FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DOWNTOWN MIAMI CHARTER SCHOOL

District Name: Dade

Principal: Rebecca Dinda/ Board Chair Matt Gorson

SAC Chair: Mr. Michael Lupton

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/17/2012

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	Rebecca Dinda	B.S. Criminal Justice & Psychology M.S. Education Counselor Sixth Year Professional Diploma of Advanced Studies in Education Leadership (Specialist) Certification(s) Guidance and Counseling K-12 Educational Leadership K-12	2	5	'12 '11 '09 '08 '07 School Grade A A C C F AMO No, Yes, No, No, No High Standards Rdg. 49%, 93%, 49%, 44%, 43% High Standards Math 50%, 92%, 50%, 46%, 29% Lrng. Gains-Rdg. 77%, 76%, 64%, 54%, 51% Lrng. Gains-Math 74%, 73%, 56%, 60%, 47% Gains lowest 25%-Rdg. 89%, 79%, 55%, 65%, 46% Gains lowest 25%-Math 86%, 88%, 61%, 69%, 57%
					'12 '11'10'09'08 School Grade A, B, A, A, B

Assis Principal	Mr. Michael Lupton	B.S. Physical Education K-12 – Barry University M.S. Higher Education Administration – Barry University	3	3	AMO No, Yes, No, Yes, No High Standards Rdg. 49%, 54%, 83%, 73%, 79%, High Standards Math 50%, 63% , 44%, 65%, 74% Lrng Gains-Rdg. 77%, 59%, 62%, 67%, 72% Lrng Gains Math - 74%, 76%, 41%, 65%, 57% Gains lowest 25%-Rdg 89%, 74%, 61%, 52%, 60% Gains lowest 25%-Math 6%, 81%, 25%, 50%, 69%

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)
Math/Science Coach	Ms. Delilah Stroup	B.S. Business Management M.S. Elementary Education, ESOL Endorsement - Barry University Certification(s) Elementary Education, ESOL	5	2	'12'11 '10 '09 School Grade B B D C AMO No, No, No, No High Standards Rdg. 49%, 54%, 53%, 49%, High Standards Math 50%, 63%, 54%, 50% Lrng. Gains-Rdg. 77%, 59%, 62%, 64% Lng. Gains-Math 74%, 76%, 41%, 56%, Gains lowest 25%-Rdg. 89%, 76%, 41%, 55% Gains lowest 25%-Math 86%, 81%, 50%, 61% *08, 07 Not in teaching field
Teacher on Assignment	Berna Ruiz	B.S. Elementary Education K-6 with ESOL Endorsement – Barry University Certification(s) Elementary Education, ESOL	8	2	'12'11 '10 '09 '08 School Grade B B D C C AMO No, No, No, No, No High Standards Rdg. 49%, 54%, 53%, 49%, 44% High Standards Math 50%, 63%, 54%, 50%, 46%, Lrng. Gains-Rdg. 74%, 59%, 62%, 64%, 54% Lrng. Gains-Math 89%, 76%, 41%, 56%, 60% Gains lowest 25%-Rdg. 89%, 76%, 41%, 55%, 65% Gains lowest 25%-Math 86%, 81%, 50%, 61%, 69%

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. Interview Committee 2. Adaptive Virtual Edge Program 3. Model Lesson 4. New Teacher Orientation Program incorporating professional development in effective use of research based instructional strategies, classroom management, human resources related topics, incorporating technology and implementing its use effectively 5. Teacher Leader Community Program – ongoing professional development in the mastery of all professional competencies	Ms. Rebecca Dinda, , Mr. Michael Lupton, Corporate Office Ms. Rebecca Dinda, Mr. Michael Lupton, Mr. Brian Gruger, Corporate Office Ms. Rebecca Dinda, Mr. Michael Lupton CSUSA East Coast Principals, Ms. Kathryn Gillespie, Education Team, CSUSA Ms. Cheryl	Ongoing 3/1/12 – 9/1/12 Ongoing 6/11/11 – 5/30/12 Ongoing 6/11/11 – 5/30/12 August 6- 8, 2012 Monthly Sessions until May, 2013	

		Oglesby		

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
43% (16)	Waivers Completed Monthly Professional Development Co-teaching Opportunities Teacher to Teacher Observation Schedule Weekly Best Practices Shared at each Faculty Meetings Assigned Mentors Daily Classroom Observations Daily Team Planning Schedules Weekly Administration Data Chats TLC

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
37	8.1%(3)	51.4%(19)	29.7%(11)	10.8%(4)	29.7%(11)	75.7%(28)	5.4%(2)	0.0%(0)	43.2%(16)

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
Delilah Stroup	Michelle Alamo	Grade Level & Subject	Weekly meetings providing training and feedback on walk-throughs related to classroom observations and data collection
Irma Morel	Crystal Howell	Grade Level & Subject	Weekly meetings providing training and feedback on walk-throughs related to classroom observations and data collection
Obie Duren	Sophia Henderson	Grade Level & Subject	Weekly meetings providing training and feedback on walk-throughs related to classroom observations and data collection
Sara Militello	Rachel Hughie and Chanel Peart	Grade Level & Subject	Weekly meetings providing training and feedback on walk-throughs related to classroom observations and data collection
	Michelle		Weekly meetings providing training and

Berna Ruiz	Wasserman and Carla Vasquez	Grade Level & Subject	feedback on walk-throughs related to classroom observations and data collection
Juliana Vazquez	Rachel Page & Rudy Castillo	Grade Level & Subject	Weekly meetings providing training and feedback on walk-throughs related to classroom observations and data collection
Megan Walsh	Heather Haley	Grade Level & Subject	Weekly meetings providing training and feedback on walk-throughs related to classroom observations and data collection

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A – Title I funding will be utilized to hire additional staff members that are not allocated in our annual budget, which include a Math-Science Coach, Community Involvement Specialist, and two instructional assistants. Services are provided to ensure students requiring additional remediation and instruction in Literacy, Math and Science. The Math-Science Coach develops, leads and evaluates school core content standards/programs; She identifies and analyzes existing literature on scientifically based curriculum assessments and intervention approaches. She assists with the design and implementation of progress monitoring, data collection and data analysis of the Envision assessments and Charter Schools USA benchmark testing. She participates in the design and delivery of professional development for the staff. The Community Involvement Specialist, Miranda Bastian, provides parental support, maintains communication, arranges parent workshops, and performs home visits. She designs and manages an array of parental services including special support services to special needs populations such as homeless and neglected or delinquent students. She maintains a Parent Resource Center that provides parents with resources on parenting, referrals for outside services and access to the internet and DMCS' Student Information System (SIS).

Title I, Part C- Migrant

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

Title I, Part D

Title II

Title III

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

• The STRIVE 65 Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and our school counselor. Red Ribbon Week is celebrated each week to remind students to make healthy, non-violent choices.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors is also a component of this program.
• School Counselor focused on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
The school participates the Miami Dade Youth Crime Watch Program and the National Watch Dogs Program. The school also has a comprehension RTI Behavior Plan for students who are at risk and need additional support. Some components of the program are participating improvement programs such as "Boys to Men" and "Ladies of Distinction," check in and check out support and Operation Backpack

Nutrition Programs

Nutrition Programs – National School Lunch Program is utilized at Downtown Miami Charter School
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy
2) Nutrition Education, as per state statute, is taught through physical education
3) The School Food Services Program, school breakfast, school lunch, and aftercare snacks, follows the healthy food and beverage guidelines as adopted in the District's Wellness Policy.

Housing Programs

Head Start

N/A

Adult Education

Career and Technical Education

Job Training

Other

Other – Involve parents in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center or parent are 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 schools Title I School-parent Compact; Our school's Title I parental involvement plan; scheduling the Title I annual meeting 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' schedules. This impacts 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 Parent/Family Survey, distributed to schools by the Title I Administration, is to be completed by parents/families annually in

May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

The school also has ongoing partnerships with Community Smiles to provide oral healthcare to families who can't afford it, Miami Lighthouse to provide vision support and participates in a bi-annual Community Health Fair with Overtown Youth Center.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Assistant Principal
Teachers on Assignment-Reading/LA
Guidance Counselor
Math/Science Coach
Classroom Teachers

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 MTSS meets on a weekly basis on Friday mornings and to review weekly data and discuss overall implementation of the RtI Plan. Data that is reviewed is weekly observations of teachers, students and student data for students who performed below proficiency in 2011-2012 or are predicting to score below proficiency. This team also reviews our RtI model and ensures that students are being pulled for small group instruction and are attending our extended day program. Lastly, this team discusses all students who are not making progress with the RtI interventions. We follow the MTSS model by defining the specific problem students are having, analyze why it is occurring, brainstorm our plan and evaluation the effectiveness of our plan.

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 roles of the school-based MTSS leadership team in the development and implementation of the school improvement plan is that the Principal, Assistant Principal, School Counselor, Teachers on Assignment and Math/Science coach are the facilitators of the Data Summit where the previous year's data is reviewed and actions are decided upon by the stakeholders. The team also participates in professional development to ensure that DMCS is using the most effective strategies to help students catch up to grade level. Since we are small school all MTSS/MTSS/RtI Team members other than the Dean serve on the EESAC Team as well, where on a monthly basis we review overall school data and determine additional actions that will be implemented to help our students reach their goals. Each year the team updates the RtI Action Plan to ensure that students are provided with appropriate interventions that meet their needs.

The MTSS/RtI problem-solving process is used in developing and implementing the SIP by first analyzing overall student data and then during weekly chats having teachers analyze individual student data of those students who are below grade level. During the school wide process the looks at the impact of the interventions and which ones had the greatest impact on student achievement based on benchmark scores and FCAT/SAT-10/FAIR. After each benchmark we reevaluate the increase students are making and change of specific groups are not making progress.

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.

Reading -FAIR, Weekly IFP Assessments, Specific Intervention Assessments (Soar to Success, Corrective Reading, Reading Mastery & Voyager) & Discovery Benchmark
Math- Weekly IFP Assessments, Envision Assessments, Number Worlds Assessments & Discovery Assessments
Science- Weekly Assessments & Discovery Benchmark Assessments
Writing-Monthly Writing Prompts
Behavior- The Scholar Program- weekly review of their scholar points

Specific data will be collected and evaluated using FAIR recorded on PMRN, FCAT, CSUSA Discovery Benchmark testing quarterly, and SAT-10. Testing will take place as scheduled by the district or state for FAIR, SAT-10 and FCAT. All other testing

will take place on an ongoing basis throughout the year.

The PMRN class reports and CSUSA Student Information System reports will provide the RtI leadership team and all instructional staff with data to drive instruction and monitor student progress. Every 20 instructional days, general education teachers will meet individually with the Teachers on Assignments-Reading/LA to review ongoing progress monitoring data and plan further instruction. General education teachers will maintain a data binder including class reports and progress monitoring reports from PMRN and SIS monitored by the instructional coaches during data conferences.

Describe the plan to train staff on MTSS.

Our staff continuously participates in District and CSUSA Professional development around instructional strategies and RtI. The Distict School Psychologist holds training to provide the team with updates to processes and expectations.

Describe the plan to support MTSS.

The plan to support MTSS at DMCS is to ensure that time is given to the MTSS to analyze data and make necessary changes. Additionally, to inspect weekly overseeing the plan for students who are not making adequate process despite the RtI interventions.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Ms. Rebecca Dinda - Principal
Mr. Michael Lupton – Assistant Principal
Ms. Berna Ruiz – Teachers on Assignment – Curriculum
Grade Level Chairs, K-6

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

Chairperson- Cultivate the vision for increased school wide literacy across all content areas. Ensure implementation of approved reading program by meeting with Teachers on Assignments-Reading/LA weekly to consider student assessment data, discuss classroom observational data, IFC results/plan and professional development needs. The Chairperson will meet regularly with the Teacher on Assignment-Reading/LA to collaborate about the needs of teachers and students. Monitor collection and utilization of assessment data, including progress monitoring data (FAIR assessments) Benchmark assessment data, and observational data.

Teacher on Assignment- Reading/LA - to provide support and guidance in the area of curriculum and instruction by reviewing lesson plans, develops, leads, and evaluates school core content standards, identifies systematic patterns of student needs while working identifying researched based instructional strategies to share with teachers, assists with screening of "at risk" students, analyzes data, implement progress monitoring and collection of data, assist in the delivery of professional development involving research based reading strategies and skills. Teacher on Assignment will oversee all pull-out remediation/enrichment programs to ensure students are provided with small group instruction based on their Tier intervention plan and needs.

Grade Level Chairs- provide information about core instruction on each grade level, participate in student data collection, delivers instruction for all levels of students using research based instructional strategies. The Grade level chairs will meet with the LLT five times per year, at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. The Grade Level chairs will work in collaboration with the LLT to analyze data and establish appropriate interventions for all learners.

The Leadership Team will focus meetings around a problem solving model to provide a rigorous educational programming to support all learners. The Team will meet once a month to review school wide data to evaluate Tier 1 instruction and review progress monitoring data at each grade and classroom level and to determine where support is needed for professional development, resources, and instruction.

Using data from the Florida Assessments for Instruction in Reading (FAIR) and internal benchmark assessments, the LLT will determine Tier 2 and Tier 3 students. The LLT will coordinate with the parents and general education teachers of identified students to create a progress monitoring plan (PMP). The Teacher on Assignment-Reading/LA will provide support and accountability of ongoing progress monitoring assessments administered by the general education teacher. Based on student progress, the LLT will determine what resources, instruction and professional development are still needed.

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

The LLT will develop the IFP (Instructional Focus Program) using state assessment results, and benchmark data. School wide teacher and student goals will be established. The IFPs will be updated quarterly based upon benchmark tests which occur in September, October, January, and May during meetings with grade levels and school leadership team.
The LLT will assist the corporate team in developing curriculum maps which correlate lessons to the NGSS and Common Core. These curriculum maps are followed throughout the year in every grade level and subject. They drive the instructional programs. Our school has adopted the research based strategy of increased instructional minutes. As such, the LLT will work to provide a framework for intensive school wide instruction and intervention in reading during the school wide Learning Team designated daily time of remediation. The main objective is to increase rigor of text complexity in all literacy programs, provide students with more access to fiction and non-fiction literature through classroom libraries and regular visits to school/public libraries.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Once parents decide they will be attending our school, they are invited to three transition training sessions where teachers and administration teach parents K readiness skills and are provided with the K Readiness checklist. Parents are trained with research based strategies to help students in building foundation Math and Reading skills through hands-on practice of the skills. This year K Transition Session are June 22, July 6 & 25:
K Readiness Screening is used prior to the beginning of the school year to provide data on student class placement and individualizing student needs. Based on the data students are grouped for pull-out support. Preschool information that is located in the student cumulative record is analyzed by Kindergarten teachers. Ongoing school activities include teachers giving parents specific strategies and ideas to support children at home with fostering the love of reading and practicing math skills and facts. The Title One Community Involvement Specialist/Teams will organize monthly parent curriculum sessions to provide resources to parents to support learning at home. All Kindergarten parents and students are invited to a New Parent Orientation and Parent – Student Orientation before school begins. During the third week of school, parents are invited to a Title One Orientation and an Open House. All Kindergarten students follow curriculum that is aligned with the Common Core Standards. These resources are available to all parents of prospective Kindergarten students via the Florida Department of Education website.. All kindergarten students take the benchmark assessment four times throughout the year as a progress monitoring tool of their mastery of standards. In addition, Kindergarten students also take FLKRS & FAIR assessments along with various formative assessments throughout the year and SAT-10 in April. Teachers use guided reading groups daily and have an Instructional Focus Program based on student needs.

*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 Instructional Coaches support each teacher create an Instructional Focus Program to support reading across the content areas. The Instructional Focus Program has defined a specific metacognitive reading strategy and FCAT 2.0 content cluster skill to be taught during all content areas. The IFP strategies and skills will be delivered by using non-fiction reading passages provided by the coaches on a weekly basis. Teachers will utilize the passage provided to model think alouds to teach the strategies. The goal is to then move into the content area text using the strategy and skills to help students better comprehend the content area text. The intended duration of each reading strategy/skill on the IFP will last 2-3 weeks until student mastery has been reached. The instructional coaches will provide support on an ongoing basis, as well as, modeling of lessons. Each Friday students who have mastered the IFP are recognized and acknowledged for their accomplishment.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 26% of students achieved a Level 3. Our goal for the 2012-2013 school year is to increase level 3 students by 2 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(90)	28%(96)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reading Application, Reporting Category 2	Daily Guided Reading Groups and Centers where students will have guided practice with Reading Application. Daily explicit instruction in interactive notebooks note taking skills. Use of "summarize frames"	MTSS/RtI and Leadership Team	Analysis of Formative Assessment through weekly data chats with CSS and School Administration	Summative: 2013 Reading FCAT Formative Discovery Standards Assessments based on the IFC Benchmark Assessment
2	The area of deficiency as noted on the 2012 administration of FCAT 2.0 Reading was Reporting Category 4- Information Text.	Daily explicit instruction in interactive notebooks note taking skills. Use of "summarize frames"	MTSS/RtI and Leadership Team	Analysis of Formative Assessment through weekly data chats with CSS and School Administration	Summative: 2013 Reading FCAT Formative Discovery Standards Assessments based on the IFC Benchmark Assessment t
3	The area of deficiency as noted on the 2012 administration of FCAT 2.0 Reading was Category 3 Literary Analysis/Fiction Non-Fiction	Daily use of reader response journals. "Focus Units" through Imagine It reading series. Literary Circles during Centers daily rotations.	MTSS/RtI and Leadership Team	Analysis of Formative Assessment through weekly data chats with CSS and School Administration	Summative: 2013 Reading FCAT Formative Discovery Standards Assessments based on the IFC Benchmark Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	

Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 23% of students achieved a Level 4 or Level 5. Our goal for the 2012-2013 school year is to increase level 4 or 5 students by 1 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (79)	24% (83)

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	Differentiating instruction to ensure continued growth and due to fewer students who are at high levels, ensure they are being challenged.	Use of Technology Lab to develop the use of various computer programs to ensure continuous growth. Literature Circles with complex reading text (two plus years about grade level) Novel Group Studies	Literacy and Leadership Teams	Analysis of Formative Assessment through weekly data chats with CSS and School Administration	Summative: 2013 Reading FCAT Formative Discovery Standards Assessments based on the IFC Benchmark Assessment

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate 77% of students achieved a learning gain in Reading. Our goal for the 2012-2013 school year is to increase students achieving a learning gain students by 5 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(184)	82%(196)

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: Reading Application and Literary Analysis Ability to provide intervention and extended day opportunities to ALL students making gains.	Differentiated Reading Learning Team time from 8:00-8:40-all students have thirty five extra minutes of reading per day based on their needs Corrective Reading, SOAR to Success Reading Plus Novel Studies Building Academic Vocabulary with Science/Social Studies Words Flocabulary.	MTSS/RtI and Leadership Team	Quarterly analysis of formative data in data chats with CSS and School Administration	FAIR and Discovery Benchmark Assessment Summative: 2013 Reading FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement				

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 89% of students achieved learning gains. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (53)	94% (56)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reporting Category: Reading Application and Literary Analysis Students who are increasingly below grade level year after year .	Intervention: Voyager 120 min/day Increase of reading instructional minutes through mandatory participation in extended day and Saturday programs Breakaway Learning- 8 weeks	MTSS/RtI and Leadership Team	Teacher administers and analyze progress through progress monitoring tools	FAIR and Discovery Benchmark Assessment Summative: 2013 FCAT 2.0 Reading

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	62%	66%	69%	73%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 42% of Black students made satisfactory progress. Our goal for the 2012-2013 school year is to increase Black student who have made satisfactory progress by 4 percentage points The results of the 2012 FCAT 2.0 Reading Test indicate that 60% of Hispanic students made satisfactory progress.

	Our goal for the 2012-2013 school year is to increase Hispanic student who have made satisfactory progress by 5 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: 42% (91) Hispanic: 60% (67)	Black: 46% (100) Hispanic: 65% (72)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Reading Test, Black and Hispanic Students subgroups did meet satisfactory progress. Differentiated intervention programming has been an obstacle. Reporting Category: Reading Application and Literary Analysis	Continue utilizing data to identify Tier 1, 2 and 3 students and provide them with appropriate intervention and technology programming.	MTSS/RtI and Leadership Team	Quarterly analysis of formative data in data chats with CSS and School Administration	FAIR and Discovery Benchmark Assessment Summative: 2013 Reading FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 50% of ELL students made satisfactory progress. Our goal for the 2012-2013 school year is to increase ELL students who have made satisfactory progress by 2 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (19)	52% (19)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Reading Test, ELL Student subgroups did meet satisfactory progress. Differentiated intervention programming has been an obstacle. Reporting Category: Reading Application and Literary Analysis	Continue utilizing data to identify Tier 1, 2 and 3 students and provide them with appropriate intervention and technology programming	MTSS/RtI and Leadership Team	Quarterly analysis of formative data in data chats with CSS and School Administration	FAIR and Discovery Benchmark Assessment Summative: 2013 Reading FCAT 2.0

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:	The results of the 2012 FCAT 2.0 Reading Test indicate that 7% of SWD students made satisfactory progress. Our goal for the 2012-2013 school year is to increase Black student who have made satisfactory progress by 18 percentage points
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	7% (2)	25%(7)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who have been identified as SWD have been through RTI, have been below grade level for a long time and continue to be below grade level.	Continue utilizing data provide them with appropriate intervention and technology programming Small group instruction and extended day instruction	ESE Teacher, Assistant Principal and Principal	Weekly data chats and review of IFP skills	FAIR and Discovery Benchmark Assessment Summative: 2013 Reading FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 48% of ED students made satisfactory progress. Our goal for the 2012-2013 school year is to increase ED student who have made satisfactory progress by 2 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (155)	50% (162)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Reading Test, Economically Disadvantaged subgroup did meet AMO. Differentiated intervention programming has been an obstacle	Utilizing data to identify Tier 1, 2 and 3 students and provide them with appropriate intervention and technology programming.	MTSS/RtI and Leadership Team	Quarterly analysis of formative data in data chats with CSS and School Administration	FAIR and Discovery Benchmark Assessment Summative: 2013 FCAT 2.0 Reading

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
Curriculum Review Building Academic Vocabulary Imagine It-Minute by Minute-Using Imagine IT Intervention Program Trainings Reading Centers/ FCCR Centers Reading Plus Training Progress Monitoring Training Discovery Benchmark Data Analysis FAIR Guided Reading Common Core Training CSUSA Reading Challenge Literature Circles	K-6/Reading/LA K-6/All K-6/Reading/LA K-6/All K-6/Reading/LA 3-6 – Reading /LA K-6/Reading/LA All K-6/Reading/LA K-6/Reading/LA K-6/Reading/LA K-6/Reading/LA K-6/Reading/LA	Ms. Dinda Ms. Ruiz Ms. Ruiz Ms. Ruiz Ms. Ruiz Ms. Ruiz Coaches Ms. Ruiz Ms. Ruiz Ms. Ruiz Ms. Militello & Ms. DiRico Ms. Militello	All-Grade Level Teams All All K-6 Reading Teachers Intervention Teachers K-6/Reading/LA 3-6 – Reading /LA K-6/Reading/LA All K-6/Reading/LA K-6/Reading/LA K-6/Reading/LA K-6/Reading/LA K-6/Reading/LA	Weekly Team Curriculum Meetings Monday, August 13, 2012 Tuesday, August 14, 2012 Thursday, August 16, 2012 Tuesday, November 6, 2012 Tuesday, November 6, 2012 Wednesday, September 26, 2012 Admin Weekly Data Chats-Tuesdays Admin Weekly Data Chats-Tuesdays Tuesday, November 6, 2012 9/17/12, 10/17/12, 1/16/12 and 2/13/2012 Monday, August 13, 2012 Tuesday, November 6, 2012	Review Curriculum Maps and Data during walkthroughs Literacy and Leadership Teams Walkthroughs and Data Literacy and Leadership Teams Classroom Walkthroughs Literacy and Leadership Teams Walkthroughs during Learning Team and Progressing Monitoring Data Literacy and Leadership Teams Walkthroughs and Benchmark Data Literacy and Leadership Teams Data Reports Literacy and Leadership Teams Progress Monitoring Binders Literacy and Leadership Teams Review updated IFC's Literacy and Leadership Teams Review Data Binders Literacy and Leadership Teams Lesson Plans Literacy and Leadership Teams Lesson Plans Literacy and Leadership Teams Reading Challenge Data Literacy and Leadership Teams Data Reports Literacy and Leadership Teams	Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams Literacy and Leadership Teams

Reading Budget:

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Our goal for the 2012-2013 school year is to increase our proficiency in Listening/Speaking by 11%, from 44% to 55%

2012 Current Percent of Students Proficient in listening/speaking:

Total = 44%(43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Test was in kindergarten, 3rd grade and 5th grade for listening/speaking. The most challenging barrier is exposing the student to English outside of school and having the parents more involved with their student progress through the ELL program.	Pairing up ESOL students with non-ESOL students in the classroom to provide more exposure to the language. Teacher Led Groups Modeling Total Physical Response Non-linguistic representations Graphic Organizers Turn and talks Group project based learning Repitition Think Aloud Modeling Guided Practice Independent Practice	ESOL Coordinator and Leadership Team	Analyze CELLA rubrics to provide parent and student feedback based on surveys provided throughout the year Consultation with classroom teachers and during LEP committee meetings to provide verbal feedback Provide opportunities for teachers to partake in ESOL professional development courses	CELLA Scores, LEP Committee meetings Formative: CSUSA Summative: 2013 CELLA

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:	Our goal for the 2012-13 school year is to increase our proficiency in Reading by 13%, from 37% to 50%.

2012 Current Percent of Students Proficient in reading:

Total = 37% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency	Pairing up ESOL	ESOL Coordinator	Analyze CELLA scores	2013 CELLA

| 1 | as noted on the 2012 administration of the CELLA Test was in kindergarten, 3rd grade and 5th grade for Reading

The most challenging barrier is exposing the student to English outside of school through decodables and novels. Parents need to be more involved with their students' progress through the ELL program by providing them opportunities to read the English language through activities in and around their home. | students with non-ESOL students in the classroom to provide more exposure to the language.

Increase Complexity of Text during learning team instruction Jump in reading Choral Reading Building Academic Vocabulary Interactive Notebooks in all subject Interactive Word Walls Story maps and book reports Think Pair Share Flexible Grouping Summarizing Pacing of Lessons Task Cards | and Leadership Team | and parent and student feedback based on surveys provided throughout the year

Grade the book reports and journal entries based on completion and knowledge of the subject

Consultation with classroom teachers and during LEP committee meetings to provide verbal feedback

Provide opportunities for teachers to partake in ESOL professional development courses | Formative: Discovery Educations |

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

| 3. Students scoring proficient in writing.

CELLA Goal #3:	Our goal for the 2012-13 school year is to increase our proficiency in Writing by 9%, from 36% to 45%.

2012 Current Percent of Students Proficient in writing:

36%(35)

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 CELLA Test was in kindergarten, 3rd grade and 6th grade for Writing

The most challenging barrier is exposing the student to writing in English outside of school through computer access and written journals. Parents need to be more involved with their students' progress through the ELL program by providing them opportunities to write in English through activities at home. | Provide book reports and assign journal entries at home which include parent involvement and offer an opportunity for the student to be writing outside of school

Graphic Organizers Illustrating and Labeling in interactive notebooks Four Square Monthly writing prompts Spelling strategies Letter Writing | Leadership Team | Analyze monthly samples of writing and parent and student feedback based on surveys provided throughout the year

Grade the book reports and journal entries based on completion and knowledge of the subject

Consultation with classroom teachers and during LEP committee meetings to provide verbal feedback

Provide opportunities for teachers to partake in ESOL professional development courses

Adjust Instruction as needed | CELLA Scores, LEP Committee meetings

Formative: CSUSA

Summative: 2013 CELLA |

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Words Their Way	Tier 2: Books with Sound Sorts	FTE	$3,020.93
Imagine It Consumables	Core Reading	FTE	$13,450.00
Voyager	Tier 3: Intervention Research Based Program	FTE	$8,527.00
Florida Coach	Core: Instructional Focus Program	FTE	$3,731.00
Break Away Reading Success	Core: Instructional Focus Program	FTE	$2,068.00
Corrective Reading	Tier 3: : Intervention Research Based Program	FTE	$1,875.00
Best Practice in Reading-Common Core	Core: K-2 Instructional Focus Program	FTE	$2,417.58
			Subtotal: $35,089.51

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Plus	A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.	FTE	$6,650.00
Study Island	Common Core and NGSSS Online Practice	FTE	$1,918.25
Learning A-Z	Teacher Resource	FTE	$89.95
			Subtotal: $8,658.20

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
Extended Day and Saturday School	All year long students who are predicting to be below grade level in Reading have the opportunity for extra instruction.	FTE	$75,000.00
			Subtotal: $75,000.00
			Grand Total: $118,747.71

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 30% students achieved a Level 3. Our goal for the 2012-2013 school year is to increase level 3 students by 3 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(103)	33%(114)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement. The deficiency is due to lack of inconsistent implementation of manipulatives during small group instruction and lack of teacher training on maniuplatives and students lack of mastery of number sense and operation skills.	Students will be given the opportunity to work in math centers utilizing manipulatives and various properties to analyze mathematical attributes.	MTSS/RtI Leadership Team	Review assessment data reports to ensure progress is being made and instruction is adjusted. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	Formative: Discovery Benchmark assessments and school-site mini-assessments Summative: 2013 FCAT 2.0 Mathematic Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number and Operations. The deficiency is due to student's lack of commitment to practice outside of school and lack of effective implementation of technology during small	Provide small group instruction during the mathematics block for students to develop quick recall of addition, subtraction, multiplication, and division facts. Increase utilization of the laptops during small group instruction as well as differentiated programs during computer lab.	Math Coach and Leadership Team	Review FCAT Explorer and Study Island reports to ensure that students are making adequate progress.	Formative: Discovery Benchmark assessments and school-site mini-assessments Pre and Post Number Fact Assessments per grade level Study Island reports Summative: 2013 FCAT 2.0 Mathematic Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 22% students achieved a Level 4 or 5. Our goal for the 2012-2013 school year is to increase Students achieving a level 4 or 5 by 1 percentage point
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(68)	21%(72)

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 levels 4 and 5 students demonstrated an area of deficiency in Geometry and Measurement as noted on the 2012 administration of the FCAT Mathematics Test. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	Students will be given the opportunity to develop exploration and inquiry activities to maintain or increase understanding through hands on experiences with grade level appropriate concepts and apply learning to real-life problems	Math/Science Coach and Leadership Team	Review ongoing classroom assignments and assessments that target application of skills taught.	Formative: Discovery Benchmark assessments and school-site mini-assessments. Summative: 2013 FCAT 2.0 Mathematic Assessment

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 74% students achieved a learning gain. Our goal for the 2012-2013 school year is to increase students making learning gains by 5 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (177)	79% (189)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement	Differentiated Math Plans for each student to ensure students who need additional Math instructional minutes are getting the time to practice. In addition, student math journals will be utilized in tandem with manipulatives to show transfer of mathematical theory to practical applications. Use of Number Worlds, and Study Island	Math/Science Coach and Leadership Team	Review FCAT Explorer and Study Island reports to ensure that students are making adequate progress.	Formative: Discovery Benchmark assessments and school-site mini-assessments. Summative: 2013 FCAT 2.0 Mathematic Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 86% of the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase level 3 students by 5 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(54)	91%(57)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement	Identify lowest performing students in grades 3-6 based on instructional needs. In addition provide 60 minute tutoring sessions after school 4 times per week. Specifically targeting Use of Number Worlds, and Study Island	MTSS/RtI and Leadership Team	Review FCAT Explorer and Study Island reports to ensure that students are making adequate progress.	Formative: Discovery Benchmark assessments and school-site mini-assessments. Summative: 2013 FCAT 2.0 Mathematics

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66%	69%	72%	75%	78%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 42% of Black students made satisfactory progress. Our goal for the 2012-2013 school year is to increase Black student who have made satisfactory progress by 4 percentage points The results of the 2012 FCAT 2.0 Reading Test indicate that 60% of Black and Hispanic students made satisfactory progress.

	Our goal for the 2012-2013 school year is to increase Hispanic student who have made satisfactory progress by 5 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 43% Hispanic: 60%	Black: 51% Hispanic: 65%

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement	Differentiated Math Plans for each student to ensure students those students who need additional Math instructional minutes are getting the time to practice. In addition, Student math journals will utilized in tandem with manipulatives to show transfer of mathematical theory to practical applications	Math/Science Coach and Leadership Team	Review FCAT Explorer and Study Island reports to ensure that students are making adequate progress.	Formative: Discovery Benchmark Assessments and school-site mini-assessments. Summative: 2013 FCAT 2.0 Mathematic Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><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 colspan="5" align="center">No Data Submitted</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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Math Test indicate that 22% of ED students made satisfactory progress. Our goal for the 2012-2013 school year is to increase ED student who have made satisfactory progress by 2 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (6)	33% (9)

<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 FCAT Mathematics Test was Geometry and Measurement</td><td>Differentiated Math Plans for each student to ensure students those students who need additional Math instructional minutes are getting the time to practice. In addition, Student math journals will utilized in tandem with manipulatives to show transfer of mathematical theory to practical applications</td><td>Math/Science Coach and Leadership Team</td><td>Review FCAT Explorer and Study Island reports to ensure that students are making adequate progress.</td><td>Formative: Discovery Benchmark Assessments and school-site mini-assessments.

Summative: 2013 FCAT 2.0 Mathematic Assessment</td></tr>
</table>

End of Elementary School Mathematics Goals

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

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

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

Manipulatives for Geometry and Measurement	K-6/Math	Delilah Stroup	K-6 Math Teachers	Wednesday, December 5, 2012	Walkthroughs/Data Analysis	Team
		Delilah Stroup	K-6 Math Teachers	Wednesday, December 5, 2012	Walkthroughs/Data Analysis	Ms. Stroup and Leadership Team
Differentiated Math Centers	K-6/Math K-6/Math	Delilah Stroup	K-6 Math Teachers	Tuesday, September 25, 2012	Walkthroughs/Data Analysis	Ms. Stroup and Leadership Team
Differentiated Homework	K-6/Math K-6/Math K-6/Math	Delilah Stroup	K-6 Math Teachers	Thursday, August 9, 2012	Walkthroughs/Data Analysis	Ms. Stroup and Leadership Team
Project Based Learning		Delilah Stroup	K-6 Math Teachers	Monday, August 13, 2012	Walkthroughs/Data Analysis	Ms. Stroup and Leadership Team
Interactive Math Notebooks						Ms. Stroup and Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Envision	Core: Math Program	FTE	$14,548.00
Math Connects	Math Program	FTE	$1,116.00
Florida Breakaway	Core: Math Instructional Focus Program	FTE	$4,652.07
Number Worlds	Tier 2 & 3 : Intervention-Pull-out	FTE	$300.00
My Math-Time Journal	Core: Problem Solving Resources	FTE	$1,386.00
			Subtotal: $22,002.07
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Online Math Program	Title 1	$1,918.25
			Subtotal: $1,918.25
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: $23,920.32

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.	The results of the 2012 FCAT 2.0 Science Test indicate that 17% students achieved a Level 3.
Science Goal #1a:	Our goal for the 2012-2013 school year is to increase level 3 students by 3 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:

16%(13)			22%(18)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The data deficiency as noted on the 2012 FCAT 2.0 Science Assessment was Physical and Life Science. Students need to develop higher order thinking skills in order to increase levels of proficiency	Provide students opportunities to participate in lab/project oriented activities in order to strengthen higher order reasoning skills Continue using Interactive Science Notebooks. Lessons including the use of Discovery Education and GIZMOS	Math/Science Coach and Leadership Team	Review FCAT Explorer and Study Island reports to ensure that students are making adequate progress.	Formative: Discovery Benchmark Assessments and school-site mini-assessments. Summative: 2013 FCAT Science Assessment
2	Students lack background knowledge and mastery of Fair Game Science Standards.	Implement an intensive K-6 Inquiry Based Science Approach	Math/Science Coach and Leadership Team	Lesson Plan Reviews and walkthroughs	Formative: Discovery Benchmark Assessments and school-site mini-assessments. Summative: 2013 FCAT Science Assessment

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate that 0% students achieved a Level 4-5. Our goal for the 2012-2013 school year is to increase level 4 students by 4 percentage points

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	3% (5)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of science vocabulary for students and lack of understanding of the Nature of Science	Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and provide instruction targeting the application of scientific vocabulary. Implementation of Interactive Science Notebooks. Consistent implementation of higher level inquiry labs including the use of GIZMOS and Discovery Education Implementation of Interactive Science Notebooks.	Math/Science Coach and Leadership Team	Review data from Monthly Science Assessments, as well as interactive Science Notebook write-ups, to monitor student progress and adjust instruction	Formative: Discovery Benchmark Assessments and school-site mini-assessments. Summative: 2013 FCAT 2.0 Science Assessment

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

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
Science Notebooks Discovery Education Inquiry Based Science Instruction Gizmos	K-6/Science K-6/Science K-6/Science K-6/Science	Ms. Stroup Ms. Stroup Ms. Stroup Ms. Stroup	K-6/All Science Teachers K-6/All Science Teachers K-6/All Science Teachers K-6/All Science Teachers	Monday, August 13, 2012 Wednesday, September 26, 2012 Wednesday, December 5, 2012 & Friday, January 18, 2012 Wednesday, October 17, 2012	Walkthroughs and Data Walkthroughs and Data Walkthroughs and Data Walkthroughs and Data	Ms. Dinda & Leadership Team Ms. Dinda & Leadership Team Ms. Dinda & Leadership Team Ms. Dinda & Leadership Team

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:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 94% students scored a 3 or higher on FCAT Writes. Our goal for the 2012-2013 is to maintain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (87)	94%(88)

	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 writing test was conventions	Use of Writer's Traits to teach declarative/procedural knowledge, develop writing mini lessons. Create and implement a school cross curricular plan to ensure students are writing with proper conventions in all subjects. Implementation of daily oral language activities and explicit spelling instruction	MTSS/RtI and Leadership Team	Monitor effectiveness of instruction through weekly and monthly writing prompts	Formative: Scores on monthly writing assessments. Summative: 2012 Writing Assessment

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

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

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

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

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

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

Common Core: Writing across the Content Four Square Writing, the Writing Process Common Core Writing Rigor: Frys/Spelling Instruction FCAT Writing New Scoring Rubric Training	All Teachers All Teachers All Teachers All Teachers	Ms. Ruiz 4th Grade Writing Teachers Ms. Oglesby & Ms. Ruiz 4th Grade Writing Teachers	All Teachers New Teachers (TLC) All Teachers All Teachers	Wednesday, August 15, 2012 Wednesday, October 24, 2012 Monday, September 17, 2012 Tuesday, November 6, 2012	Pans Monitor Students Monthly Writing Prompts. Data will be shared on analysis spreadsheet. . Monitor Students Monthly Writing Prompts. Data will be shared on analysis spreadsheet. Monitor Students Monthly Writing Prompts Scoring results will be entered on analysis spreadsheet by teacher	Ms. Ruiz & Leadership Team Ms. Ruiz & Leadership Team Ms. Ruiz & Leadership Team Ms. Ruiz & Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Houghton Mifflin	Core English Program	FTE	$6,769.46
Draw & Write Journal	K Common Core Writing	FTE	$344.30
			Subtotal: $7,113.76
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: $7,113.76

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our Goal for 2012-2013 is to increase attendance from 94.88% to 95.38%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.88 (621)	95.38% (625)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
219	208
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
80	76

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is the lack of parent involvement in their child's lives which ultimately leads to lack of knowledge in the school and districts attendance policy.	1. Utilize the parent link system to communicate to parents the number of tardies and absences. 2. Complete home visits for those students who accumulate 10 or more unexcused absences or tardies within a quarter to eliminate truancy 3. Hold Truancy meetings for those who violate the schools attendance policy 4. During quarterly Celebrating Success Ceremonies, students will be recognized with an award for perfect attendance as part of a school wide incentive program	Counselor, the Community Involvement Specialist and the Registrar	.1. 1. Monthly teacher binder checks to assess the attendance summaries 2. Weekly monitoring of the attendance through CSUSA student information system and MDCPS ISIS system. 3. Letters of Notification documenting truancy meetings 4. List of students receiving perfect attendance	CSUSA Student Information System and MDCPS ISIS system.
2	Student medical concerns, such as the flu, asthma related issues, common cold, etc.	Visits from the Healthcare Mobile Unit to Downtown Miami Charter School during parent involvement meetings. 2. MDCPS Healthcare visits to school such as Scoliosis, Hearing and Vision Screenings 3. Provide students with a Field Trip to Community Smiles to have their teeth examined	Counselor, the Community Involvement Specialist and the Registrar	Parent sign in sheets for Parent Nights and Attendance records through CSUSA Student Information System	CSUSA Student Information System and MDCPS ISIS system.

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
Home Visits at the beginning of the year – Operation Backpack Invest in Students and Their Families Attendance overview and Communication Needs to Stakeholders	All (K-6) All (K-6) All (K-6)	Ms. Dinda / Mr. Lupton / Ms. Bastian Ms. Dinda / Mr. Lupton / Ms. Bastian Ms. Stephenson / Mr. Lupton / Ms. Bastian	School Wide School Wide School Wide	Monday, August 13, 2012 Monday, September 17, 2012 Wednesday, September 26, 2012	Review the importance of parent communication through faculty meetings and follow ups with the teachers.	Leadership Team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Operation Backpack	Students Planners	Fundraising	$100.00
Operation Backpack	Backpacks	Fundraising	$84.00
			Subtotal: $184.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Link	Phone call out system	Title 1	$1,600.00
			Subtotal: $1,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,784.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our Goal for 2012-2013 is to decrease out of school suspensions from 115 to 104.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
115	104
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
61	55

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	With an increase in the rigor of the discipline plan, students had a tough time adjusting to the higher level of behavior expectations. This could possibly continue for incoming 3rd grade students and new students	Scholar Point Success Program implemented in grades 3-6. CHAMP's School Wide Behavior Management tool Assertive Discipline Color System in primary grades Clip Incentive System in the primary grades	Leadership Team	Scholar Point tracking sheets are analyzed on a weekly basis to determine detentions, suspensions, etc. Utilize the Student Information System to monitor variances in detentions and suspensions. Walkthroughs and behavior goal setting sheets	Student Information System (SIS) CSUSA Walkthrough Forms CSUSA Walkthrough Forms .
2	The lack of self-control some students exhibit when dealing with conflict in a social setting	RTI and Positive Behavior Intervention Plans with a check-in and check-out system. Strive 65 Character Education classes for grades K-6 School Wide Bully Prevention Program	Ms. Stephenson Mr. McDonald	Utilizing check-in and check-out behavior cards. Monitor the progress of the students in the Boys to Men and Ladies of Distinction programs.	Student Information System (SIS) Track Suspensions/Detentions

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

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

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

| "The Truth about Leadership" – Doing the Right Thing, being responsible for your actions with the Scholar Success Program STRIVE 65 Characteristics Bully Prevention Program – classroom management | ALL (K-6) | Ms. Dinda / Mr. Lupton / Mr. McDonald Ms. Stephenson – Counselor Ms. Stephenson - Counselor | Grade 3-6 teachers School Wide School Wide | Pre-planning week (08/13/12 – ongoing throughout the school year) | Weekly analysis of Student Information System and the detentions and suspensions based on the Scholar Success Program Weekly analysis of the Scholar Success Program and consultation with teachers and their Star Student of the Week Staff and Student Surveys as well as consult with teachers on classroom atmosphere and safety | Leadership Team |

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

Parent Involvement Goal #1:

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated. | During the 2009-2010 school year, parent participation in the school wide activities was 80%. Our goal for the 2011 school year is to increase the parent participation by 10 percentage points from to 90% |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| 80% (510) | 90% (574) |

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM	
STEM Goal #1:	Increase students exposure to STEM Curriculum.

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	More than half of the students not being on grade level in reading

Many students lack background knowledge and vocabulary in the areas in Science,Technology Engineering and Math

Lack of parental involvement for student projects | Science Fair | Math/Science Coach and Leadership Team | Participation Rate and Quality of projects | Data collection of Science Fair |
| 2 | More than half of the students not being on grade level in reading

Many students lack background knowledge and vocabulary in the areas in Science,Technology Engineering and Math

Lack of parental involvement for student projects | Inquiry Based Science Lessons | Math/Science Coach and Leadership Team | Walkthroughs and lesson plans | Weekly Science Lab where student lead the inquiry |
| 3 | Consistency with attendance | Bi-Monthly Science Club | Math/Science Coach and Leadership Team | Walkthroughs and lesson plans | Attendance Roster and Work samples |

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
Classroom Online Research	Ipads (5) Laptop Cart (25)	Donation FTE	$5,000.00
			Subtotal: $5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

End of STEM Goal(s)

Additional Goal(s)

-Increase and level Classroom Libraries
-Improve the cleaniness of the school
-Create a Parent Teacher Co-op and hold one event
-Provide teachers the opportunity to provide input
-Provide more opportunities for student participation in Academic Games (2-Poetry Slams, Spelling Bee and Geography Bee)
-Consistent participation in Clubs (Science, Math & Student Council)
-

Goal:

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						

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 -Increase and level Classroom Libraries
-Improve the cleaniness of the school
-Create a Parent Teacher Co-op and hold one event
-Provide teachers the opportunity to provide input
-Provide more opportunities for student participation in Academic Games (2-Poetry Slams, Spelling Bee and Geography Bee)
-Consistent participation in Clubs (Science, Math & Student Council)
-
Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Words Their Way	Tier 2: Books with Sound Sorts	FTE	$3,020.93
CELLA	Imagine It Consumables	Core Reading	FTE	$13,450.00
CELLA	Voyager	Tier 3: Intervention Research Based Program	FTE	$8,527.00
CELLA	Florida Coach	Core: Instructional Focus Program	FTE	$3,731.00
CELLA	Break Away Reading Success	Core: Instructional Focus Program	FTE	$2,068.00
CELLA	Corrective Reading	Tier 3: : Intervention Research Based Program	FTE	$1,875.00
CELLA	Best Practice in Reading-Common Core	Core: K-2 Instructional Focus Program	FTE	$2,417.58
Mathematics	Envision	Core: Math Program	FTE	$14,548.00
Mathematics	Math Connects	Math Program	FTE	$1,116.00
Mathematics	Florida Breakaway	Core: Math Instructional Focus Program	FTE	$4,652.07
Mathematics	Number Worlds	Tier 2 & 3 : Intervention-Pull-out	FTE	$300.00
Mathematics	My Math-Time Journal	Core: Problem Solving Resources	FTE	$1,386.00
Writing	Houghton Mifflin	Core English Program	FTE	$6,769.46
Writing	Draw & Write Journal	K Common Core Writing	FTE	$344.30
Attendance	Operation Backpack	Students Planners	Fundraising	$100.00
Attendance	Operation Backpack	Backpacks	Fundraising	$84.00
				Subtotal: $64,389.34

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Reading Plus	A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.	FTE	$6,650.00
CELLA	Study Island	Common Core and NGSSS Online Practice	FTE	$1,918.25
CELLA	Learning A-Z	Teacher Resource	FTE	$89.95
Mathematics	Study Island	Online Math Program	Title 1	$1,918.25
Attendance	Parent Link	Phone call out system	Title 1	$1,600.00
STEM	Classroom Online Research	Ipads (5) Laptop Cart (25)	Donation FTE	$5,000.00
				Subtotal: $17,176.45

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
CELLA	Extended Day and Saturday School	All year long students who are predicting to be below grade level in Reading have the opportunity for extra instruction.	FTE	$75,000.00
			Subtotal:	$75,000.00
			Grand Total:	$156,565.79

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase more high interest literature for classroom libraries and provide additional Common Core materials.	$3,250.00

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

The EESAC Team started the year with a full day Data Summit to analyze school wide data. Action plans were brainstormed and the foundation for the SIP was created. This year we will continue to have monthly meetings with the EESAC Team. We have added past alumni to the team so they can share experiences from their new school as well as reflect on past experiences at DMCS that will help us grow.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District DOWNTOWN MIAMI CHARTER SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	63%	92%	19%	228	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	59%	76%			135	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?	74% (YES)	81% (YES)			155	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					518	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District DOWNTOWN MIAMI CHARTER SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	44%	77%	20%	194	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	41%			103	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	50% (YES)			111	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					408	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested