FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI COMMUNITY CHARTER SCHOOL

District Name: Dade

Principal: Jila Rezaie

SAC Chair: Dulce Linares

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Jila Rezaie	E.D.D Social Sciences Math	8	20	'12 '11 '10 '09 '08 School Grade D C C A F AYP - N N Y N High Standards-Rdg 38% 49% 62% 76% 53% High Standards-Math 42% 64% 64% 78% 45% Lrng Gains-Rdg 72% 47% 52% 84% 56% Lrng Gains-Math 55% 53% 35% 84% 49% Gains-R-25 78% 53% 63% 80% 43% Gains-M-25 58% 84% 45% 87% 53%
Assis Principal	Jacqueline Sera-Servin	Masters in Education	7	7	'12 '11 '10 '09 '08 School Grade D C C A F AYP - N N Y N High Standards-Rdg 38% 49% 62% 76% 53% High Standards-Math 42% 64% 64% 78% 45% Lrng Gains-Rdg 72% 47% 52% 84% 56% Lrng Gains-Math 55% 53% 35% 84% 49% Gains-R-25 78% 53% 63% 80% 43% Gains-M-25 58% 84% 45% 87% 53%
					'12 '11 '10 '09 '08

					School Grade D C C A F AYP - N N Y N High Standards-Rdg 38% 49% 62% 76% 53% High Standards-Math 42% 64% 64% 78% 45% Lrng Gains-Rdg 72% 47% 52% 84% 56% Lrng Gains-Math 55% 53% 35% 84% 49% Gains-R-25 78% 53% 63% 80% 43% Gains-M-25 58% 84% 45% 87% 53%
Assis Principal	Maria Alba-Quesada	Masters in Educational Leadership	7	1	
Assis Principal	Stephany Papili	Bachelor's of Science Exceptional Student Education	7	1	'12 '11 '10 '09 '08 School Grade D C C A F AYP - N N Y N High Standards-Rdg 38% 49% 62% 76% 53% High Standards-Math 42% 64% 64% 78% 45% Lrng Gains-Rdg 72% 47% 52% 84% 56% Lrng Gains-Math 55% 53% 35% 84% 49% Gains-R-25 78% 53% 63% 80% 43% Gains-M-25 58% 84% 45% 87% 53%

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	Maria Alba	Bachelor's of Science Elementary Education Master's Educational Leadership	7	5	'12 '11 '10 '09 '08 School Grade D C C A F AYP - N N Y N High Standards-Rdg 38% 49% 62% 76% 53% High Standards-Math 42% 64% 64% 78% 45% Lrng Gains-Rdg 72% 47% 52% 84% 56% Lrng Gains-Math 55% 53% 35% 84% 49% Gains-R-25 78% 53% 63% 80% 43% Gains-M-25 58% 84% 45% 87% 53%
Math	Maria Brown	Bachelor's in Elementary Education	7	5	'12 '11 '10 '09 '08 School Grade D C C A F AYP - N N Y N High Standards-Rdg 38% 49% 62% 76% 53% High Standards-Math 42% 64% 64% 78% 45% Lrng Gains-Rdg 72% 47% 52% 84% 56% Lrng Gains-Math 55% 53% 35% 84% 49% Gains-R-25 78% 53% 63% 80% 43% Gains-M-25 58% 84% 45% 87% 53%

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	Competitive Salary/Benefit Package	Board of Directors	June 2013	
2	Participation in Decision Making by Leadership Team	Dr. Jila Rezaie	June 2013	
3	Small Class Size	Dr. Jila Rezaie	June 2013	
4	Effective Student Behavior Management	Leadership Team	June 2013	
5	Master Teacher Program	Board of Directors	June 2013	
6	Instructional Support	Dr. Jila Rezaie	June 2013	
7	Matching Tuition for Higher Degree or National Certification	Board of Directors	June 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
20% (6)	Assigned Master Teacher's Ongoing Team Meetings Co-Teaching Lesson Planning Reviews Walkthrough 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
29	24.1%(7)	44.8%(13)	10.3%(3)	20.7%(6)	3.4%(1)	79.3%(23)	0.0%(0)	0.0%(0)	58.6%(17)

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
Liana Stone	C. Faria; G.Hoafat; E.Lopez;	Team Leader to First Year Teacher	Ongoing team meetings, co-teaching, lesson plan reviewing
Elizabeth Polo	E.Lopez; V.Delgado	Team Leader to First Year Teacher	Ongoing team meetings, co-teaching, lesson plan reviewing
Maria Alba	I. Mejia; J.Armenteros	Mentor to First Year Teacher	Ongoing team meetings, co-teaching, lesson plan reviewing

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. Additional, 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)

This 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 addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, and counselors.

Nutrition Programs

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

Housing Programs

Head Start

Adult Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

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.

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 MTTS/RTI leadership team meets every four weeks in connection with the Master Teacher Team
The MTTS/RTI leadership team will review the specific needs of each student in the program. In addition, the team reviews available data such as the 2012 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.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

1. Principal-Jila Rezaie
2. Assistant Principals-Jacqueline Sera-Sirven, Maria Alba, Stephany Papili
3. ESE Coordinator-Elizabeth Polo
4. ESOL Coordinator-Miriam Henriquez
5. Primary and Intermediate Elementary Master Teachers-Liana Stone, Maria Brown .

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 CRISS 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.

Kindergarten parents attend two orientations six months prior to the beginning of the school. At this time, the parents receive two summer assignments to prepare students in the areas of Language Arts and Math. The parents take a tour of the entire school, accompanied by Ms. Liana Stone, a primary Master Teacher. During this time, Ms. Stone introduces the parents to the Kindergarten team, the curriculum to be taught, and the classroom setting. The parents will be included in student's center time by inviting parents to come in and take part in the student's center time. Parent workshops will be offered, for the parents, to provide parents with resources available to them, as well as school resources that they can utilize to monitor and follow up with their child's progress. Upon entrance to the school, Kindergarteners are assessed using FLKRS and monitored throughout the school year, through the FAIR, as well as through biweekly mini assessments.

*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.

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*High Schools Only

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading assessment indicate that 24% (50) of students have achieved a Level 3 in reading. Our goal is to increase this percentage by 4 percentage points to 28% (59).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (50)	37% (70)28% (59)

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 in grade 3, Literary Analysis in Grade 4, and Vocabulary and Literary Analysis in Grade 5.	In grade 3 and 4, grade level appropriate text should be used, that includes identifiable authors purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures, such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and cross texts. In grade 5, students should be taught to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward...and what did he	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

| | | say to let me know?" Use Poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, heading, charts, graphs, diagram, etc) to locate, interpret, and organize information. For Grade 5. More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning. | | | | |

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading assessment indicate that 14% (30) of students have achieved Level4 and 5 in reading. Our goal is to increase this percentage by 2 percentage points to 16% (33).
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (30)	16% (33)

	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 Reading FCAT was Reporting Category 3: Literary Analysis.	Students will be taught to identify and interpret elements of story structure within a text. Also, students will be taught to understand character development, character point of view by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Poetry will be used to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, heading, charts, graphs, diagram, etc) to locate, interpret, and organize information. Students will participate in enrichment through Florida Achieves and Destination Reading as well as a LitoGraff Wall to display creative writing, and school news.	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 Destination Reading Reports 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:

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:

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 | The results of the 2012 FCAT Reading assessment indicate

gains in reading. Reading Goal #3a:			that 72% (102) of students have made learning gains in Reading. Our goal is to increase this percentage by 5 percentage points to 77% (109).		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
72% (102)			72% (109)		

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 was Reporting Category 1: Vocabulary.	For Grade 3, teaching reading strategies that help students determine meanings of words, by using context clues. Instruction should allow student to build their general knowledge of words and word relationships, through the use of vocabulary maps. Students should read in all content areas, with increased emphasis on cross-content reading. For Grade 4, educators should provide students with pre-reading activities instructing students on the use of concept maps to help build their general knowledge of word meanings, and relationships, the study of synonyms, antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. For Grade 5, More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning. Students in grades 3, will participate in interventions, twice a week, focus on the Strategic Intervention	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

		focus in Pearson's Reading Street.			

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Mathematics test indicate that 58% (21) of students in the lowest 25% made learning gains. Our goal is to increase this percentage by 10 percentage points to 68% (25).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (21)	68% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The results of the 2012 FCAT Mathematics indicate that an area of deficiency for students was Fractions in 3rd Grade and 5th Grade, and Geometry and Measurement in 4th Grade, and 5th Grade.	For Grade 3, teaching reading strategies that help students determine meanings of words, by using context clues. Instruction should allow student to build their general knowledge of words and word relationships, through the use of vocabulary maps. Students should read in all content areas, with increased emphasis on cross-content reading. For Grade 4, educators should provide students with pre-reading activities instructing	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 SuccessMaker Reports SuccessNet Reports 2013 Reading FCAT 2.0

| 1 | students on the use of concept maps to help build their general knowledge of word meanings, and relationships, the study of synonyms, antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. For Grade 5, More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning. For grades 3, 4, and 5, a tutoring program will take place twice a week from 4:00 to 5:00 p.m., using Florida Achieves and SuccessMaker. Students will participate in interventions during the school day. Students are assigned to intensive intervention teachers at least twice a week, using the Strategic Intervention focus in Pearson's Reading Street, and the Voyager program. | | | | |

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
	40	45	51	56	62	

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:

| | The results of the 2012 FCAT Reading assessment indicate that 29% (4) of the students in the Black Subgroup are |

| | 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B: | making satisfactory progress.
Our goal is to increase this percentage by 22 percentage points to 51% (7).
The results of the 2012 FCAT Reading assessment indicate that 38% (72) of the students in the Hispanic Subgroup are making satisfactory progress.
Our goal is to increase this percentage by 22 percentage points to 44%(83). |

2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 29% (4) Hispanic: 38% (72)	Black: 51% (7) Hispanic: 44% (83)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Black: Hispanic: The area of deficiency as noted on the 2012 FCAT Reading was Reporting Category 1: Vocabulary. Asian: American Indian:	. For Grade 3, teaching reading strategies that help students determine meanings of words, by using context clues. Instruction should allow student to build their general knowledge of words and word relationships, through the use of vocabulary maps. Students should read in all content areas, with increased emphasis on cross-content reading. For Grade 4, educators should provide students with pre-reading activities instructing students on the use of concept maps to help build their general knowledge of word meanings, and relationships, the study of synonyms, antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. For Grade 5, More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning.	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 SuccessMaker Reports SuccessNet Reports Teacher Made Assessments 2013 Reading FCAT 2.0

| | | For grades 3, 4, and 5, a tutoring program will take place twice a week from 4:00 to 5:00 p.m. using Florida Achieves and SuccessMaker. Students will participate in interventions during the school. Students are assigned to intensive intervention teachers at least twice a week, utilizing Pearson's Reading Street Strategic Intervention as the focus. | | | |

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 27% (19) of students in the ELL subgroup have made satisfactory progress. Our goal for the 2012-2013 school year is to increase the number of students in the ELL subgroup achieving proficiency by 12 percentage points to 39% (28)
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (19)	39% (28)

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 test is Reporting Category 1: Vocabulary. Students have limited vocabulary to apply to the learning process.	For Grade 3, teaching reading strategies that help students determine meanings of words, by using context clues. Instruction should allow student to build their general knowledge of words and word relationships, through the use of vocabulary maps. Students should read in all content areas, with increased emphasis on cross-content reading. For Grade 4, educators should provide students with pre-reading activities instructing students on the use of concept maps to help build their general knowledge of word meanings, and relationships, the study of synonyms, antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as	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 SuccessMaker Reports SuccessNet Reports Teacher Made Assessments 2013 Reading FCAT 2.0

1		it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. For Grade 5, More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning. For grades 3, 4, and 5, a tutoring program will take place twice a week from 4:00 to 5:00 p.m. using Florida Achieves and SuccessMaker. Students will participate in interventions during the school. Students are assigned to intensive intervention teachers at least twice a week, utilizing Pearson's Reading Street Strategic Intervention as the focus. .		

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

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of 2012 FCAT Reading Assessment indicates that 29% (37) of the students in the Economically Disadvantaged subgroup are making adequate progress. Our goal for 2012-2013 school year is to increase the number of students in the Economically Disadvantaged subgroup by 14 percentage points to 43% (54).

2012 Current Level of Performance:			2013 Expected Level of Performance:		
29% (37)			43% (54)		

		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 test is Reporting Category 1: Vocabulary. Students have limited vocabulary to apply to the learning process.	For Grade 3, teaching reading strategies that help students determine meanings of words, by using context clues. Instruction should allow student to build their general knowledge of words and word relationships, through the use of vocabulary maps. Students should read in all content areas, with increased emphasis on cross-content reading. For Grade 4, educators should provide students with pre-reading activities instructing students on the use of concept maps to help build their general knowledge of word meanings, and relationships, the study of synonyms, antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. For Grade 5, More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning. For grades 3, 4, and 5, a tutoring program will take place twice a week from 4:00 to 5:00 p.m. using Florida Achieves and SuccessMaker. Students will participate in interventions during the	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 SuccessMaker Reports SuccessNet Reports 2013 Reading FCAT 2.0

	school. Students are assigned to intensive intervention teachers at least twice a week, utilizing Pearson's Reading Street Strategic Intervention as the focus.

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
Student Engagement	K-5	Jacqueline Sera-Sirven Maria Alba Stephany Papili	K-5 Teachers	August 8-10, 2012	Teacher Observations, Walkthroughs	Administration
Data Desegregation Differentiated Instruction Group	3-5 Reading Teachers	Ms. Redlich	3-5 Teachers	August 31, 2012	Teacher Observations, Walkthroughs	Administration
Differentiated Instruction Groups	K-2	Ms. Redlich	K-2 Teachers	September 17, 2012	Teacher Observations, Walkthroughs	Administration
EduSoft Mini Assessemnts	K-5	Dr. Hilton, Ms. Redlich, Ms. Price	K-5 Teachers	September 14, 2012	Teacher Observations, Walkthroughs	Administration
Reading Strategies	K-5	Cristina Wright, Sindy Acosta	K-5 Teachers	September 26, 2012	Teacher Observations, Walkthroughs	Administration
Effective and Engaging Phonics, Spelling, and Vocabulary Instruction	K-5	Dade Reading Council	K-5 Reading Teachers	November 17, 2012	Teacher Observations, Walkthroughs	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Grade Level Appropriate Textbooks	Reading Text (Voyager, etc)	School Operational Budget	$11,061.00
			Subtotal: $11,061.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Achieves, SuccessMaker	1 Computer Lab	School Operational Budget	$9,672.75
Florida Achieves, Grade Level Approrpiate Text	LCD Projectors	School Operational Budget	$1,293.00
SuccessMaker	SuccessMaker for the Lowest 25%	School Operational Budget	$2,500.00
			Subtotal: $13,465.75
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

| Reading Strategies | Reading Workshops-Dade Reading Council | Title 1 Funding | $195.00 |
| | | Subtotal: | $195.00 |

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention Teachers/DI	2 Intervention Teachers	School Operational Budget	$45,000.00
Tutoring/Intervention	Year Round After School Tutoring	School Operational Budget	$17,000.00
Reading Instruction	1 Reading Teacher	Title 1 Funding	$36,000.00
Reading Instruction	1 Reading Teacher	School Operational Budget	$36,000.00
ELL Instructional Support	1 ESOL teacher	School Operational Budget	$16,200.00
SuccessMaker	Instructor to Facilitate SuccessMaker	School Operational Budget	$4,666.00
		Subtotal:	$154,866.00
		Grand Total:	**$179,587.75**

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA indicate that 56% (132) of ELL students are proficient in Listening/Speaking. Our goal is to reduce the amount of non-proficient students by 20 percentage points.
2012 Current Percent of Students Proficient in listening/speaking:	
56% (132)	

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. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

	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

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 37% (88) of the ELL students are proficient in reading. Our goal is to increase student proficiency by 10 percentage points to 30% (71). Our goal is to reduce the amount of non-proficient students by 20 percentage points.

2012 Current Percent of Students Proficient in writing:
37% (88)

	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.	Administrators	Teacher Walkthroughs and Observations	Interim Assessment Data Fair Assessment Data Teacher Made Assessments 2013 CELLA 2013 FCAT 2.0 Writing

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT Mathematics test indicate that 23% (49) of students achieved Level 3 proficiency. Our goal is to increase this percentage by 8 percentage points to 31% (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (49)	31% (65)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT Mathematics indicate that an area of deficiency for students was Fractions in 3rd Grade and 5th Grade, and Geometry and Measurement in 4th Grade, and 5th Grade.	. Grade 3, students need to develop understanding of multiplication and division and strategies for basic multiplication facts and related division facts, and develop an understanding of fractions and fraction equivalence. Grade 5 student, need to develop an understanding of and fluency with division of whole numbers, develop an understanding of an fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite number, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order/ and graph integers; and solve non-routine problems. For Geometry and Measurement, this reporting category will be included in the daily routine. The reporting category of Geometry and Measurement will be incorporated into the daily routine. Students will describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast and	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

| | | convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement, and derive and apply formulas for area. Grade 4- The reporting category of Geometry and Measurement will be incorporated into the daily routine. Students will develop an understanding of area and determine the area of two-dimensional shapes ; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. | | | | |

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:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics test indicate that 19% (40) of students achieved Level4 and 5 proficiency. Our goal is to increase this percentage by 3 percentage points to 22% (46).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (40)	22% (46)

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 Fractions in 3rd Grade and 5th Grade, and Geometry and Measurement in 4th Grade, and 5th Grade.	– Provide an opportunity for students to engage in mathematical discourse and problem solving activities through the use of cooperative learning groups – Select rigorous, real-world problems, aligned to the content the students are learning – Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations – Students will participate in a building blocks competition through RamTech.	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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics test indicate that 55% (78) of students made learning gains. Our goal is to increase this percentage by 10 percentage points to 65% (92).
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (78)	65% (92)

	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 Fractions in 3rd Grade and 5th Grade, and Geometry and Measurement in 4th Grade, and 5th Grade.	. Grade 3, students need to develop understanding of multiplication and division and strategies for basic multiplication facts and related division facts, and develop an understanding of fractions and fraction equivalence. Grade 5 student, need to develop an understanding of and fluency with division of whole numbers, develop an understanding of an fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite number, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order/ and graph integers; and solve non-routine problems. For Geometry and Measurement, this reporting category will be included in the daily routine. The reporting category of Geometry and Measurement will be incorporated into the daily routine. Students will describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement, and derive and apply formulas for area. Grade 4- The reporting category of Geometry and Measurement will be incorporated into the daily routine. Students will develop an under-standing of area nad determine the area of two-dimensional shapes ; classifying angles; identify and describe the results of	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

		transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. Students will accomplish this by being provided with opportunities to engage in mathematical discourse and problem solving activities through the use of cooperative student learning teams, while being exposed to real world problems, and development of their writing ability through note taking.			

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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The result of the 2010-2011 FCAT Mathematics Test indicates that 84% (26) of students in the lowest 25% achieved learning agains. Our goal for the 2011-2012 school year is to increase learning gains in the lowest 25% by 5 percentage points to 89% (27).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (26)	89% (27)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td align="center">Anticipated Barrier</td><td align="center">Strategy</td><td align="center">Person or Position Responsible for Monitoring</td><td align="center">Process Used to Determine Effectiveness of Strategy</td><td align="center">Evaluation Tool</td></tr>
<tr><td></td><td>Students in grades 3-5 showed an area of</td><td>Pearson's Success maker Program will be</td><td>Jacqueline Sirven Maria Brown</td><td>Success Maker Data Reports</td><td>Formative Mini Assessment</td></tr>
</table>

		deficiency in Measurement and Geometry as noted on the 2012 administration of the FCAT Mathematics Test. The deficiency is due to insufficient use of hands on materials, including Gizmo	implemented every other day for 30 minutes of Mathematics. The Khan Academy will be implemented daily in instruction. Signapore Math will also be used in instruction.		Mini Teacher Made Assessments	District assessment data 2012 FCAT Results
	1					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics test indicate that 14% (2) of the students in the Black subgroup are making adequate progress. Our goal for the 2012-2013 school year is to increase this by 37 percentage points to 51% (7). The results of the 2012 FCAT Mathematics test indicate that 44% (83) of the students in the Black subgroup are making adequate progress. Our goal for the 2012-2013 school year is to increase this by 6 percentage points to 54% (102).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 14% (2) Hispanic: 44% (83)	Black: 51% (7) Hispanic: 54% (102)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: The results of the 2012 FCAT Mathematics indicate that an area of deficiency for students was Fractions in 3rd Grade and 5th Grade, and Geometry and Measurement in 4th Grade, and 5th	. Students will be provided with opportunities to develop quick recall of addition, subtraction, multiplication and division facts. Manipulatives will be used to enhance student learning. Students will engage in activities to use technology (such as Riverdeep and NVLM) as a (n): • Manipulative to create additional models • Exploration tool of math concepts • Extra practice • Assessment Literature will also be used to provide the meaning necessary for children to successfully grasp mathematical	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

| | | concepts and make connections with real world situations.

For grades 3, 4, and 5, an intervention program will take place on a daily basis. using Florida Achieves and SuccessMakers. Students will participate in interventions during the school day. Students are assigned to intensive intervention teachers at least twice a week, to work benchmark by benchmark using Envision It Math as a resource. | | | |

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 Mathematics test indicate that 36%(26) of the students in the ELL subgroup are making adequate progress. Our goal for the 2012-2013 school year is to increase this by 21 percentage points to 57% (40).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (26)	57% (40)

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 Fractions in 3rd Grade and 5th Grade, and Geometry and Measurement in 4th Grade, and 5th Grade. Students also have limited vocabulary to apply to the learning process.	Students will be provided with opportunities to develop quick recall of addition, subtraction, multiplication and division facts. Manipulatives will be used to enhance student learning. Students will engage in activities to use technology (such as Riverdeep and NVLM) as a (n): • Manipulative to create additional models • Exploration tool of math concepts • Extra practice • Assessment Literature will also be used to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real world situations. For grades 3, 4, and 5, an intervention program will take place on a daily basis. using Florida Achieves and	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Assessment Data Teacher Made Assessments 2013 Mathematics FCAT 2.0

SuccessMakers. Students will participate in interventions during the school day. Students are assigned to intensive intervention teachers at least twice a week, to work benchmark by benchmark using Envision It Math as a resource.	

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics test indicate that 42% (53) of the students in the ED subgroup are making adequate progress. Our goal for the 2012-2013 school year is to increase this by 13 percentage points to 55% (69)
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (53)	55% (69)

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 Fractions in 3rd Grade and 5th Grade, and Geometry and Measurement in 4th Grade, and 5th Grade. Students also have limited vocabulary to apply to the learning process.	Students will be provided with opportunities to develop quick recall of addition, subtraction, multiplication and division facts. Manipulatives will be used to enhance student learning. Students will engage in activities to use technology (such as Riverdeep and NVLM) as a (n):	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 | • Manipulative to create additional models
• Exploration tool of math concepts
• Extra practice
• Assessment
Literature will also be used to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real world situations.

For grades 3, 4, and 5, an intervention program will take place on a daily basis. using Florida Achieves and SuccessMakers. Students will participate in interventions during the school day. Students are assigned to intensive intervention teachers at least twice a week, to work benchmark by benchmark using Envision It Math as a resource. | | | | |

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Mathematics	K-8	National Council of Teachers of Mathematics	Maria Brown and Carolyn Cantave	July 29-31	In House Training	Administration
Common Core Mathematics	K-5	Maria Brown, Carolyn Cantave	All K-5 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	School Operational Budget	$5,520.00
			Subtotal: $5,520.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Achieves, SuccessMaker, NVLM, Destination Math	Additional Instructional Support, Students Desktops 1 Computer Lab	School Operational Budget	$9,672.75
SuccessMaker	Success Maker Program for the Lowest 25%	School Operational Budget	$2,500.00
			Subtotal: $12,172.75
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Mathematic strategiesl cooperative learning, inquiry based learning	National Council of Teacher of Mathematics Common Core	School Operational Budget	$3,000.00
		Subtotal: $3,000.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Support	1 additional Math Teacher	School Operational Budget	$36,000.00
SuccessMaker	SuccessMaker Instructor	School Operational Budget	$4,666.00
		Subtotal: $40,666.00	
		Grand Total: $61,358.75	

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT Science Assessment indicate that 24% (18) of students achieved Level 3 proficiency. Our goal is to increase this percentage by 5 percentage points to 29% (22).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (18)	29% (22)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Science assessment, the area of deficiencies for students were Earth, Space, Science and Physical Science.	• 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. ? Gizmos will be utilized in the classroom.	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Teacher Made Assessments Gizmos Reports 2013 FCAT Science 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 2012 FCAT Science Assessment indicate that 4%(3) of students achieved Level 4 and 5 proficiency. Our goal is to increase this percentage by 2 percentage points to 6% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (3)	6% (5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Science assessment, the area of deficiencies for students were Earth, Space, Science and Physical 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. As well as participating in the Fairchild Challenge, by creating	Administration	Following the FCIM, the administration will look at data every two weeks, and then instruction will be adjusted.	Interim Assessment Teacher Made Assessments Gizmos Report 2013 FCAT Science 2.0

		a butterfly garden, participating in a fashion show, adopting an endangered plant and gardening. Students will be participating in a variety of project based learning which will be included in the Youth Fair. Gizmos will be utilized in the classroom.			

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fairchild Challenge	K-5	Fairchild Botanic Garden	Ms. Kay and Ms. Ferrufino	August 25, 2012	Fair Child Challenge Project	Administration
Fairchild Challenge	K-5	Farichild Botanic Graden	K-5 Teachers	September 26, 2012	Fair Child Challenge Project	Administration

Science Budget:

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

			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Support	1 Science Teacher	TItle 1 Funding	$36,000.00
			Subtotal: $36,000.00
			Grand Total: $36,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Assessment indicate that 43%(29) of students achieved Level 3-6 proficiency. Our goal is to increase this percentage by 6 percentage points to 49% (33).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (29)	49% (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	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 par t 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 with students.	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 Writing 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 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
Reading Writing Workshop	K-5	Dade Reading Council	Valerie Pardo	December 8, 2012	Teacher Observations, Walkthroughs	Administration
Reading and Writing Strategies	K-5	Cristina Wright, Sindy Acosta	All K-5 Teachers	September 26, 2012	Teacher Observations, Walkthroughs	Administration
Elementary Writing Standards	3 and 4th grade	District	Valerie Pardo Ivan Mejia	November 7 and 8, 2012	Teacher Observations, Walkthroughs	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

Dade-Reading Council Writing Workshop	PD for Writing Teachers	School Operational Budget	$67.50
			Subtotal: $67.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $67.50

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 96.32% (479) of students, were present. Our goal is to increase this percentage by less than 1 percentage point to 96.82% (481).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.32% (479)	96.82% (481)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
110	105
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
48	46

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	Administration	Incentives are used for students and families with perfect attendance.	Attendance Roster

		breakfast.			

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
Early Drop Off	Early Drop Off/Breakfast	School Operational Budget	$7,200.00
Drop of Procedure, Importance of Attendance, Health Information	Parent Workshops	Title 1	$500.00
			Subtotal: $7,700.00
			Grand Total: $7,700.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our suspense rate has remained 0% (0). Our goal is to maintain our suspension rate at 0% (0)
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
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
1	The increase of the number of students may result in some suspension cases.	Preventive discipline policy in the school minimizes the potential problems leading to suspension. School staff involve the parents immediately and before the 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	Administration	School annual survey from the students, parents and teachers validates information included in the database.	Daily reports, and weekly report cards

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" | K-5 | Jacqueline Sera-Sirven; Maria Alba; STephany Papili, Rockell Bartoli | K-5 All Teachers | August 8th-10th, 2012 | Teacher Observations, Walkthroughs, Monitoring of Disciplinary Issues | Jila Rezaie Jacqueline Sera-Sirven |

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During 2009-2010 school year, 90% of the parents participated in all activities sponsored by the school. Our goal is to increase the parent participation and involvement by 2% during 2011-2012 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
90%	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
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	During the 2011-2012 school year, 85% (382) of students participated in the school wide Science Fair. Our goal is to increase this percentage by 10 percentage points to 95% (488).
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	1.1. 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. 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 2012 FCAT 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						

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

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 Textbooks	Reading Text (Voyager, etc)	School Operational Budget	$11,061.00
Mathematics	Textbooks	Math	School Operational Budget	$5,520.00
				Subtotal: $16,581.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Achieves, SuccessMaker	1 Computer Lab	School Operational Budget	$9,672.75
Reading	Florida Achieves, Grade Level Approrpiate Text	LCD Projectors	School Operational Budget	$1,293.00
Reading	SuccessMaker	SuccessMaker for the Lowest 25%	School Operational Budget	$2,500.00
Mathematics	Florida Achieves, SuccessMaker, NVLM, Destination Math	Additional Instructional Support, Students Desktops 1 Computer Lab	School Operational Budget	$9,672.75
Mathematics	SuccessMaker	Success Maker Program for the Lowest 25%	School Operational Budget	$2,500.00
				Subtotal: $25,638.50

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Strategies	Reading Workshops- Dade Reading Council	Title 1 Funding	$195.00
Mathematics	Mathematic strategiesl cooperative learning, inquiry based learning	National Council of Teacher of Mathematics Common Core	School Operational Budget	$3,000.00
Writing	Dade-Reading Council Writing Workshop	PD for Writing Teachers	School Operational Budget	$67.50
				Subtotal: $3,262.50

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Intervention Teachers/DI	2 Intervention Teachers	School Operational Budget	$45,000.00
Reading	Tutoring/Intervention	Year Round After School Tutoring	School Operational Budget	$17,000.00
Reading	Reading Instruction	1 Reading Teacher	Title 1 Funding	$36,000.00
Reading	Reading Instruction	1 Reading Teacher	School Operational Budget	$36,000.00
Reading	ELL Instructional Support	1 ESOL teacher	School Operational Budget	$16,200.00
Reading	SuccessMaker	Instructor to Facilitate SuccessMaker	School Operational Budget	$4,666.00
Mathematics	Instructional Support	1 additional Math Teacher	School Operational Budget	$36,000.00
Mathematics	SuccessMaker	SuccessMaker Instructor	School Operational Budget	$4,666.00
Science	Instructional Support	1 Science Teacher	TItle 1 Funding	$36,000.00
Attendance	Early Drop Off	Early Drop Off/Breakfast	School Operational Budget	$7,200.00
Attendance	Drop of Procedure, Importance of Attendance, Health Information	Parent Workshops	Title 1	$500.00
				Subtotal: $239,232.00
				Grand Total: $284,714.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

| ꞁn Priority | ꞁn Focus | ꞁn Prevent | ꞁn NA |

Are you a reward school: ꞁn Yes ꞁn 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 Week Black History Month Fairchild Challenge LitoGraff Wall	$2,068.00

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

| |

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
MIAMI COMMUNITY CHARTER SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	65%	59%	32%	207	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	47%	74%			121	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?	53% (YES)	84% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					465	
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 SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	64%	75%	30%	231	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	52%	45%			97	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?	63% (YES)	45% (NO)			108	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					436	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested