FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL

District Name: Broward

Principal: Athena Guillen

SAC Chair: Aileen Delgado

Superintendent: Robert Runcie

Date of School Board Approval:

Last Modified on: 11/7/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Athena Guillen	B.A. in Family & Consumer Sciences from Florida State University M.S. in Elementary Education from Florida State University Educational Leadership Certification from Nova Southeastern University	2	6	' 11 '10 '09 '08 '07 School Grade P A A A A High Standards Rdg. 61 45 51 76 81 High Standards Math 91 88 83 86 83 Lrng Gains-Rdg. 63 54 57 69 81 Lrng Gains-Math 84 85 70 83 86 Gains-Rdg-25% 57 51 61 68 77 Gains-Math-25% 82 87 73 78 N/A
					2011-2012: Somerset Academy Miramar Grade A,Reading Mastery 83%, Learning Gains:72% Math Mastery:89% Learning Gains:84%

| Assis Principal | Donyale McGhee | B.A. in Criminal Justice/Social Work from Florida A+M University

Educational Leadership Certification from Nova Southeastern University | 1 | 6 | 2010-2011:
Somerset Academy Miramar Yes
Grade: A, Reading Mastery 82%
Learning Gains: 69%
Math Mastery:88%
Learning Gains:82%

2009-2010: Somerset Academy Miramar
Grade: A, Reading Mastery: 77 %,
Learning Gains:75% Lowest 25% 78%
Math Mastery: 76%,Learning Gains: 79%
Lowest25%: 78%
Science Mastery: 46%, Writing 100%: AYP: No
2008-2009: Somerset Academy Chapel Trail Middle
Grade: A, Reading Mastery: 76 %, Math Mastery: 80%, Science Mastery: 52%, Writing 100%: AYP: Yes

2007-2008: Somerset Chapel Trail
Grade: A, Reading Mastery: 74%, Math Mastery: 74% Writing Mastery 97 %, Science 52% Mastery: AYP: No. The following subgroup did not make AYP Eco Disadvantaged in Reading but all of the subgroups made AYP in Mathematics. |
| Assis Principal | Geyler Herrera | B.A. in Elementary Education from Florida International University

M.S. in Educational Leadership from Nova Southeastern University | 2 | 2 | '11 '10 '09 '08 '07
School Grade A A A A A
High Standards Rdg. 86 86 96 92 92
High Standards Math 85 85 97 97 91
Learning Gains-Rdg. 76 73 77 75 79
Learning Gains-Math 60 64 80 85 79
Gains-Rdg-25% 74 65 86 81 88
Gains-Math-25% 63 62 86 86 74 |

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	Samantha Franconeri	Specialist, Educational Leadership Masters, Business Education Professional Educator's Certification K-6, Middle Grades Mathematics 5-9	2	3	2011-2012: Somerset Academy Miramar Grade A,Reading Mastery 83%, Learning Gains: 72% Math Mastery:89% Learning Gains: 84% 2010-2011: Somerset Academy Miramar Yes Grade: A, Reading Mastery 82% Learning Gains: 69% Math Mastery:88% Learning Gains:82% 2009-2010: Somerset Academy Miramar Grade: A, Reading Mastery: 77 %, Learning Gains:75% Lowest 25% 78% Math Mastery: 76%,Learning Gains: 79% Lowest25%: 78% Science Mastery: 46%, Writing 100%: AYP: No
Mathematics	Joseph Parker	Educational Leadership K-12	2	1	2010-2011: Somerset Academy Miramar Yes Grade: A, Reading Mastery 82% Learning Gains: 69% Math Mastery:88% Learning Gains:82% 2009-2010: Somerset Academy Miramar Grade: A, Reading Mastery: 77 %, Learning Gains:75% Lowest 25% 78% Math Mastery: 76%,Learning Gains: 79% Lowest25%: 78% Science Mastery: 46%, Writing 100%: AYP:

					No	

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. Teach in Florida web-site to advertise openings	Principal and Assistant Principal	Ongoing	
2	2.Professional Learning Communities	Principal and Assistant Principal, Reading Coaches	Ongoing	
3	3. Race to the Top	Principal and Assistant Principal, Curriculum Coaches	Ongoing	

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
No data submitted	

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
10	30.0%(3)	50.0%(5)	20.0%(2)	0.0%(0)	40.0%(4)	100.0%(10)	30.0%(3)	0.0%(0)	70.0%(7)

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
Christopher Zaidie	Johanna Ulette	By Subject Area and Teaching expertise	Observation, Walkthroughs, Bi-Weekly meetings, Professional Development, Data Chats, and Mentee Observations
Aileen Delgado	Kristel Reyes	By Subject Area and Teaching expertise	Observation, Walkthroughs, Bi-Weekly meetings, Professional Development, Data Chats, and Mentee Observations
		By Subject	Observation, Walkthroughs, Bi-Weekly

Joshua Williams	Peter Landera	Area and Teaching expertise	meetings, Professional Development, Data Chats, and Mentee Observations

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

Somerset Central Preparatory School offers orientation to parents of 6-8 grade students where information is disbursed about the school's policies and procedures.

Title I, Part C- Migrant

Migrant The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher Program
• Training for add-on endorsement programs, such as Reading, Gifted, ELL
Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Nutrition Programs The School adheres to and implements the nutrition requirements stated in the District Wellness policy. We also infuse the nutrition curriculum as per state statute into our physical education courses.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Job Training Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team. Principal (Administrators): Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of RtI model. General Education Teachers (Reading and Math): Participate in student data collection; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students. Exceptional Student Education Teacher (ESE): Participate in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist. Counselors: Monitor student achievement; set-up parent-teacher conferences; develop academic contracts; and communicate with all stake-holders.
TIER I
All of our students will receive high quality math/reading curriculum and instruction in our classroom. Our teacher will assist all students.

TIER II
All of our teachers will provide supplemental instructional support, in smaller groups, to students who need additional support to what they are receiving from the our general curriculum.

TIER III
We will provide intense instructional support is provided to our students with the greatest needs, with frequent progress monitoring that will be conducted by our Curriculum Coaches and administrative team members.

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?

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading, Intensive Reading+ and Intensive Math classes Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science .Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Leadership team will determine the professional development and resources needed to optimize instruction and intervention.

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

The Leadership Team will provide levels of support and interventions to students based on data. The major initiative for the 2012-2013 school year would be increase literacy across all curriculum's. Increase understanding of differentiated instruction and continue to apply best practices. Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction.

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.

Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), School-wide Diagnostic Assessment
Florida Assessments for Instruction in Reading (FAIR)
Progress Monitoring:
Progress Monitoring and Reporting Network (PMRN), Mini-assessments
Midyear:
Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR)
End of Year:
Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR)
Frequency of Data Days:
Once a quarter for data analysis
Jamestown, Success maker, Carnegie, Stop Drop and Test

Describe the plan to train staff on MTSS.

Professional Learning Communities will be provided throughout school year. Small sessions are planned throughout the year. Professional development sessions that will support our teachers to identify the areas that we need to address throughout the year.

Describe the plan to support MTSS.

TIER I
All of our students will receive high quality math/reading curriculum and instruction in our classroom. Our teacher will assist all students.

TIER II
All of our teachers will provide supplemental instructional support, in smaller groups, to students who need additional support to what they are receiving from the our general curriculum.

TIER III
We will provide intense instructional support is provided to our students with the greatest needs, with frequent progress monitoring that will be conducted by our Curriculum Coaches and administrative team members.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
Athena Guillen Principal
Donyale McGhee-Vice Principal
Geyler Herrera-Assistant Principal
Joseph Parker-Math Coach
Samantha Franconeri- Curriculum Coach
Monique Machado- Director of Guidance

Maria Fernandez-K Team Leader
Glenda Bodniza-First Grade Team Leader
Janet Riesgo- Third Grade Team Leader
Brenda Arostegui-Fourth Grade Team Leader
Brenda Arostegui -Fifth Grade Team Leader
Coretta Bovastro- Math Department Chair
Joshua Williams- Science Department Chair
Aileen Delgado- Social Science
Meg Jackson- Electives Department Chair

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

The Literacy Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a monthly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using Reading Plus, FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing in across the curriculum.

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

The major initiative for the 2012-2013 school year would be increase literacy across all curriculum's.
Increase understanding of differentiated instruction and continue to apply best practices. Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Reading Coach and the school's administration will meet with teachers during scheduled department meetings to discuss lesson plan development, data chats, and students' portfolios. By utilizing these tools, all teachers in math, science, and social studies will be able to show evidence of instruction, assessment, differentiation of instruction, and literacy across all content areas.

*High Schools Only

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

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

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

Students meet individually with guidance counselors to review and choose course selections annually. The counselors advise the students on which courses of studies would be relevant to their (E-PEP) career aspirations in addition to meeting state graduation requirements.

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

The administration and counselors will work closely with all the students throughout the year to ensure students are on track to graduating and pursuing a post-secondary education. The counselors are also active in encouraging students to take Honors, Advance Placement and Dual Enrollment Courses to help prepare the students in their post-secondary plans. Counselors share information that includes but is not limited to yearly subject selection, high school graduation requirements, recovery courses, becoming eligible for Bright Futures, applying to post-secondary institutes and financial aid. Somerset Academy Central Miramar will work to improve student readiness and the graduation percentage which includes encouraging more participation in National Assessments such as the PSAT, SAT and ACT.

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:	An analysis of the 2012 FCAT Reading test indicates that 50% of students in grade sixth through eighth achieved a level 3 in Reading. Our current goal is to increase the percentage of students achieving at least a level 3 on the 2013 FCAT Reading by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Reading assessments indicate that 50% of students achieved proficiency (308 students tested).	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 52%

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	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	1a.1. Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, summaries, cause/effect charts on a daily basis Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category	1a.1. Administration, Teachers and Reading Coach	1a.1. Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category	1a.1. Formative: Mini-BATs in Fall and Winter, reports from FCAT Explorer FAIR Testing Summative: 2013 FCAT Reading
2	Moving part of the lowest 25% from a level 1 or 2 into a level 3	Enroll students in a reading intervention course with highly qualified instructors that have taught intensive classes. Provide specific reading interventions, such as pull outs by the Reading Coach who will administer differentiated time and resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. The assessment data from FAIR. Reading comprehension and vocabulary strategies will be integrated in all Intensive courses. Rubrics, graphic organizers and meta cognitive strategies will	Language Arts Teachers, Department Heads, Administrators and Curriculum Specialist.	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. Quick Study program Test Ready will be used to assess comprehension and mechanic skills; Summative evaluation willnbe conducted as part of the 2011 FCAT. FAIR data, Simulated FCAT	Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum

| | | be addressed on the Instructional Focus Calendars which will be provided to the reading teachers. | | reading performance items; Benchmark Assessment Data; and 2010-2011 FCAT Assessment; CRISS strategies; Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum. | |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	An analysis of the 2012 FCAT Reading test indicates that 18% of students in grade sixth through eighth achieved a level 4 or 5 in Reading. Our current goal is to increase the percentage of students achieving a level 4 or 5 on the 2013 FCAT Reading by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Reading assessments indicate that 18% of students achieved Level 4 or 5 proficiency.	18% (54)/20% (61)

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
	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	2a.1. Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers summaries, cause/effect charts on a daily basis.	Person or Position Responsible for Monitoring 2a.1. Administration, Teachers and Reading Coach	Following the FCIM model, Reading Coach, LLT and classroom instructors will review assessment data weekly to ensure progress in this reporting category. Benchmark Assessment and Mid Year Test	Formative: Mini-BATs in Fall and Winter, reports from FCAT Explorer Summative: 2013 FCAT Reading

1		Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category. Teachers will also provide supplemental reading materials on/above grade level to ensure that class work is challenging			
2	Moving students from a level of proficiency to a level of mastery to have a growth of 20% or better for level 4 or 5 in reading.	Enroll students in advanced classes focusing of FCAT strategies with highly qualified instructors. Provide specific reading enrichment and administer mock FCAT exams in order to measure growth and determine instructional adjustment. Rubrics, graphic organizers and meta-cognitive strategies will be addressed on the Instructional Focus Calendars which will be provided to all teachers teachers who are reading endorsed.Train content area teachers in NGCAR-PD to ensure a level of rigor across the curriculum that is consistent with the Common Core Standards. Enroll students in classes with teachers who are reading endorsed.	Language Arts Teachers, Department Heads, Administrators, content area teachers and Curriculum Specialist.	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. FCAT Test maker; Summative evaluation will be conducted as part of the 2011 FCAT. FAIR; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; Provided and model professional development on incorporating reading strategies across the curriculum.	Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	61% (188)/63% (194)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Reading assessments indicate that 61% of students made learning gains.	Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 2 percentage points.

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	Getting the lowest 25% to meet proficiency in reading	Enroll students in a reading intervention course with highly qualified instructors that have taught intensive classes. Have students attend Saturday school in order to reinforce strategies taught within the school week. Provide specific reading interventions, such as pull outs by the Reading Coach who will administer differentiated time and resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. The assessment data from Florida Oral Reading Fluency and the Maze. Reading comprehension and vocabulary strategies will be integrated in all Intensive courses. Rubrics, graphic organizers and metacognitive strategies will be addressed on the Instructional Focus Calendars which will be provided to the reading teachers	Language Arts Teachers, Department Heads, Administrators and Curriculum Specialist	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. Summative evaluation will be conducted as part of the 2011 FCAT. FAIR; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum.	FAIR; Simulated FCATreading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting	Administration, Teachers and Reading Coach	Following the FCIM model, Reading Coach, LLT an classroom teachers will review assessment data weekly to ensure progress in this reporting category	Formative: District Baseline, Fall, winter Interim assessments, teacher-generated classroom assessments, reports from FCAT Explorer. Summative: 2013 FCAT Reading

		category.			
		Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging			

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:	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				

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:	78%(240)/80%(246)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Reading assessments indicate that 78% of students in the lowest 25% made learning gains.	Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 2 percentage points.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting	Administration, Teachers and Reading Coach	Following the FCIM model, Reading Coach, LLT an classroom teachers will review assessment data weekly to ensure progress in this reporting category. Low 25% students not making progress as determined by evaluation tools will receive RtI.	Formative: Mini-BATs in Fall and Winter, Reports from FCAT Explorer Summative: 2013 FCAT Reading

| | | | category. |
| | | | Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging. | | |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Reading Goal #
 5A : | After analyzing data from previous years, there has been a steady growth from year to year. Starting at 50% in 2011-2012, it is our goal to go up to 74% by the time we get to 2016-2017. By FY17, School will reduce percentage of non- |

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50% (154) non-	45% (138) non-|	40% (123) non-|	35% (106) non-|	30% (92) non-p|	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	An analysis of the 2012 FCAT Reading test indicates that we have a high 50% of our student subgroups population not meeting satisfactory progress in reading within grades ninth through tenth are proficient in Reading. Our current goal is to increase the percentage of White, Black, Hispanic, Economically Disadvantaged, English Language Learners (ELL) and Students with Disabilities (SWD) making adequate yearly progress (AYP) on the 2013 FCAT Reading by at least 2% in each category.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Reading assessment indicate that 50 % of students are not making progress in reading	White: 50%(5) Black: 49% Hispanic: 49% Asian: 31% American Indian: N/A White: 48% Black: 49% Hispanic: 49% Asian: 31% 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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category. Teachers will also provide supplemental reading	Administration, Teachers and Reading Coach	Following the FCIM model, Reading Coach, LLT an classroom teachers will review assessment data weekly to ensure progress in this reporting category. Low 25% students not making progress as determined by evaluation tools will receive RtI.	Formative: Mini-BATs in Fall and Winter, Reports from FCAT Explorer Summative: 2013 FCAT Reading

	materials on/above grade level to ensure that classwork is challenging.		

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:	An analysis of the 2012 FCAT Reading test indicates that we have a high % of our student subgroups population not meeting satisfactory progress in reading within grades sixth through eighth are proficient in Reading. Our current goal is to increase the percentage of White, Black, Hispanic, Economically Disadvantaged, English Language Learners (ELL) and Students with Disabilities (SWD) making adequate yearly progress (AYP) on the 2012 FCAT Reading by at least 2% or better in each category.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% of students were reading at or above grade level.	50% students will read at or above grade level

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application during the Push/Pull Out Model	Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category. Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging	Administration, Teachers and Reading Coach	Following the FCIM model, Reading Coach, LLT an classroom teachers will review assessment data weekly to ensure progress in this reporting category	Formative: District Baseline, Fall, winter Interim assessments, teacher-generated classroom assessments, reports from FCAT Explorer. Summative: 2013 FCAT Reading
2	Making all subgroups proficient in Reading	Enroll students in a reading intervention course with highly qualified instructors that have taught intensive reading interventions, such as pull outs by the Reading Coach who will administer differentiated time and resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. Reading comprehension and vocabulary strategies will be integrated in all Intensive courses. Rubrics, graphic organizers and metacognitive	Language Arts Teachers, Department Heads, Administrators	be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. FCAT Test maker will be used to assess comprehension and mechanic skills; Summative evaluation will be conducted as part of the 2011 FCAT. FAIR; Simulated FCAT reading performance items; Benchmark Assessment	FAIR; Simulated FCATreading performance items; Benchmark Assessment Data;and 2011-2012 FCAT Assessment; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum

				Data; and 2010-2011 Students will continuously be monitored for improvement and proficiency; students will complete FCAT Assessment; CRISS strategies; Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across	

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:	68%(17)/66%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Math assessment indicate that 68% of (SWD) students are not making progress.	Our goal for the 2012-2013 school year is to decrease the percentage of students not achieving proficiency by 2

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Making more that 50% of all subgroups proficient in reading	Enroll students in a reading intervention course with highly qualified instructors that have taught intensive classes. Provide specific reading interventions, such as pull outs by the Reading Coach who will administer differentiated time and resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. The assessment data from Florida Oral Reading Fluency and the Maze. Reading comprehension and vocabulary strategies will be integrated in all Intensive courses. Rubrics, graphic organizers and metacognitive strategies will be addressed on the Instructional Focus Calendars will be provided to the reading teachers	Language Arts Teachers, Department Heads, Administrators and Curriculum Specialist.	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. FCAT Test Maker will be used to assess comprehension and mechanic skills; Summative evaluation will be conducted as part of the 2011 FCAT. FAIR; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; Accelerated Reading Software	FAIR; Simulated FCATreading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum
	In 6th grade, reporting category 3, geometry and measurement needs improvement	Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers,	Administration, Teachers and Reading Coach	Following the FCIM model, Reading Coach, LLT an classroom teachers will review assessment data weekly to ensure progress in this	Formative: Mini-BATs in Fall and Winter, Reports from FCAT Explorer

2		summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category. Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging.		reporting category. SWD students not making progress as determined by evaluation tools will receive RtI.	Summative: 2013 FCAT Reading
3	In 6th grade, reporting category 3, geometry and measurement needs improvement	Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category. Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging.	Administration, Teachers and Reading Coach	Following the FCIM model, Reading Coach, LLT an classroom teachers will review assessment data weekly to ensure progress in this reporting category. SWD students not making progress as determined by evaluation tools will receive RtI.	Formative: Mini-BATs in Fall and Winter, Reports from FCAT Explorer Summative: 2013 FCAT Reading

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom	Administration, Teachers and Reading Coach	Following the FCIM model, Reading Coach, LLT an classroom teachers will review assessment data weekly to ensure progress in this reporting category. Economically Disadvantaged students not making progress as determined by evaluation tools will receive RtI.	Formative: Mini-BATs in Fall and Winter, Reports from FCAT Explorer Summative: 2013 FCAT Reading

		textbooks to teach and assess this reporting category. Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging			

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
RTI Interventions	6-8	Reading Coaches at school sites	Middle School Reading, Language Arts and Social Science Teachers	Early Release	Classroom Walkthroughs, PD follow up activities	Administration and Curriculum Coaches
Training in Achieve 3000	6-8	Reading Coaches at school sites	Middle School Reading, Language Arts and Social Science Teachers	Early Release/ Teacher Planning Days	Classroom Walkthroughs, PD follow up activities	Administration, RTI Team and Curriculum Coaches
Building Assessments and student motivation	6-8	Curriculum Specialist	Middle School Reading, Language Arts and Social Science Teachers	Early Release/ Teacher Planning Days	Observations and presence in lesson plans	Administration; Curriculum and reading specialist

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
RTI Interventions-Achieve 3000	Computer Based Program	Operation	$15,000.00
			Subtotal: $15,000.00
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: $15,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 27%.

2012 Current Percent of Students Proficient in listening/speaking:

The results of the 2012 CELLA Listening/Speaking assessment indicate that 25% of students are proficient.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, summaries, cause/effect charts on a daily basis Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category	Administration, Teachers and Reading Coach	Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category	Formative: CELLA in Fall and Winter, reports from FCAT Explorer Summative: 2013 FCAT Reading

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

2. Students scoring proficient in reading. CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	
Problem-Solving Process to Increase Student Achievement	

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

CELLA Budget:

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

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:	49%(151)/51% (158)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Math assessments indicate that 49% of students achieved proficiency (309 students tested).	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 51%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>The area of deficiency as noted on the 2012 administration of the Mathematics: R eporting category 3, geometry and measurement needs improvement</td>
<td>a.1. Emphasize on Geometry Strategies of measurements. cause/effect charts on a daily basis

Teachers will use available test-prep materials, CRISS for Math strategies, and classroom textbooks to teach and assess this reporting category.</td>
<td>1a.1. Administration, Teachers and Mathematics Coach</td>
<td>1a.1. Following the FCIM model, Math Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category</td>
<td>1a.1. Formative: Mini-BATs in Fall and Winter, reports from FCAT Explorer FAIR Testing Summative: 2013 FCAT Mathematics</td>
</tr>
<tr>
<td>2</td>
<td>The anticipated barrier is having the students show growth within all levels.</td>
<td>1. Administer diagnostic pre and post-test to evaluate learning gains. 2. Teachers will assess the student's achievement of higher cognitive skills that are in coordination to the Standards. 3. Publisher and teacher created quizzes and tests to monitor progress.</td>
<td>Administration, Teachers and Mathematics Coach</td>
<td>Analyzing data generated from pre and post-tests 2. Differentiated instruction, Provide continual training on the 8-Step Continuous Improvement Model, Provide training to all teachers in Creating Independence through student –owned Strategies (CRISS) , New teachers will receive continuous mentoring throughout their first year of teaching; Online staff development courses sponsored by Broward County Public Schools</td>
<td>1. 8-Step Continuous Improvement Model Formative: Mini-BATs in Fall and Winter, reports from FCAT Explorer FAIR Testing Summative: 2013 FCAT Mathematics</td>
</tr>
</table>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 16%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Math assessments indicate that 14% of students achieved levels 4 or 5 (309 students tested).	14%(43)/16%(49)

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 anticipated barrier is having the students show growth within all levels.	1. Administer diagnostic pre and post-test to evaluate learning gains. 2. Teachers will assess the student's achievement of higher cognitive skills that are in coordination to the Standards. 3. Publisher and teacher created quizzes and tests to monitor progress. 4. 2012 Math Fcat will be disaggregated by the administration and Leadership Council members to determine effectiveness.	Teachers and Administration	1. Analyzing data generated from pre and post-tests 2. Differentiated instruction, Provide continual training on the 8-Step Continuous Improvement Model, Provide training to all teachers in Creating Independence through student –owned Strategies (CRISS) , New teachers will receive continuous mentoring throughout their first year of teaching; Online staff development courses sponsored by Broward County Public Schools	1. 8-Step Continuous Improvement Model 2. Mini Assessment data 3. Benchmark Assessment data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 62%

2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Math assessments indicate that 60% of students achieved learning gains (309 students tested).	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 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
1	The anticipated barrier is having the kids show growth within all levels.	Publisher and teacher created quizzes and tests to monitor progress.	Teachers and Administration	1. Analyzing data generated from pre and post-tests 2. Differentiated instruction, Provide continual training on the 8-Step Continuous Improvement Model, Provide training to all teachers in Creating Independence through student –owned Strategies (CRISS) , New teachers will receive continuous mentoring throughout their first year of teaching; Online staff development courses sponsored by Broward County Public Schools	I-Observation results.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 62%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Math assessments indicate that 60% of low 25% students achieved learning gains (309 students tested).	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 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
No Data Submitted				

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 : By 2017, school will reduce percentage of non-proficient students in Math to 25%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%(158) Non-p	45% (139) Non-	40% (123) Non-	35% (108) Non-	30% (93) Non-p	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our goal for the 2012-2013 school year is to decrease the percentage of students not achieving proficiency by 2 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:

The results of the 2012 FCAT 2.0 Math assessment indicate that 51% of students are not making progress.		Our goal for the 2012-2013 school year is to decrease the percentage of students not achieving proficiency by 2 percentage points		

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 anticipated barrier is having the students show growth within all levels.	1. Administer diagnostic pre and post-test to evaluate learning gains. 2. Teachers will assess the student's achievement of higher cognitive skills that are in coordination to the Sunshine State Standards. 3. Publisher and teacher created quizzes and tests to monitor progress. 4. 2012 Fcat will be disaggregated by the administration and Leadership Council members to determine effectiveness.	Teachers and Administration	1. Analyzing data generated from pre and post-tests 2. Differentiated instruction, Provide continual training on the 8-Step Continuous Improvement Model, Provide training to all math teachers	1. 8-Step Continuous Improvement Model 2. BAT Data result 3. FCAT data

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:	Our goal for the 2012-2013 school year is to decrease the percentage of (ELL) students not achieving proficiency by 2 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Math assessment indicate that 25% of (ELL) students are not making progress.	Our goal for the 2012-2013 school year is to decrease the percentage of (ELL) students not achieving proficiency by 2 percentage points to 23%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is having the students show growth within all levels.	1. Administer diagnostic pre and post-test to evaluate learning gains. 2. Teachers will assess the student's achievement of higher cognitive skills that are in coordination to the Standards. 3. Publisher and teacher created quizzes	Teachers and Administration	1. Analyzing data generated from pre and post-tests 2. Differentiated instruction, Provide continual training on the 8-Step Continuous Improvement Model, Provide training to all teachers in Creating Independence through student –owned Strategies (CRISS) , New teachers will	Mini-Assessments Pre and Post test data

		and tests to monitor progress.		receive continuous mentoring throughout their first year of teaching; Online staff development courses sponsored by Broward County Public Schools	

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:	Our goal for the 2012-2013 school year is to decrease the percentage of students not achieving proficiency by 2
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Math assessment indicate that 68% of (SWD) students are not making progress.	Our goal for the 2012-2013 school year is to decrease the percentage of students not achieving proficiency by 2

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>The anticipated barrier is having the kids show growth within all levels.</td><td>2012 math Fcat will be disaggregated by the administration and Leadership Council members to determine effectiveness.</td><td>Teachers and Administration</td><td>1. Analyzing data generated from pre and post-tests
2. Differentiated instruction, Provide continual training on the 8-Step Continuous Improvement Model</td><td>Assessments and I Observation data</td></tr>
</table>

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Our goal for the 2012-2013 school year is to decrease the percentage of Economically Disadvantaged students not achieving proficiency by 2 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Math assessment indicate that 54% of Economically Disadvantaged students are not making progress.	Our goal for the 2012-2013 school year is to decrease the percentage of Economically Disadvantaged students not achieving proficiency by 2 percentage points to 52%.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>The anticipated barrier is having the kids show growth within all levels.</td><td>1. Administer diagnostic pre and post-test to evaluate learning gains.
2. Teachers will assess the student's achievement of higher cognitive skills that are in coordination to the Standards.</td><td>Teachers and Administration</td><td>1. Analyzing data generated from pre and post-tests
2. Differentiated instruction, Provide continual training on the 8-Step Continuous Improvement Model, Provide training to all teachers in Creating Independence through student –owned</td><td>I- Observation findings</td></tr>
</table>

| | | | | Strategies (CRISS) , New teachers will receive continuous mentoring throughout their first year of teaching; Online staff development courses sponsored by Broward County Public Schools | |

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:	91%/93%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Algebra EOC assessment indicate that 91 % of students are proficient	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 93%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results from the 2012 administration of the Algebra EOC indicate Polynomials is an area of concern, with most students answering less than 30% of the questions correctly	Provide students with more practice in using graphing technology to graph, solve, and interpret quadratic equations; Provide students with more practice using quadratic equations to solve real-world problems; Provide inductive reasoning strategies that include discovery learning activities; Honor student learning styles through an instructional model that embraces diversity and the brain's	1.1. Administrations and Instructional Coach	1.1. Following the FCIM model, teachers and coaches will meet to discuss lesson plans and data from classroom assessments and BAT to determine effectiveness of strategy	.1. Formative: Classroom Assessments, BAT data, Summative: Algebra EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	45%/47%
2012 Current Level of Performance:	2013 Expected Level of Performance:

On the 2012 Administration of the Algebra EOC, 45% of students scored level 3.	In 2013, the school will increase this level to 47%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Mathematics: Reporting category 3, linear equations needs improvement.	Emphasize on linear equations Strategies on a daily basis.	Administration, Teachers and Mathematics Coach	Following the FCIM model, Math Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category1a.1.	Formative: Mini-BATs in Fall and Winter, reports from FCAT Explorer FAIR Testing Summative: 2013 FCAT Mathematics

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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
IXL Training	6-8	Curriculum Coaches and Administration Team	Middle School Math Teachers	Early Release Teachers Planning Days	Weekly Team meeting, and Weekly Data chats with coaches	Math Coaches, Team Leader
Carnegie Training	6-8	Curriculum Coaches and Administration Team	Middle School Math Teachers	Early Release Teachers Planning Days	Weekly Team meeting, and Weekly Data chats with coaches	Math Coaches, Team Leader and Administration

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

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:	31% (24)/ 33% (29)
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 administration of FCAT 2.0 Science, 31% of 89 students tested achieved proficiency.	Our goal in 2013 is to increase proficiency by 2% to 33%.

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

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Science into the Curriculum	6-12	Curriculum Coaches	Teachers	Early Release/ Teachers Planning	Classroom visits and PLC follow ups	Curriculum Coaches and Team Leaders

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:	An analysis of the 2012 FCAT Writing test indicates that 87% of students in tenth grade achieved a level 3 or above. Our current goal is to increase the percentage of students achieving at least a level 3 or above on the 2013 FCAT Writing by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 administration of FCAT Writes, 87% of students achieved proficiency.	87% (77)/89%(79)

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	Unannounced changes at the state level regarding the scoring of FCAT Writes may impact student achievement.	Administration will monitor changes to scoring in FCAT Writes that are announced at the state level and adjust instruction accordingly.	Assistant Principal	FCAT Writes 2013	Bi-Monthly Assessments/ Pre and Post Test Writing Samples
2	Continue to improve our students writing	1. Incorporate CRISS and writing throughout content areas including strategies specific to each Subgroup. 2. Use 6+1 Writing Method 3. Provide coaching and mentoring in monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains and showing the students what a 1, 2,	Administration and Teachers	1. Teachers are offered CRISS training provided by a Broward County certified instructor. 2. Professional Development workshops will be given explain the 6+1 writing method 3. Professional Development workshops will also be given by our reading coach to explain specific strategies to be implemented in the classroom.	1. Provide weekly assessment using District prompts to monitor students' progress. 2. Writing as a communication skill will be emphasized throughout the school year. 3. Conduct monthly writing assessment through language arts classes in all grades.

		3, 4, 5, & 6 essay looks like. Incorporated the use of grammar for writing workbooks to improve syntax and clarity in writing.			

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

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

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

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

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

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Somerset Central will increase the attendance rate by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

96%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
12%	11%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
11%	10%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students and getting parental support	Advertise the importance of attendance to all stakeholders by parent link. Meet with the attendance committee on a quarterly basis so that we can go over and meet with individual offenders.	Attendance Committee	Weekly committee meeting and report analysis	Terms, School Check in, Data analysis

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our suspension amounts for the year 2012-2013 will decrease by 5%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
36%	31%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
36%	31%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6%	2%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6%	2%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not reporting or following the progressive discipline plan	Closely monitoring referrals and discipline issues. Detentions and Saturday detentions will be issued	Administration, Disciplinarian	Quarterly reviews discipline data	Suspension records

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The parents sign a contract that requires them to complete 30 hours of volunteer service through out the school year. Opportunities are outlined in the PIP as parents get hours for attending meetings. Our goal is to increase the number we currently have to 95%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
89% (64) of the parents completed required hours of	95% (68) will complete the required volunteer hours

parental involvement at the school.	parental involvement at the school.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective communication and use of parent portal	Advertise events on parent link and School Notes will be updated weekly.	Administration, Leadership Counsel, Teachers,	Research studies show that consistent involvement by parents and other influential stakeholders is an essential element in education.	participation will be self evident at school activities and functions. The school's climate survey will be used to evaluate interventions, parental opinions and Perceptions. 80% of parents will access the parent portal.

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

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:	

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	. Reporting Category 1, Nature of Science needs the most improvement, with less than 50% correct	Our faculty will deliver inquiry-based instruction challenging students to solve real world problems and develop critical thinking skills.	Science Team leader, Curriculum Coach and Administration	Administration team will review the results of school site assessment data to monitor student progress.	Formative: School site biweekly assessments. Summative: 2012 FCAT.

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:	

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						

CTE Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	RTI Interventions-Achieve 3000	Computer Based Program	Operation	$15,000.00
				Subtotal: $15,000.00
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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $15,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority	☐ Focus	☐ Prevent	☐ NA

Are you a reward school: ☐ Yes ☐ No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	52%	90%	49%	265	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	79%	63%			142	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?	77% (YES)	60% (YES)			137	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					544	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

No Data Found