

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI COMMUNITY CHARTER MIDDLE SCHOOL

District Name: Dade

Principal: Michelle Diaz

SAC Chair: Dulce Linares

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/10/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jila Rezaie	E.D.D Social Sciences Math	8	20	'12 '11 '10 '09 '08 School Grade D C A A C AYP - N Y Y N High Standards-Rdg 38% 56% 64% 56% 46% High Standards-Math 39% 63% 75% 61% 49% Lrng Gains-Rdg 60% 58% 70% 77% 50% Lrng Gains-Math 51% 58% 84% 86% 71 % Gains-R-25 72% 66% 70% 80% 48% Gains-M-25 68% 63% 97% 77% 70%
Assis Principal	Jacqueline Sera-Sirven	Masters in Education	7	7	'12 '11 '10 '09 '08 School Grade D C A A C AYP - N Y Y N High Standards-Rdg 38% 56% 64% 56% 46% High Standards-Math 39% 63% 75% 61% 49% Lrng Gains-Rdg 60% 58% 70% 77% 50% Lrng Gains-Math 51% 58% 84% 86% 71 % Gains-R-25 72% 66% 70% 80% 48% Gains-M-25 68% 63% 97% 77% 70%

Assis Principal	Maria Alba	Masters in Educational Leadership	7	1	'12 '11 '10 '09 '08 School Grade D C A A C AYP - N Y Y N High Standards-Rdg 38% 56% 64% 56% 46% High Standards-Math 39% 63% 75% 61% 49% Lrng Gains-Rdg 60% 58% 70% 77% 50% Lrng Gains-Math 51% 58% 84% 86% 71 % Gains-R-25 72% 66% 70% 80% 48% Gains-M-25 68% 63% 97% 77% 70%
Assis Principal	Stephany Papili	Bachelor's in Science Exceptional Education	2	1	'12 '11 '10 '09 '08 School Grade D C A A C AYP - N Y Y N High Standards-Rdg 38% 56% 64% 56% 46% High Standards-Math 39% 63% 75% 61% 49% Lrng Gains-Rdg 60% 58% 70% 77% 50% Lrng Gains-Math 51% 58% 84% 86% 71 % Gains-R-25 72% 66% 70% 80% 48% Gains-M-25 68% 63% 97% 77% 70%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Stephany Papili	Bachelor's in Science Exceptional Education Reading Endorsement	2	1	'12 '11 '10 '09 '08 School Grade D C A A C AYP - N Y Y N High Standards-Rdg 38% 56% 64% 56% 46% High Standards-Math 39% 63% 75% 61% 49% Lrng Gains-Rdg 60% 58% 70% 77% 50% Lrng Gains-Math 51% 58% 84% 86% 71 % Gains-R-25 72% 66% 70% 80% 48% Gains-M-25 68% 63% 97% 77% 70%
Mathematics	Carolyn Cantave	Bachelor's in Science Education Math 6-12	2	2	'12 '11 '10 '09 '08 School Grade D C A A C AYP - N Y Y N High Standards-Rdg 38% 56% 64% 56% 46% High Standards-Math 39% 63% 75% 61% 49% Lrng Gains-Rdg 60% 58% 70% 77% 50% Lrng Gains-Math 51% 58% 84% 86% 71 % Gains-R-25 72% 66% 70% 80% 48% Gains-M-25 68% 63% 97% 77% 70%

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.Competative Salar/Benefit Packagae	Board of Directors	06-2013	
2	2. Participation in Decision Making/Leadership Team	Adminstration	06-2013	
3	4. Effective Student Behavior management Policy	Administration	06-2013	
4	Matching of Higher Degree Tuition and National Board Certification	Board of Directors	06-2013	
5	Master Teacher Program	Board of Directors	06-2013	

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
14% (4)	Assigned Master Teacher's Ongoing Team Meetings Co-Teaching Lesson Planning Reviews Walkthroughs and Observations Professional Development (as it becomes available)

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
28	10.7%(3)	46.4%(13)	35.7%(10)	7.1%(2)	7.1%(2)	85.7%(24)	7.1%(2)	0.0%(0)	21.4%(6)

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
Cristina Wright	Victoria Edwards	Lead Teacher to First Year Team Member	Lesson Plan Review, Co-Teaching, Co-planning
Stephany Papili	Sindy Acosta, Jacklyn Garcia	Mentor to First Year Teacher	Lesson Plan Review, Co-Teaching, Co-Planning

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 1 funding is allocated to support the instructional programs; reading, math, science, and hiring additional teachers. When applicable the Supplemental Education Services (SES), is offered to the school as an after school tutoring program. Our goal at Miami Community Charter School is to involve parents in the planning and implementation of the Title 1 program and extend an open invitation to our school's parent resource center, our parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Additionally, we would like to increase parent involvement/engagement through developing (with ongoing parent input) our school's Title 1 School-Parent Compact; our

school's Title 1 Parental Involvement Plan, scheduling the Title 1 Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. We will 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. In addition we will complete Title 1 Administration Parental Involvement Monthly School Reports (FM-6914), and the Title 1 Parent Involvement Monthly Activities Report (FM-6913), and submit it to the Title 1 Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title 1 Parent/Family Survey, distributed to school by Title 1 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 1 parental documents for the approaching school year.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title 1 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 1, Part C, Migrant Education Program.

Title I, Part D

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

Title II

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

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

tutorial programs (K-12)

parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

professional development on best practices for ESOL and content area teachers

coaching and mentoring for ESOL and content area teachers(K-12)

reading and supplementary instructional materials(K-12)

cultural supplementary instructional materials (K-12)

purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

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)

The school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program will be used to address violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and the school counselor.

Nutrition Programs

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

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RTI is an extension of the school's Leadership Team, integrated in order to support the administration through a process of problem solving as concerns arise through the process of reviewing available data, with the goal of providing an extensive and purposeful goal for student achievement, school safety, school culture, literacy, attendance, students' social/emotional well being, and prevention of student failure through intervention.

1. The MTSS Leadership Team includes: Principal, Assistant Principals, Primary Reading and Math Master Teachers, Intermediate Math, Reading, and Science Master Teachers, Elementary Intensive Intervention 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/RTI leadership team meets every four weeks in connection with the Master Teacher Team
The MTSS/RTI leadership team will review the specific needs of each student in the program. In addition, the team reviews

available data such as the 2011 FCAT, Baseline and Interim Assessments to monitor students' progress to identify the deficiencies and plan for further progress. Through the ongoing lesson plan reviews and class daily walk through, and the implementations of differentiated instruction strategies are monitored.

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 role of the school-based MTSS team is to formulate the school improvement plan based on the data, needs assessment, and curriculum mapping. The leadership team will monitor and adjust the school's academic and behavior goals through data gathering and data analysis. The Leadership team, will monitor the fidelity of the delivery of instruction and intervention, in addition to providing levels of support and interventions to students based on data.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - a. Adjust the delivery of curriculum and instruction to meet student's specific needs
 - b. Adjust the delivery of behavior management systems
 - c. Adjust the allocation of school-based resources.
 - d. Drive decisions regarding targeted professional development.
 - e. Create student growth trajectories in order to identify and develop interventions.
 2. Data will include:
 - a. FAIR Assessment
 - b. Oral Reading Fluency Measures
 - c. Voyager Checkpoints
 - d. Voyager Benchmark Assessments
 - e. Baseline Benchmark Assessments
 - f. Success Maker Utilization and Progress Reports
 - g. Interim Assessments
 - h. State/Local Math and Science Assessments
 - i. FCAT
 - j. Student's grades
 - k. School Site Specific Assessments
- Behavior:
- Student Case Management System
 - Referrals by Student Behavior
 - Team Climate Surveys
 - Attendance
 - Referrals to Special Education Programs

Describe the plan to train staff on MTSS.

- Training for all administrators in the MTSS problem solving at Tiers 1, 2, and 3 (SST) using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan. Provide support for school staff to understand basic RtI principles and procedures.

Describe the plan to support MTSS.

The MTSS team will be supported through the process of implementation as well as the monitoring by the School Leadership team, and the ongoing use of assessment data to monitor and plan for student progress. Effective, and active involvement of a resolute leadership team that frequently provides visible connections between a MTSS framework. An alignment of policies and procedures across classroom, grade, building, district and state levels. The ongoing facilitation and use of a problem solving process will be implemented to support planning, implement planning and evaluate the effectiveness of services. A comprehensive, efficient, and user-friendly data-systems will be used to support decision-making at all levels from the individual student level up to the school level. Ongoing data driven professional development activities that align to core student goals and staff needs will be facilitated as they become available.

School-Based Literacy Leadership Team

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

1. Principal-Jila Rezaie
2. Assistant Principals-Jacqueline Sirven, Stephany Papili, Maria Alba-Quesada
3. ESE Coordinator-Elizabeth Polo
4. ESOL Coordinator-Miriam Henriquez
5. Intermediate Reading Master Teacher –Nadyne Michel

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

On a regular basis the Literacy Leadership Team will meet to develop focus calendars, discuss pacing guides and follow up. The LLT will meet every four weeks to review the following:

1. Student progress based on available data at the time of the meeting. (Including FAIR).
2. Review the lesson plans in accordance with the state standards and pacing guide for the preceding four weeks.
3. The LLT team will make sure that all classrooms are aligned with the same methodical instructional process, materials, and focus calendars.

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

The major initiative of the LLT this year will be to examine qualitative and quantitative data regularly to understand all student's learning and progress. The data must be transparent to teachers and the community with the focus on increasing reading fluency and comprehension. An extensive reading fluency initiative will be initiated and monitored by the LLT team. In addition Readingmn,. strategies will be implemented in the classroom and monitored by the LLT team. Two different Author's Fairs will take place during the school year, to expose students', parents and the community to different aspects of literature.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/9/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

In addition to several levels of Language Arts classes offered to the students, team teaching, co-teaching and performance portfolio assessments are also included. Science, Math, Social Studies, and Language Arts teachers plan and work in coordinating thematic units that incorporate reading in all subjects. The monitoring of the implementation of these strategies will be done using walkthroughs, observations, mini assessments, and baseline and interim data.

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The 2011-2012 FCAT Reading Results indicate that 27% (68) of students achieved Level 3 proficiency in Reading. Our goal for the 2012-2013 school year is to increase that by 7 percentage points to 34% (86).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (68)	34% (86)

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 FCAT Reading assessment was Reading Application and Vocabulary.	Students need practice in making inferences, drawing conclusions, analyzing an author's perspective and identifying implied main idea. Teachers will ingrain the practice of justifying answers by going back to the text for support. Graphic organizers (note taking, mapping), summarization activities, questions the authors, anchoring conclusions, opinion proofs, and text marking (highlighting, margin notes) are instructional strategies to be used with a wide variety of texts. Students will participate in various activities working with sets of words that are related. Instructional strategies will include vocabulary word maps, word walls, personal dictionaries, instruction in different levels of content-specific words, and deriving words from a wide variety of text . Students have an additional hour of reading.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Assessment indicate that 11% (27) of students are performing at or above Level 4 proficiency in Reading. Our goals it to increase this by 3 percentage points to 14% (35).
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (27)	14% (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 FCAT Reading assessment was Reading Application and Vocabulary.	In grade 6 students will identify the meaning of words and phrases derived from Greek and Latin Mythology. In grade 7, students will identify and understand the meanings of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology. In grade 8, students will identify the meaning of words and phrases derived from, Anglo-Saxon, Greek, and Latin Mythology. Students in grades 6, 7, 8 will compare and contrast elements in multiple texts; analyze a variety of story structures and explain cause-and-effect relationships. Students will participate in enrichment through Florida Achieves., as well	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0

	as being placed in advanced reading courses.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012, FCAT Reading assessment indicate that 60% (134) of students, made learning gains in Reading. Our goal for the 2012-2013 school year is to increase by 10 percentage points to 70% (157).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (134)	70% (157)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 FCAT Reading assessment was Reading Application and Vocabulary.	Students will practice identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, analyzing an author's perspective and identifying implied main idea. Teachers will ingrain the practice of justifying answers by going back to the text for support. Graphic organizers (note taking, mapping), summarization activities, questions the authors,	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0

1		<p>anchoring conclusions, opinion proofs, and text marking (highlighting, margin notes) are instructional strategies to be used with a wide variety of texts.</p> <p>In the category of vocabulary, In grade 6 students will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. In grade 7 students will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. In grade 8 students will understand the meaning of conceptually advanced prefixes, suffixes and root words. Students will participate in various activities working with sets of words that are related. Instructional strategies will include vocabulary word maps, word walls, personal dictionaries, instruction in different levels of content-specific words, and deriving words from a wide variety of text .</p> <p>A tutoring program will take place twice a week from 4:00 to 5:00p.m., using Florida Achieves and SuccessMaker. Jamestown Readers and Voyager will be used in all of the intensive reading courses.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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 Reading FCAT Reading Assessment indicate that 72% (42) of students in the lowest 25% made learning gains. Our goal is to increase this by 5 percentage points to 77% (45).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (42)	77% (45)

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 FCAT Reading assessment was Reading Application and Vocabulary.	<p>Students will practice identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, analyzing an author's perspective and identifying implied main idea. Teachers will ingrain the practice of justifying answers by going back to the text for support. Graphic organizers (note taking, mapping), summarization activities, questions the authors, anchoring conclusions, opinion proofs, and text marking (highlighting, margin notes) are instructional strategies to be used with a wide variety of texts.</p> <p>In the category of vocabulary, In grade 6 students will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. In grade 7 students will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. In grade 8 students will understand the meaning of conceptually advanced prefixes, suffixes and root words. Students will participate in various activities working with sets of words that are related. Instructional strategies will include vocabulary word maps, word walls, personal dictionaries, instruction in different levels of</p>	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0

	<p>content-specific words, and deriving words from a wide variety of text .</p> <p>A tutoring program will take place twice a week from 4:00 to 5:00p.m., using Florida Achieves and SuccessMaker. Jamestown Readers and Voyager will be used in all of the intensive reading courses.</p>	
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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
	43	48	54	59	64	

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 result of the 2012 FCAT Reading Test indicates that 26%(6) of the Black subgroup made satisfactory progress. Our goal is to increase this by 20 percentage points to 46% (11). The result of the 2012 FCAT Reading Test indicates that 37% (80) of the Hispanic subgroup made satisfactory progress. Our goal is to increase this by 11 percentage points to 48% (104).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 26% (6) Hispanic: 37% (80)	Black: 46% (11) Hispanic: 48% (104)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 FCAT Reading assessment was Reading Application and Vocabulary.	<p>Graphic organizers (note taking, mapping), summarization activities, questions the authors, anchoring conclusions, opinion proofs, and text marking (highlighting, margin notes) are instructional strategies to be used with a wide variety of texts.</p> <p>In the category of vocabulary, In grade 6 students will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. In grade 7 students will identify and</p>	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0

1	<p>understand the meaning of conceptually advanced prefixes, suffixes, and root words. In grade 8 students will understand the meaning of conceptually advanced prefixes, suffixes and root words. Students will participate in various activities working with sets of words that are related. Instructional strategies will include vocabulary word maps, word walls, personal dictionaries, instruction in different levels of content-specific words, and deriving words from a wide variety of text .</p> <p>A tutoring program will take place twice a week from 4:00 to 5:00p.m., using Florida Achieves and SuccessMaker. Jamestown Readers and Voyager will be used in all of the intensive reading courses.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>The result of the 2012 FCAT Reading Test indicates that 26%(10) of the ELL subgroup made satisfactory progress. Our goal is to increase this by 11 percentage points to 37% (14).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>26% (10)</p>	<p>37% (14)</p>

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
	<p>The area of deficiency as noted on the 2012 FCAT Reading assessment was Reading Application and Vocabulary. Students have limited vocabulary to apply to the learning process.</p>	<p>Graphic organizers (note taking, mapping), summarization activities, questions the authors, anchoring conclusions, opinion proofs, and text marking (highlighting, margin notes) are instructional strategies to be used with a wide variety of texts.</p> <p>In the category of vocabulary, In grade 6 students will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. In grade 7 students will identify and understand the meaning</p>	<p>Administration</p>	<p>Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.</p>	<p>Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0</p>

1		<p>of conceptually advanced prefixes, suffixes, and root words. In grade 8 students will understand the meaning of conceptually advanced prefixes, suffixes and root words. Students will participate in various activities working with sets of words that are related. Instructional strategies will include vocabulary word maps, word walls, personal dictionaries, instruction in different levels of content-specific words, and deriving words from a wide variety of text .</p> <p>A tutoring program will take place twice a week from 4:00 to 5:00p.m., using Florida Achieves and SuccessMaker. Jamestown Readers and Voyager will be used in all of the intensive reading courses.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>The result of the 2012 FCAT Reading Test indicates that 24% (5) of the SWD subgroup made satisfactory progress. Our goal is to increase this by 1 percentage point to 25% (6).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>24% (5)</p>	<p>26% (6)</p>

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
	<p>The area of deficiency as noted on the 2012 FCAT Reading assessment was Reading Application and Vocabulary. Students have limited vocabulary to apply to the learning process.</p>	<p>Graphic organizers (note taking, mapping), summarization activities, questions the authors, anchoring conclusions, opinion proofs, and text marking (highlighting, margin notes) are instructional strategies to be used with a wide variety of texts.</p> <p>In the category of vocabulary, In grade 6 students will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. In grade 7 students will identify and understand the meaning of conceptually advanced</p>	<p>Administration</p>	<p>Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.</p>	<p>Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0</p>

1		<p>prefixes, suffixes, and root words. In grade 8 students will understand the meaning of conceptually advanced prefixes, suffixes and root words. Students will participate in various activities working with sets of words that are related. Instructional strategies will include vocabulary word maps, word walls, personal dictionaries, instruction in different levels of content-specific words, and deriving words from a wide variety of text .</p> <p>A tutoring program will take place twice a week from 4:00 to 5:00p.m., using Florida Achieves and SuccessMaker. Jamestown Readers and Voyager will be used in all of the intensive reading courses.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>The result of the 2012 FCAT Reading Test indicates that 33% (48) of the ED subgroup made satisfactory progress. Our goal is to increase this by 15 percentage points to 48% (7)</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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33% (48)	48% (7)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>The area of deficiency as noted on the 2012 FCAT Reading assessment was Reading Application and Vocabulary. Students have limited vocabulary to apply to the learning process.</p>	<p>Graphic organizers (note taking, mapping), summarization activities, questions the authors, anchoring conclusions, opinion proofs, and text marking (highlighting, margin notes) are instructional strategies to be used with a wide variety of texts.</p> <p>In the category of vocabulary, In grade 6 students will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. In grade 7 students will identify and understand the meaning of conceptually advanced prefixes, suffixes, and</p>	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Reading FCAT 2.0

1		<p>root words. In grade 8 students will understand the meaning of conceptually advanced prefixes, suffixes and root words. Students will participate in various activities working with sets of words that are related. Instructional strategies will include vocabulary word maps, word walls, personal dictionaries, instruction in different levels of content-specific words, and deriving words from a wide variety of text .</p> <p>A tutoring program will take place twice a week from 4:00 to 5:00p.m., using Florida Achieves and SuccessMaker. Jamestown Readers and Voyager will be used in all of the intensive reading courses.</p>		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Edusoft Mini Assessments	6-8	Dr. Hilton, Ms. Redlich, Ms. Price	6-8 Teachers	September 14, 2012	Teacher Observations, Walkthroughs	Administration
Differentiated Instruction Groups	6-8	Ms. Redlich	K-2 Teachers	September 17, 2012	Teacher Observations, Walkthroughs	Administration
Reading Strategies	6-8	Cristina Wright, Sindy Acosta	6-8 Teachers	September 26, 2012	Teacher Observations, Walkthroughs	Administration
Student Engagement	6-8	Jacqueline Sera-Sirven, Maria Alba, Stephany Papili	6-8 Teachrs	August 8-10, 2012	Teacher Observations, Walkthroughs	Administration
Data Desegregation Differentiated Instruction Groups	6-8	Ms. Redlich	3-5 Teachers	August 31, 2012	Teacher Observations, Walkthroughs	Administration
Secondary Writing and Reading	6-8	Dade Reading Council	6-8 Reading Teachers	Decembedr 8, 2012	Teacher Observations, Walkthroughs	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Grade Level Appropriate Text	Reading Textbooks (voyager, etc.)	School Operational Budget	\$10,637.50
			Subtotal: \$10,637.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Achieves, Jamestown Readers, SuccessMaker	50 Macbook Pro's C Computer Lab	School Operational Budget	\$15,000.00
SUCCESSMaker License	SuccessMaker Program	School Operational Budget	\$2,500.00
			Subtotal: \$17,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Strategies	Dade Reading Council PD	School Operational Budget	\$210.00
			Subtotal: \$210.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After School Year Round Tutoring	Year Round Tutoring for the Lowest 25%	School Operational Budget	\$8,500.00
Intensive Reading Courses	1 Full Time Reading Teacher	School Operational Budget	\$40,000.00
SuccessMaker	1 Full Time Instructor	School Operational Budget	\$4,666.00
			Subtotal: \$53,166.00
			Grand Total: \$81,513.50

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The results of the 2012 CELLA indicate that 64% (23) of ELL students are proficient in Listening/Speaking. Our goal is to reduce this by 10 percentage points.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
64% (23)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited opportunities to speak or to listen to the English language in their home environment.	The Language Experience approach will be implemented school wide, as well as modeling, illustration/diagrams, cooperative learning. Teacher led groups, and think alouds.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	As indicated by the 2012 CELLA results 17% (6)) of the

CELLA Goal #2: ELL students are proficient in reading. Our goal is to reduce this by 10 percentage points.

2012 Current Percent of Students Proficient in reading:

17% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have limited vocabulary which limits reading fluency and impacts comprehension.	Task Cards will be used with students, as well as Think/Pair/Share, Brainstorming, activating prior knowledge, summarizing, modeling, writing prompts, venn diagrams, realia, illustrations and diagrams, and differentiated instruction.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 CELLA 2013 FCAT Reading 2.0

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

3. Students scoring proficient in writing.
CELLA Goal #3: As indicated by the 2012 CELLA results As indicated by the 2012 CELLA results 17% (6) of the ELL students are proficient in writing.
Our goal is to reduce this by 10 percentage points.

2012 Current Percent of Students Proficient in writing:

17% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have limited vocabulary, and exposure to real life experiences which makes writing to specific prompts difficult.	Use graphic organizers for brainstorming. Incorporate letter writing, personal journals, and writing prompts.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 CELLA 2013 FCAT Writing 2.0

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011-2012 FCAT Mathematics Assessment indicates that 29% (72) of students score at achievement level 3 in mathematics. Our goal for the 2012-2013 school year is to increase this percentage by 16 percentage points to 45% (113).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (72)	45% (113)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT Mathematics indicate that an area of deficiency for students was, Geometry and Measurement, and Probability and Statistics.	Students will be provided with opportunities to move from the concrete to more abstract models by incorporating the following components into daily instruction. Manipulatives, Interactive websites, Florida GO Math, Envision It Textbook Resources; CPALMs benchmarks resources. Common problem solving instructional strategies will be integrated into daily instruction. Topic assessments will be utilized to reinforce and assess problem solving skills and collaboratively analyze results horizontally and vertically through grade level teams.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Mathematics 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics Assessment indicates that 10% (24) of students score at achievement level 4 or higher in mathematics. Our goal for the 2012-2013 school year is to increase this percentage by 7 percentage points to 17% (43).
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (24)	17% (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 results of the 2012 FCAT Mathematics indicate that an area of deficiency for students was, Geometry and Measurement, and Probability and Statistics.	Inquiry Learning and technology will be integrated into the curriculum to enhance the "student-centered learning" approach using graphing calculators, Florida Focus Achieves Assessment Resources, and Inquiry-based activities which promotes authentic and rigorous student engagement. Common Problem solving instructional strategies will be implemented in daily instruction o allows students to work in collaborative structures to solve cognitively appropriate real-world problems. Topic Assessments will be used to reinforce and assess problem solving skills and collaboratively analyze results both vertically and horizontally through grade-level learning teams. 6th grade students are placed in advanced classes, while 7th grade students are enrolled in Algebra I, and 8th grade students in Algebra II.	Administration	Strategy 2A.1. Inquiry Learning and technology will be integrated into the curriculum to enhance the "student-centered learning" approach using graphing calculators, Florida Focus Achieves Assessment Resources, and Inquiry-based activities which promotes authentic and rigorous student engagement. Common Problem solving instructional strategies will be implemented in daily instruction o allows students to work in collaborative structures to solve cognitively appropriate real-world problems. Topic Assessments will be used to reinforce and assess problem solving skills and collaboratively analyze results both vertically and horizontally through grade-level learning teams. 6th grade students are placed in advanced classes, while 7th grade students are enrolled in Algebra I, and 8th grade students in Algebra II.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Mathematics 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics Assessment indicates that 51% (114) of students made learning gains in mathematics in mathematics. Our goal for the 2012-2013 school year is to increase this percentage by 10 percentage points to 61% (137).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (114)	61% (137)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT Mathematics indicate that an area of deficiency for students was, Geometry and Measurement, and Probability and Statistics.	School site mathematics, learning teams will be used to build the capacity to research, discuss, design, and implement organization strategies. Including, developing a problem solving process for students to use consistently, and developing a guidelines for student learning notebooks which students will begin keeping. Topic Assessments will be used to reinforce and assess problem solving skills and collaboratively analyze results both vertically and horizontally through grade-level learning teams. Students are placed on tracks, and are also	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Mathematics FCAT 2.0

	placed in Intensive math, when needed. Interventions take place within the school day, to assist small groups of students benchmark by benchmark, using supplemental materials from the textbook. Afterschool Tutoring takes place twice a week, using Florida Achieves, from 4:00 to 5:00 pm.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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 Mathematics Assessment indicate that 68% (38) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase this number by 5 percentage points to 73%(41).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (38)	73% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The results of the 2012 FCAT Mathematics indicate that an area of deficiency for students was, Geometry and Measurement, and Probability and Statistics.	School site mathematics, learning teams will be used to build the capacity to research, discuss, design, and implement organization strategies. Including,	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Mathematics

1		<p>developing a problem solving process for students to use consistently, and developing a guidelines for student learning notebooks which students will begin keeping. Topic Assessments will be used to reinforce and assess problem solving skills and collaboratively analyze results both vertically and horizontally through grade-level learning teams. Students are placed on tracks, and are also placed in Intensive math, when needed. Students are placed on tracks, and are also placed in Intensive math, when needed. Interventions take place within the school day, to assist small groups of students benchmark by benchmark, using supplemental materials from the textbook. Afterschool Tutoring takes place twice a week, using Florida Achieves, from 4:00 to 5:00 pm.</p>	FCAT 2.0
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	63	67	71	74	

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 result of the 2012 FCAT Math Test indicates that 43% (10) of the Black subgroup made satisfactory progress. Our goal is to increase student proficiency by 18 percentage points to 61% (15). The result of the 2012 FCAT Math Test indicates that 39% (85) of the Hispanic subgroup made satisfactory progress. Our goal is to increase student proficiency by 24 percentage points to 63% (137).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 43% (10) Hispanic: 39% (85)	Black: 61% (15). Hispanic: 63% (137)
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT Mathematics indicate that an area of deficiency for students was, Geometry and Measurement, and Probability and Statistics.	FCAT Explorer-Math Navigator and Riverdeep-Destination Math resources will be used as resources in the instructional process to aid in differentiating instruction based on student's areas of weakness. Topic Assessments will be used to reinforce and assess problem solving skills and collaboratively analyze results both vertically and horizontally through Students are placed on tracks, and are also placed in Intensive math, when needed. grade-level learning teams. Students are placed on tracks, and are also placed in Intensive math, when needed. Interventions take place within the school day, to assist small groups of students benchmark by benchmark, using supplemental materials from the textbook. Afterschool Tutoring takes place twice a week, using Florida Achieves, from 4:00 to 5:00 pm.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Mathematics 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 mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Math assessment indicate that 28% (11) of students are making satisfactory progress. Our goal for the 2012-2013 school year is to increase this by 16 percentage points to 44% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (11)	44% (17)

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 results of the 2012 FCAT Mathematics indicate that an area of deficiency for students was, Geometry and Measurement, and Probability and Statistics.	FCAT Explorer-Math Navigator and Riverdeep-Destination Math resources will be used as resources in the instructional process to aid in differentiating instruction based on student's areas of weakness.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Mathematics FCAT 2.0

1		<p>Topic Assessments will be used to reinforce and assess problem solving skills and collaboratively analyze results both vertically and horizontally through grade-level learning teams. Students are placed on tracks, and are also placed in Intensive math, when needed.</p> <p>Students are placed on tracks, and are also placed in Intensive math, when needed.</p> <p>Interventions take place within the school day, to assist small groups of students benchmark by benchmark, using supplemental materials from the textbook.</p> <p>Afterschool Tutoring takes place twice a week, using Florida Achieves, from 4:00 to 5:00 pm.</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>The results of the 2012 FCAT Math assessment indicate that 24% (5) of students in the SWD subgroup are making satisfactory progress. Our goal for the 2012-2013 school year is to increase this by 9 percentage points to 33% (7).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (5)	33% (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	The results of the 2012 FCAT Mathematics indicate that an area of deficiency for students was, Geometry and Measurement, and Probability and Statistics.	<p>FCAT Explorer-Math Navigator and Riverdeep-Destination Math resources will be used as resources in the instructional process to aid in differentiating instruction based on student's areas of weakness.</p> <p>Topic Assessments will be used to reinforce and assess problem solving skills and collaboratively analyze results both vertically and horizontally through grade-level learning teams. Students are placed on tracks, and are also placed in Intensive math, when needed.</p> <p>Students are placed on tracks, and are also</p>	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Mathematics FCAT 2.0

	placed in Intensive math, when needed. Interventions take place within the school day, to assist small groups of students benchmark by benchmark, using supplemental materials from the textbook. Afterschool Tutoring takes place twice a week, using Florida Achieves, from 4:00 to 5:00 pm.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Math assessment indicate that 38% (55) of students in the ED subgroup are making satisfactory progress. Our goal for the 2012-2013 school year is to increase this by 25 percentage points to 63% (92).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (55)	63% (92)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT Mathematics indicate that an area of deficiency for students was, Geometry and Measurement, and Probability and Statistics.	FCAT Explorer-Math Navigator and Riverdeep-Destination Math resources will be used as resources in the instructional process to aid in differentiating instruction based on student's areas of weakness. Topic Assessments will be used to reinforce and assess problem solving skills and collaboratively analyze results both vertically and horizontally through grade-level learning teams. Students are placed on tracks, and are also placed in Intensive math, when needed. Interventions take place within the school day, to assist small groups of students benchmark by benchmark, using supplemental materials from the textbook. Afterschool Tutoring takes place twice a week, using Florida Achieves, from 4:00 to 5:00 pm.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 Mathematics FCAT 2.0

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The result of the 2011-2012 Algebra I EOC, indicate that 41% (29) students demonstrated Level 3 proficiency. Our goal is to increase by 6 percentage points to 47% (33)
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(29)	47% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.	Will be given additional practice in solving and graphing quadratic equations, both with and without technology, that involves real world applications Students participate in during the day tutoring in small group session, with teachers acting as coteachers	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments Algebra EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The result of the 2011-2012 Algebra I EOC, indicate that 4% (3) students demonstrated Level 4 and 5 proficiency. Our goal is to increase by 3 percentage points to 7% (5) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (3)	7% (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
	According the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.	2.1. Course-alike learning teams will be created to empower student learning by creating a cooperative/collaborative inquiry-based classroom –. Students are able to make sense of problems and persevere in solving them Cognitively complex tasks	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments Algebra EOC

1	that engage students – no math problem worth doing is simple – provide students an achievable challenge – a non-routine or open-ended problem allows the students to identify their understanding and ability to apply the concepts learned Instructional Technology through the online version of the textbooks and the online platform from Prentice Hall/Pearson will be used in mathematical instruction.		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The result of the 2012 Algebra EOC indicates that 43% (5) of the Black subgroup made satisfactory progress. Our goal is to increase student proficiency by 6 percentage points to 61% (7). The result of the 2012 Algebra EOC indicates that 39% (22) of the Hispanic subgroup made satisfactory progress. Our goal is to increase student proficiency by 24 percentage points to 63% (35).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 43% (5) Hispanic: 39% (22)	Black: 61% (7) Hispanic: 63% (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	Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.	Teacher will be provided with training in integrating technology and utilizing hands-on, discovery activities in their lesson designs. Peer tutoring will be provided for students after school. Students will have opportunities to illustrate problem situations with manipulatives	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Data Fair Assessment Data Teacher Made Assessments Algebra I EOC

	<p>Scaffolded worksheets and investigations will be used to model cognitive processing</p> <p>Students participate in during the day tutoring in small group session, with teachers acting as coteachers.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

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

<p>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</p>	<p>The result of the 2012 Algebra EOC indicates that 43% (5) of the ED subgroup made satisfactory progress.</p>
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Algebra Goal #3E:	Our goal is to increase student proficiency by 6 percentage points to 61% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (12)	63% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.	Teacher will be provided with training in integrating technology and utilizing hands-on, discovery activities in their lesson designs. Peer tutoring will be provided for students after school. Students will have opportunities to illustrate problem situations with manipulatives Scaffolded worksheets and investigations will be used to model cognitive processing.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted	Interim Assessment Data Fair Assessment Data Teacher Made Assessments Algebra I EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Geometry.					
Geometry Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

3C. English Language Learners (ELL) not making					
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satisfactory progress in Geometry. Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Mathematics	6-8	National Council of Teachers of Mathematics	Maria Brown and Carolyn Cantave	July 29-31	In House Training	Administration
Data Desegregation Differentiated Instruction Groups	6-8	Dr. Hilton	6-8 Teachers	August 31, 2012	Teacher Observations, and Walkthroughs	Administration
Edusoft Mini Assessment	6-8	Dr. Hilton; Ms. Redlich; Ms. Price	6-8 Teachers	September 14, 2012	Teacher Observations, Walkthroughs	Administration
Common Core Mathematics	6-8	Maria Brown; Carolyn Cantave	6-8 Teachers	September 17, 2012	Teacher Observations, Walkthroughs	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Textbooks	Math Textbooks	School Operational Budget	\$5,066.00
			Subtotal: \$5,066.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker License	SuccessMaker for Lowest 25%	School Operational Budget	\$2,500.00
SuccessMaker, Florida Achieves, NVLM	50 Macbook Pro's Computer Lab	School Operational Budget	\$15,000.00
			Subtotal: \$17,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Alignment to Mathematics	National Council of Mathematics PD	School Operational Budget	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Intensive Math Courses	2 Math Teachers Added	School Operational Budget	\$76,000.00
SuccessMaker	Instructor to Facilitate SuccessMaker	School Operational Budget	\$4,666.00
After School Year Round Tutoring	Lowest 25% Enrolled in Tutoring	School Operational Budget	\$8,500.00
			Subtotal: \$89,166.00
			Grand Total: \$114,732.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The results of the 2011-2012 FCAT Science Assessment indicate that 8% (5) of the students achieved Level 3 Proficiency. Our goal for the 2012-2013 school year is to increase that by 6 percentage points to 14% (9).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
8% (5)		14% (9)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Science assessment, the area of deficiencies for students was Nature and Science.	<ul style="list-style-type: none"> • Conduct at least two hands-on activities per week. Each hands-on activity should be identified by the benchmark and include solid science content to ensure that full hands-on minds-on activities are addressed. ? After each grading period or semester, choose 1 day to do a mini-science camp to address through hands-on activities all major benchmarks from the grading period. . ? Students will participate in a school wide Science Fair. ? Through the Fairchild Challenge students will participate in a school wide science project. ? Student science projects will be sent to the Fair. 	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Teacher Made Assessments 2013 Science 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:	
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 2011-2012 FCAT Science Assessment indicate that 2% (1) of the students achieved Level 4 or higher Proficiency. Our goal for the 2012-2013 school year is to increase that by 2 percentage points to 4% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (1)	4% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Science assessment, the area of deficiencies for students was Nature and Science.	? Utilize differentiated instruction strategies at all level of instruction. During delivery of content use multiple media (oral, graphics, written, technology) to reach a wide range of learning styles. Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through alternative assessments. ? Students will participate in a school wide Science Fair. ? Through the Fairchild Challenge students will participate in a school wide science project. ? Student science projects will be sent to the Fair	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Teacher Made Assessments 2013 Science 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:

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
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
Fairchild Challenge	6-8	Fairchild Botanical Garden	Nelia Ferrufino	August 27, 2012	Fairchild Challenge project	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Textbooks	Science Texts	School Operational Budget	\$6,790.00
			Subtotal: \$6,790.00
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
1 Part Time Science Instructor	Science Instruction	School Operational Budget	\$20,000.00
1 Full Time Science Instructor	Teaching Advanced Courses	School Operational Budget	\$46,000.00

Subtotal: \$66,000.00

Grand Total: \$72,790.00

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 result of the 2011-2012 FCAT Writing Assessment indicate that 70% (46) of students achieved a 3 or higher proficiency. Our goal for the 2012-2013 school year is to increase this by 3 percentage points to 73% (48).
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2012 Current Level of Performance:

2013 Expected Level of Performance:

70% (46)

73% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the necessary skills in grammar and conventions to write at a level 3.0 or higher.	Students will be exposed to grammar and conventions as part of the Language Arts component of the classroom, in addition daily bell ringers will be implemented based on the grammar/convention topic of the week and correlating with the reading program. Students will use revising/editing charts, and teacher conferencing to edit for proper conventions and grammar. Graphic organizers will be used extensively to help students with planning.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Teacher Made Assessments 2013 FCAT Writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Secondary Reading and Writing	6-8	Dade Reading Council	6-8 Reading and Writing Teachers	December 8, 2012	Walkthroughs and Observations	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1 full time Paraprofessional	Instructional Support	School Operational Budget	\$20,000.00
			Subtotal: \$20,000.00
			Grand Total: \$20,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.	The results of the 2012 Civics baseline indicate that 0% (0) of students are proficient.
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Civics Goal #1:	Our goal is to increase this by 10 percentage points to 10% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have had limited experiences with government, civics, as well as reading and interpreting graphs and charts in the content area of social science.	Classroom activities will be provided to help students develop an understanding of the content-specific vocabulary taught in government/civics. Opportunities will be provided for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.	Administration	Following the FCIM, the administration will look at data every two weeks, and then adjust instruction.	Interim Assessments BiWeekly Assessments Teacher Made Assessments 2013 District Spring Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The results of the 2012 Civics baseline indicate that 0% (0) of students are proficient. Our goal is to increase this by 10 percentage points to 10% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have had limited experiences in discuss, various points of views of issues, as well as limited exposure to many of the dilemmas involved in civics/government.	Students will provided opportunities to examine opposing points of view on a variety of issues, as well as with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues, as well as taking well-reasoned positions on issues.	Administration	Following the FCIM, the administration will look at data every two weeks, and then adjust instruction.	Interim Assessments BiWeekly Assessments Teacher Made Assessments 2013 District Spring Assessment

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

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

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

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
I Full Time Paraprofessional	Instructional Support	School Operational Budget	\$20,000.00
			Subtotal: \$20,000.00
			Grand Total: \$20,000.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The results of our attendance for the 2011-2012 school year indicate that 95.21% (245) of students, were present. Our goal is to increase this number by less than 1 percentage point to 95.71% (250).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.21% (245)	95.71% (250)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

76	72
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
33	31

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents unawareness of importance of attendance in student's academic growth.	Parent workshops will be given to parents on how important attendance is. Information for KidCare will also be provided.	Administration	Administration will monitor school environment and ascertain. Health education and health prevention strategies are implemented throughout the school	Attendance Roster
2	Tardies are due to traffic in the area.	Parent Workshop will be given on the importance of following the drop off procedures, as well as information regarding early drop off for free breakfast.	Adminstration	Incentives are used for students and families with perfect attendance.	Attendance Roster

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	Miami Community Charter School maintained 0% suspension rate in 2010-2011 school year. Our goal is to maintain the same rate, 0% suspension rate during 2011-2012 school year.				
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				
0	0				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
0	0				
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
	Incoming parents of students may not be aware of student code of conduct.	Preventive discipline policy in the school minimizes the potential problems leading to suspension. School staff involve the parents immediately and before the	Administration	School annual survey from the students, parents and teachers validates information included in the database.	Daily reports, and weekly report cards.

1		consequences become inevitable. Positive Behavior management system implemented school wide, through the use of Paw Points, to attend a "Pawow" activity. Parents will be informed of the discipline policy during the Parent Workshop nights at the beginning of the school year.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Management "Paw WOW"	6-8	Jacqueline Sera-Sirven; Maria Alba; Rockell Bartoli; Stephany Papili	6-8 Teachers	August 8-10th, 2012	Teacher Observations, Walkthroughs	Administration

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
1 full time preventive advisor	To monitor student behavior pro actively	School Operational Budget	\$42,000.00
i full time school monitor	to monitor school general areas	School operational Budget	\$18,000.00
			Subtotal: \$60,000.00
			Grand Total: \$60,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2010-2011 school year parent participation in school wide activities was 90% (99). Our goal for the 2011-2012 school year is to increase parent participation by 2 percentage points from 90% to 92% (110)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
90% (99)	92% (110)

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	1.1. 96% of our school families are non-English speakers	1.1 Faculty and staff fluent in home language invite families to attend school wide activities and PTA meetings. Meetings will be provided, as well as a translator.	1.1. Sonia Alvarez, Mr. Petit	1.1 Sign in sheets from different activities.	1.1 Sign in rosters, and telephone logs.

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		During the 2011-2012 school year, 85% (382) of students participated in the school wide Science Fair. Our goal is to increase this number by 10 percentage points to 95% (488).			
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	Lack of resources, including space prevents the school from being able to participate in some projects.	1.1. Teachers have attended the Fairchild Challenge PD, and they are going to implement a school wide project. A school wide Science Fair will take place in the Spring with various activities through the year such as field trip (hands on experiences), and mini labs. The school will participate in the Fair Child Challenge. Some projects will be sent to the Youth Fair. Science classes, are adopting an endangered plant, and an endangered animal. A butterfly garden will be created, and students will participate in making a conservation banner for the challenge. A science club is being added to the school's extra curricular activities.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Teacher Made Assessment 2013 Science FCAT 2.0

(PLC) or PD Activity

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Our goal is to increase the number of career technical education courses being taken in the school.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of intensive courses that students need to take, impedes them from being able to sign up for the CTE course	Career readiness courses are available for students to receive certificates. The Civics course includes a section for career	Administration	Number of students enrolled in a CTE course.	Career Readiness Certificates given at the end of the school year.

offerings.	planning. Florida choices will also be implemented.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Grade Level Appropriate Text	Reading Textbooks (voyager, etc.)	School Operational Budget	\$10,637.50
Mathematics	Textbooks	Math Textbooks	School Operational Budget	\$5,066.00
Science	Textbooks	Science Texts	School Operational Budget	\$6,790.00
				Subtotal: \$22,493.50
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Achieves, Jamestown Readers, SuccessMaker	50 Macbook Pro's COMputer Lab	School Operational Budget	\$15,000.00
Reading	SUCCESSMaker License	SuccessMaker Program	School Operational Budget	\$2,500.00
Mathematics	SuccessMaker License	SuccessMaker for Lowest 25%	School Operational Budget	\$2,500.00
Mathematics	SuccessMaker, Florida Achieves, NVLM	50 Macbook Pro's Computer Lab	School Operational Budget	\$15,000.00
				Subtotal: \$35,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Strategies	Dade Reading Council PD	School Operational Budget	\$210.00
Mathematics	Common Core Alignment to Mathematics	National Council of Mathematics PD	School Operational Budget	\$3,000.00
				Subtotal: \$3,210.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After School Year Round Tutoring	Year Round Tutoring for the Lowest 25%	School Operational Budget	\$8,500.00
Reading	Intensive Reading Courses	1 Full Time Reading Teacher	School Operational Budget	\$40,000.00
Reading	SuccessMaker	1 Full Time Instructor	School Operational Budget	\$4,666.00
Mathematics	Intensive Math Courses	2 Math Teachers Added	School Operational Budget	\$76,000.00
Mathematics	SuccessMaker	Instructor to Facilitate SuccessMaker	School Operational Budget	\$4,666.00
Mathematics	After School Year Round Tutoring	Lowest 25% Enrolled in Tutoring	School Operational Budget	\$8,500.00
Science	1 Part Time Science Instructor	Science Instruction	School Operational Budget	\$20,000.00
Science	1 Full Time Science Instructor	Teaching Advanced Courses	School Operational Budget	\$46,000.00
Writing	1 full time Paraprofessional	Instructional Support	School Operational Budget	\$20,000.00
Civics	1 Full Time Paraprofessional	Instructional Support	School Operational Budget	\$20,000.00
Suspension	1 full time preventive advisor	To monitor student behavior pro actively	School Operational Budget	\$42,000.00
Suspension	1 full time school monitor	to monitor school general areas	School operational Budget	\$18,000.00
				Subtotal: \$308,332.00
				Grand Total: \$369,035.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Hispanic Heritage Festival, Black History Month Activities, the Fairchild Challenge, and the Litograff Wall	\$1,480.00

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

The SAC is responsible for developing, monitoring and approving the School Improvement Plan. The activities of the SAC for the upcoming school year include planning for school wide activities, such as a Hispanic Heritage Festival, Black History Month Activities, the Fairchild Challenge, and the Litograff Wall.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District MIAMI COMMUNITY CHARTER MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	63%	81%	28%	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	58%	58%			116	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?	66% (YES)	63% (YES)			129	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					473	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI COMMUNITY CHARTER MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	75%	97%	17%	253	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	84%			154	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?	70% (YES)	97% (YES)			167	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					574	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested