics.	Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine and tangent). Provide students with more practice creating a logical argument. Provide inductive reasoning strategies that include discovery learning activities.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 Geometry EOC 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 Geometry. Geometry Goal #2:	For the 2012 school year 91% (32) of students scored in the Upper Third in Geometry. For the 2013 school year our expected level of performance is 91% (32).
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (32)	91% (32)

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 results of the 2012 Geometry EOC assessment, the area of greatest deficiency was reporting category 3- Trigonometry and Discrete Mathematics.	Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine and tangent). Provide students with more practice creating a logical argument. Provide inductive reasoning strategies that include discovery learning activities.	Principal Assistant Principal	Use the Florida Continuous Improvement Model during department meetings, results Interim assessments will be evaluated by teachers to ensure progress and modify strategies accordingly.	Formative: District Interim data reports, district topic assessments, chapter tests. Summative: Results from the 2013 Geometry EOC Assessment

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

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:	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:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	
3D. Students with Disabilities (SWD) not making	

satisfactory progress in Geometry. Geometry Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	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

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
2012 Algebra I Summer Institute	6th -8th Grade Mathematics	Aday Silva	6th -8th Grade Mathematics Teachers	June 11, 2012	Develop best practices for teaching Algebra I and monitor student progress adjusting instruction and strategies accordingly.	Principal, Assistant Principal, Mathematics Dept. Chair
Cambridge Summer Academy	6th -8th Grade Mathematics	Sami Hamdan	6th -8th Grade Mathematics Teachers	June 11-15, 2012	Infuse Cambridge Curriculum framework with NGSSS in mathematics lesson plans and instruction	Principal, Assistant Principal, Mathematics Dept. Chair, Magnet Lead

Middle Grade Math 2012 Summer Institute	6th -8th Grade	Michelle White	6th -8th Grade Mathematics Teachers	June 18, 2012	Monitor student progress and modify	Principal, Assistant Principal, Mathematics
Taking the Bite out of Common Core with Discovery Education—Middle Grades Math 2012	6th -8th Grade Mathematics	Marion Chase	6th -8th Grade Mathematics Teachers	August, 2012	Infuse Discovery Education technology into lesson plans, aligning with Common Core standards	Principal, Assistant Principal, Mathematics Dept. Chair
Choice Summer Institute-2012	6th -8th Grade Mathematics	Naomi Davis	6th -8th Grade Mathematics Teachers	June 14, 2012	Develop best practices for teaching Mathematics, monitor student progress, and adjust instruction and strategies accordingly	Principal, Assistant Principal, Mathematics Dept. Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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:	For the 2012 school year 39% (234) of students achieved mastery (FCAT Level 3) in reading. For the 2013 school year our Expected Level of Performance is 43% (256).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (234)	43% (256)
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	Trend data analysis indicates that an area of deficiency in 8th grade students that are not meeting high standards is an understanding of scientific vocabulary in life, earth space and physical science. Students need to develop a deeper, functional understanding of key scientific vocabulary and concepts.	Effective implementation of the District Pacing Guides through the following: Develop critical thinking skills by asking students to clarify concepts and justify issues through debate and discussion. Provide individual exploration, peer instruction and whole class discussion using laboratory experiments, hands-on activities, technology-based activities and science competitions, such as the Fairchild Challenge. Assess student learning using performance tasks and challenge-based learning activities. Provide students with field experiences to pursue scientific investigations through visits to locations such as, the Museum of Science and Discovery, Fairchild Tropical Botanical Gardens and the Deering Estate. Continue to develop, through academic teams, an interdisciplinary curriculum that is interwoven with writing, mathematics, reading, and technology applications of scientific concepts and vocabulary. Continue to meet in Professional Learning Communities (PLC) of science teachers with vertical and horizontal alignment within the school and across the feeder pattern, to increase inquiry-based learning to research, discuss, design, and implement strategies to increase inquiry-based learning in science. Teachers will also build long term unit plans, and address successful integration of technology in instruction.	Principal Assistant Principal	Analysis of district and teacher formative assessments, and feedback in terms of student engagement and progress	Formative: District Interim Assessment data reports, and student authentic work, classroom visitations, walkthroughs, lesson plans, Summative: Results from the 2013 FCAT 2.0 Science Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is limited usage of hands on activities so students can explore scientific actions and reactions.	Implement the use of objects/pictures for exploration and identification of key scientific concepts. Utilize hands-on instruction so students can manipulate and explore actions and outcomes	Principal Assistant Principal	Monitor student progress in science during weekly walkthroughs and classroom observations.	Formative: Ongoing classroom activities, observations, and assessments. Summative: 2013 Florida Alternate 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	For the 2012 school year 9% (53) of students scored at levels 4 & 5 in Science. For the 2013 school year our Expected Level of Performance is 10% (62)
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (53)	10% (62)

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
	Trend data analysis indicates that an area of deficiency among students meeting high standards but not performing at the highest levels of achievement is Scientific Thinking. Students need to develop problem-solving and logical thinking skills to achieve at the highest levels of performance in this area.	Provide classroom and after-school opportunities for students to design and implement inquiry-based activities and projects developing experimental designs, testing hypotheses, collecting, analyzing data and formulating conclusions. (Weekly scheduled laboratory activities, Science Fair, SECME, Fairchild Challenge, Solar Sprint	Principal Assistant Principal	Analysis of quarterly district and teacher formative assessments, and feedback in terms of student engagement and progress	Formative: District Interim Assessment data reports, and student authentic work, classroom visitations, walkthroughs, lesson plans, Summative: Results from the 2013 FCAT 2.0 Science Test

1		and Future City competitions) Use the school's iTECH multimedia production facilities to develop mini-lab activities and demonstrations of key FCAT science concepts, modeled on the Khan Academy. The lessons will be designed by 8th grade students in advanced science classes then shared and critiqued by student peers. Incorporate Cambridge Pre-AICE curriculum and materials into the NGSSS and Common Core State Standards in Science through Reading standards. The Cambridge Academy curriculum framework provides a comprehensive set of progressive learning objectives. They provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked. Interdisciplinary units of instruction promote an enquiry based approach to learning: considering ideas, evaluating evidence, planning investigative work, recording and analyzing data, skills that are essential to the development of confidence, environmental awareness and interest in scientific knowledge.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is limited usage of text and pictures for exploration and identification of key scientific concepts.	Implement the use of text and pictures for exploration and identification of key scientific concepts.	Principal Assistant Principal	Monitor student progress in science during walkthroughs and classroom observations.	Formative: Ongoing classroom activities, observations, and assessments. Summative: 2013 Florida Alternate 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
Science PLC @ JMC	6th-8th Science	Leah Sapp	6th-8th Grade Science Teachers	Bi-weekly, August 2012 through June 2013	Classroom visits and demonstrations	Principal, Assistant Principal
Science Content and Pacing Summer 2012	6th-8th Grade Science	Ava Dawn Rosales	6th-8th Grade Science Teachers	June 11-21, 2012	Implement Science Pacing Guides and incorporate NGSSS into lessons and instruction.	Principal, Assistant Principal, Science Department Chair
Taking a Bite out of Common Core w/ Discovery Education Middle Science	6th-8th Grade Science	District	6th-8th Grade Science Teachers	August, 2012	Implement Discovery Education technology and align with Common Core and NGSSS standards	Principal, Assistant Principal, Science Department Chair

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:	For the 2012 school year, 71% (433) of students achieved mastery scoring at a 3.0 or higher in the FCAT Writing Test. For the 2013 school year our Expected Level of Performance in Writing is 74% (451).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (433)	74% (451)

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	An anticipated barrier in the area of expository writing within a five-paragraph essay format, students demonstrated deficiency in the development of support and voice, which included the use of higher order vocabulary and figurative language. Students also demonstrated deficiency in the area of content, including grammar, punctuation, capitalization, and spelling. In addition, students demonstrated deficiency in the development of a writing plan and the use of topic sentences and transitional phrases to introduce a paragraph's main idea.	Students will be required to write on a daily basis in a variety of formats incorporating FCAT 2.0, as well as Common Core State Standards in writing requisites. A writing plan will be formulated at each grade level focusing on elaboration of sentences, both compound and complex in structure inclusive of higher-order vocabulary, use of modifiers and clauses, and parallel structure. The grammar and vocabulary components of the McDougal-Littell Literature series will be implemented supporting the writing process.	Principal Assistant Principal Reading Coach	Monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.	Formative: Monthly writing samples Student authentic essays and writing pieces District Writing Pre, Mid-Year, and Post-Tests Summative: 2013 FCAT 2.0 Writing Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring	

at 4 or higher in writing. Writing Goal #1b:	For the 2013 school year our expected level of performance is a 5 percentage point increase.
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	An anticipated barrier is the limited use of visual aids in writing instruction.	Implement the use of visuals with sentences to facilitate matching them to an appropriate topic. Use picture cards to create sentences and paragraphs on topic.	Principal Assistant Principal	Ongoing monitoring through weekly classroom visitations, and student observation, and student authentic writing pieces.	Formative: Student Observation Student-generated writing Summative: 2013 Florida Alternate 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
Writing Standards	8th Grade	Laurie Lynn Kaplan	8th grade Language Arts teachers	October 16 and October 30, 2012	Monitor student writing samples and adjust focus of instruction accordingly	Principal, Assistant Principal, Language Arts Dept.Chair
Writing PLC	6th -8th Grade	Richard Puentes	6th -8th grade Language Arts teachers	Monthly, August 2012 through June 2013	Monitor student writing samples and adjust focus of instruction accordingly	Principal, Assistant Principal, Language Arts Dept.Chair

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. Civics Goal #1:	For the 2012 school year, 2 (0%) of the 7th grade student population that took the District Grade 7 Civics Baseline were proficient. For the 2013 school year we expect to increase student proficiency in the 2013 Spring Civics Interim Assessment by 25 percentage points.
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	Students have limited understanding of the functionality of American Government. Students have limited exposure to interpreting primary and secondary sources pertaining to foundations of American government.	Provide classroom activities utilizing the McGraw-Hill newly adopted Civics textbooks which will help students develop an understanding of the content-specific taught in government/civics which include primary and secondary sources. Provide Social Studies department with professional development on the newly adopted Civics textbook.	Principal Assistant Principal	Monthly school-generated assessments will be administered and scored to monitor student progress and adjust instructional focus as needed.	Formative: Monthly Assessments Chapter/Unit Tests Post-Tests Summative: 2013 Civics EOC 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:	For the 2012 school year, 2 (0%) of the 7th grade student population that took the District Grade 7 Civics Baseline were proficient. For the 2013 school year we expect to increase student proficiency in the 2013 Spring Civics Interim Assessment by 25 percentage points.
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	An anticipated barrier is the lack of opportunities provided for students to participate in more project-based learning activities, and opportunities to utilize print and non-print resources to research specific issues related to government/civics in order to provide alternate solutions to the problems researched.	Incorporate Cambridge Pre-AICE curriculum and materials into the Next Gen 2.0 and Common Core State Standards in Social Studies and Reading standards. The Cambridge Academy curriculum framework provides a comprehensive set of progressive learning objectives. They provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked. Interdisciplinary units of instruction promote an enquiry based approach to learning, the development of thinking skills and engaged students capable of applying their skills to respond to a range of information, media and texts with enjoyment and understanding.	Principal Assistant Principal	Monthly school-generated assessments will be administered and scored to monitor student progress and adjust instructional focus as needed.	Formative: Monthly Assessments Chapter/Unit Tests Post-Tests Summative: 2013 Civics EOC 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
Cambridge Summer Academy	6-8th Grade Social Studies	Sami Hamdan	6-8th Grade Social Studies Teachers	June 11-15, 2012	Infuse Cambridge Curriculum framework with NGSSS in mathematics lesson plans and instruction	Principal, Assistant Principal, social Studies Department Chair, Magnet Lead
Social Studies Summer Institute	6th-8th Grade Social Studies	District Social Studies Personnel	6th-8th Grade Social Studies Teachers	June 18-June 29, 2012	Department Meetings to disseminate information, collaborate, and share best practices.	Principal, Assistant Principal, social Studies Department Chair

McGraw-Hill Social Studies Instructional Resources	6th-8th Grade Social Studies	McGraw-Hill Representative	6-8th Grade Social Studies Teachers	September, 2012	Classroom visitations and observations, and review of lesson plans.	Principal, Assistant Principal, Social Studies Department Chair

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:	For the 2012-2013 school year our goal is to decrease the number of students with Excessive Absences (10 or more) from 616 to 585. Furthermore, for the 2012-2013 school year our goal is to decrease the number of students with Excessive Tardies (10 or more) from 387 to 368. Furthermore, for the 2011 school year our goal is to decrease the number of students with excessive absences (10 or more), from 557 to 529 in 2012, and excessive tardiness (10 or more) from 248 to 236 in 2012.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.28% (1907)	95.78% (1917)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

616	585
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
387	368

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	An anticipated barrier is parental need of better understanding of the attendance policy for the school and district regarding absenteeism. An anticipated barrier is parental need of better understanding of the attendance policy for the school and district regarding tardies.	Ensure that parents are informed about the school's and district's attendance policy through effective communication between school and home. Ensure that the student contact information is current and that information is being constantly updated on the Connect Ed. Messaging System. This will ensure communication with the home. Utilize the Community Involvement Specialist (CIS) to identify those students with incomplete or inaccurate contact information. Ensure that selected Student Services personnel are trained in the Truancy Packet process. Provide incentives (pizza party) for homerooms with perfect attendance during each nine-week grading period.	Assistant Principal Counselors Community Involvement Specialist	Conduct weekly meetings with the CIS to review wrong and/or disconnected phone numbers. Review the disconnected phone numbers report provided by the Connect-Ed system to ensure corrections have been made. Ensure communication with home is made for chronically absent and/or tardy students. Ensure Counselors and Community Involvement Specialist meet with the identified students and update their contact information. Review school's daily attendance bulletin to gauge the effectiveness of strategy	Daily Attendance Bulletin, Phone Numbers Log

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
Truancy Prevention	Student Services	District Staff	All counselors and attendance staff	September, 2012	A truancy intervention program will be developed during the PD. An Assistant Principal will monitor the implementation of the	Assistant Principal, Counselors

					program.	

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
Pizza Party Attendance Initiative	Pizzas	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	For the 2012-2013 school year, our goal is to decrease the total number of suspensions by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
314	283
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
170	153
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
246	221
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

146	131

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	An anticipated barrier to reduce the number of indoor suspensions is teacher's limited use of progressive discipline strategies within their classrooms which would result in fewer referrals to administration. An anticipated barrier to reduce the number of outdoor suspensions is the limited availability of alternative consequences.	Administration will provide professional development on the implementation of effective classroom management strategies. Implement a school-wide detention system and a Saturday School program as alternatives to outdoor suspensions.	Administrators	Use the COGNOS suspension data to determine if the total suspension rate is decreasing.	COGNOS Suspension Reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Code of Student Conduct	6th -8th Grade	Administrator	Schoolwide	August 16, 2012	Monitor SPOT success monthly report	Leadership Team

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Title I - See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Title I - See PIP	Title I - See PIP

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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:	This school year (2012) a total number of 181 students (9% of our population) are enrolled in our Exploration of Communications & Exploration of Production Technology course (Robotics). Our goal is for the total number of students enrolled in the course for 2013 to increase by 2 percentage points (11% of our population).

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	An anticipated barrier is recruiting students to choose the Robotics course as an elective. Another barrier is increasing the number of students enrolled in the Robotics course to participate in competitions and fairs.	Include video and/or samples of student projects, and competitions in our Magnet Program Recruiting activities during the Fall. Encourage current students (6th & 7th graders) to select the Robotics course as an elective through school-based exhibitions and fairs designed to display and showcase projects that were developed and engineered in the course. Math and Science teachers will ensure that students enrolled in the Robotics course are being exposed to rigorous course content through their Math and Science classes.	Principal Assistant Principal	Monitoring number students enrolling in the course specifically targeting new student registration throughout the school year	Increased number of completed projects. Increased participation of students in competitions and fairs. Increased number of students selecting the course as an elective for the upcoming school year.

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

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

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

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:	For the 2012-2013 school year we will increase student exposure to more Career and Technical Education oriented activities and opportunities through the eighth grade US History Curriculum.

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

			Monitoring	Strategy	
1	Increase student awareness to the variety and availability of career and technical education choices and programs.	Increase the number of opportunities for student involvement in career advisement and career fairs through the promotion of career awareness, exploration and planning. Implement career development lessons within school instructional focus calendar designed to assist students to make the connection between school and future careers.	Principal Assistant Principal Counselors	Monitor participation in Career Fair.	Career Day sign-in sheets and schedule.

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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
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
Attendance	Pizza Party Attendance Initiative	Pizzas	EESAC	$500.00
				Subtotal: $500.00
				Grand Total: $500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority ○ Focus ○ Prevent ● NA

Are you a reward school: ○ Yes ● No

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

No Attachment (Uploaded on 10/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Roles and responsibilities of the SAC for the upcoming year will include:
1. Develop and review the School Improvement Plan.

2. Analyze data as it becomes available to update and re-align strategies on the School Improvement Plan.
3. Provide assistance with the anti-bullying program.

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
JORGE MAS CANOSA MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	67%	81%	46%	266	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	70%	69%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)	66% (YES)			145	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					550	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
JORGE MAS CANOSA MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	63%	88%	43%	261	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	62%	70%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	72% (YES)			141	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					534	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested