FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI ARTS CHARTER

District Name: Dade

Principal: Dania Infante-Ramos

SAC Chair: Jennifer Kenney

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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)
Assis Principal	Christine De La Rosa	Bachelors of Music National Board Certification K-12	4	4	'12 '11 '10 '09 '08 School Grade X A B B B High Standards Rdg.76% 78% 78% 53% 60% High Standards Math 66% 71% 69% 84% 79% Lrng Gains-Rdg. 71% 64% 66% 48% 64% Lrng Gains-Math 64% 68% 56% 83% 76% Gains-Rdg-25% 67% 66% 58% 39% 58% Gains-Math-25% 59% 72% 52% 81% 68%
Assis Principal	Carolina Torres	Bachelors in Elementary Education Masters in Educational Media Specialist in Educational Leadership	4	4	'12 '11 '10 '09 '08 School Grade X A B A A High Standards Rdg.76% 78% 78% 78% 79% High Standards Math 66% 71% 69% 83% 82% Lrng Gains-Rdg. 71% 64% 66% 71% 67% Lrng Gains-Math 64% 68% 56% 84% 81% Gains-Rdg-25% 67% 66% 58% 63% 58% Gains-Math-25% 59% 72% 52% 73% 86%
					'12 '11 '10 '09 '08 School Grade X A B B B

| Principal | Alfredo De La Rosa | Bachelors of Music National Board Certification K-12 | 4 | 4 | High Standards Rdg.76% 78% 78% 53% 60%
High Standards Math 66% 71% 69% 84% 79%
Lrng Gains-Rdg. 71% 64% 66% 48% 64%
Lrng Gains-Math 64% 68% 56% 83% 76%
Gains-Rdg-25% 67% 66% 58% 39% 58%
Gains-Math-25% 59% 72% 52% 81% 68% |

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)
N/A	N/A	N/A			N/A

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	Provide professional development opportunities during early release days and teacher planning days	Alfredo De La Rosa, Principal	On- Going	
2	Regular meetings of new teachers with principal/ assistant principal.	Alfredo De La Rosa, Principal	On- Going	
3	Regular meetings of new teachers with department chair.	Alfredo De La Rosa, Principal	On- Going	
4	Partnering of new teachers with veteran staff.	Alfredo De La Rosa, Principal	On- Going	
5	Soliciting referrals from current employees.	Alfredo De La Rosa, Principal	On- Going	

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
2.7% (1)	Teacher is on a waiver and is working towards a Reading Endorsement

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	5.4%(2)	35.1%(13)	37.8%(14)	21.6%(8)	48.6%(18)	97.3%(36)	5.4%(2)	8.1%(3)	37.8%(14)

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
Nancy De La Teja	D. Salme	Ms. De La Teja is a veteran teacher with outstanding knowledge of content and subject matter and other methods that support high standards. In addition, she demonstrates a commitment to personal & professional growth.	The mentor will provide the necessary documents and data to assist mentee in meeting goals. The mentor and mentee are meeting biweekly to discuss evidence-based strategies for each domain. The mentor and mentee are given release time to observe each other. Time is given for the feedback, coaching and planning.
Nancy De La Teja	M. Durante	Ms. De La Teja is a veteran teacher with outstanding knowledge of content and subject matter and other methods that support high standards. In addition, he demonstrates a commitment to personal & professional growth.	The mentor will provide the necessary documents and data to assist mentee in meeting goals. The mentor and mentee are meeting biweekly to discuss evidence-based strategies for each domain. The mentor and mentee are given release time to observe each other. Time is given for the feedback, coaching and planning.
Andrea Preston	R. Perdomo	Ms. Preston is a veteran teacher with outstanding knowledge of content and subject matter and other methods that support high standards. In addition, she demonstrates a commitment to personal & professional growth.	The mentor will provide the necessary documents and data to assist mentee in meeting goals. The mentor and mentee are meeting biweekly to discuss evidence-based strategies for each domain. The mentor and mentee are given release time to observe each other. Time is given for the feedback, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

[ ]

Title I, Part D

[ ]

Title II

[ ]

Title III

[ ]

Title X- Homeless

[ ]

Supplemental Academic Instruction (SAI)

[ ]

Violence Prevention Programs

[ ]

Nutrition Programs

[ ]

Housing Programs

[ ]

Head Start

[ ]

Adult Education

[ ]

Career and Technical Education

[ ]

Job Training

[ ]

Other

[ ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior chairpersons
- Special education personnel
- School guidance counselor
- District psychologist
- Member of advisory group
- Community stakeholders

3. MTSS/RtI is a general education initiative in which the levels of support(resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
- What will all students learn?(curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold weekly team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving

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MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management system

- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic
- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
- Oral Reading Fluency Measures
- Baseline Benchmark Assessments
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- School site specific assessments

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

Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team will consist of:
- Alfredo De La Rosa, Principal
- Carolina Torres, Assistant Principal
- Nancy De La Teja, Language Arts Department Chairperson
- Alexandra Gomez, Grade Book Manager/ Social Studies Chairperson
- Erin Richards, Guidance Counselor
- Marianne Durante, SPED/ESOL Chairperson
- Tedra Cameron, Reading Teacher

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.
The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Reading Teacher, Language Arts/English Department Chair and the school's administration will meet with teachers during scheduled department meetings to discuss lesson plan development and data talks. These tools will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. All stakeholders will be responsible in ensuring that reading is taught throughout the curriculum. Teachers will differentiate instruction and provide reading enrichment/intervention strategies based on the results of the District Interim Assessment.
Department Heads will attend District mandated professional development and provide staff with relevant information upon return, to ensure everyone is apprised of changes and most recent effective strategies. Monthly planning time will be made available, in addition to Early Release and Professional Development days to allow teachers to share and learn best practices in reading.

*High Schools Only

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

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

Through vertical and horizontal articulation, the school's curriculum is aligned to address the students' needs and school goals. In addition to the required courses as per the Miami-Dade County Student Progression Plan, students are given the opportunity to choose courses relevant to their art. This will facilitate students' transition from school to work by providing them with the necessary tools for success in their major art area. Students are also encouraged with the assistance of the guidance counselor to enroll in Virtual School for a broader selection of courses.
Advanced students are given the opportunity to take AP or Honors classes and/or Dual Enrollment by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans.

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?

The Student Services Department develops a yearly Curriculum Bulletin that provides students as well as parents with the courses offered along with a brief description of each course. The Curriculum Bulletin indicates several options for academies, arts, and tracks for students to choose from. School counselor conducts presentations to all students by class and grade levels and assist students in the selection of courses by completing the Subject Selection Form.

Postsecondary Transition

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

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

Miami Arts Charter School prepares high school students for postsecondary transition by offering the mandated courses to comply with the State's graduation requirements and the graduation requirements of the Miami-Dade County Student Progression Plan. The administration and counselor work closely with all students throughout the year to insure students are on track to graduating and pursuing a postsecondary education. The counselor is active in encouraging students to take Honors, Advance Placement and Dual Enrollment Courses to help prepare the students in their postsecondary plans. The counselor shares information that includes but not limited to yearly subject selection, high school graduation requirements, recovery courses, becoming eligible for Bright Futures, applying to postsecondary institutes and financial aid. Miami Arts Charter will continue to improve student readiness and the graduation percentage with includes encouraging more participation in National Assessments such as the PSAT, SAT, and ACT. Our school College Assistance Program (CAP) counselor is also involved in this process, assisting students with course selections and rigor to assure that they meet the entrance requirement of colleges/universities.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicates that 29% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 32%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(160)	32% (174)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1-Vocabulary. Students have limited depth of literacy and range of vocabulary.	Implement a motivational vocabulary/literacy development component across the curriculum that will focus on word attack skills, SAT vocabulary, and the use of context clues while including individual departmental strategies for building student literacy.	The Literacy Leadership team & MTSS/RTI team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4-Informational Text/Research Process.	Use real world documents such as brochures, fliers, newspapers, websites, and how to locate, interpret and organize information. Utilize grade level appropriate text that includes author's purpose for writing, including informing telling a story, conveying a particular mood, entertaining and explaining.	The Literacy Leadership team & MTSS/RTI team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 47% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 1 percentage point to 48%
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (254)	48% (261)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3-Literary Analysis.	Encourage teachers across the curriculum to incorporate the use of a variety of real world and high-interest texts including internet sources into classroom instruction which includes the focused benchmarks to enhance and enrich students' literacy and improve their higher-level critical thinking and analytical skills.	The Literacy Leadership team & MTSS/RTI team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

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

	Problem-Solving Process to Increase Student Achievement	

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 71% of students made learning gains in reading. Our goal for the 2012-2013 school year is to increase learning gains in reading by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (350)	76% (375)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1-Vocabulary. Students have limited depth of literacy and range of vocabulary.	Implement strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. In addition, practice using context clues to distinguish the correct meaning of words that have multiple meanings.	The Literacy Leadership team & MTSS/RTI team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 67% of students in the lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase the lowest 25% learning gains by 5 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (66)	72% (71)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2-Reading Application. Effective use of reading strategies were not being implemented with fidelity across the curriculum.	Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.	The Literacy Leadership team & MTSS/RTI team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Review FAIR reports to ensure students are making adequate progress. Student Data Chats	Formative: District Interim Assessments FAIR Summative: 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	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
	77	79	81	83	85	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	BLACK:The results of the 2012 FCAT Reading Test indicate that 71% in the Black Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Black Subgroup making learning gains by 7 percentage points to 78%. White: The results of the 2012 FCAT Reading Test indicate that 83% in the White Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the White Subgroup making learning gains by 3 percentage points to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 71% (85) White: 83% (115)	Black: 78% (94) White: 86% (120)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1-Vocabulary for the identified ethnic subgroups. Students have limited depth of literacy and range of vocabulary	Implement strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. In addition, practice using context clues to distinguish the correct meaning of words that have multiple meanings.	The Literacy Leadership team & MTSS/RTI team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in 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 the 2011 FCAT Reading Test indicate that 67% in the Economically Disadvantaged Subgroup made learning gains. Our goal for the 2011-2012 school year is to increase the percentage of students in the Economically Disadvantaged Subgroup making learning gains by 3 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (76)	70% (80)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Grade-Level Curriculum Mapping	All Subjects	Language Arts Department Chair	All instructional staff	Teacher Planning Day September 26, 2012	Lesson plans	Administration
Data Analysis	Across the Curriculum	Language Arts Department Chair	All instructional staff	Teacher Planning Day September 17, 2012	Classroom visits. Data Chats	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.	Jamestown Navigator	FTE	$7,500.00
Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will			

meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.	Jamestown Timed Readers	FTE	$2,500.00
Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.	USA Today	EESAC	$300.00
			Subtotal: $10,300.00

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
Implement a motivational vocabulary/literacy development component across the curriculum that will focus on word attack skills, SAT vocabulary, and the use of context clues while including individual departmental strategies for building student literacy.	Hire substitutes for District Professional Developments	FTE	$500.00
			Subtotal: $500.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,800.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Student scoring level 1 through 4 on the comprehensive English Language Learning Assessment (CELLA) will improve their comprehension by 1% annually for the next 5 years.
2012 Current Percent of Students Proficient in listening/speaking:	
45% (30634) District percentage	

	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
	Students lack of understanding directions/expectations in the classroom.	The teacher demonstrates to the learner how to do a task, with the expectation that the	The Literacy Leadership team & MTSS/RTI team along with administrators will	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made	Formative: Quarterly Interim Assessments Summative:

| 1 | | learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task. | be responsible for the monitoring of the implementation of the identified strategies. | and to make adjustments to instruction as needed.

Student Data Chats | 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:	There will be a 1% increase annually for the next 5 years in the number of ELL students scoring proficient in Reading as demonstrated on the CELLA test.

2012 Current Percent of Students Proficient in reading:

28% (18507) District Percentage

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 limited ability to acquire meaning from text.	Utilize THINK/PAIR/SHARE to help students develop their own ideas as well as build on ideas that originated from co-learners. After reflecting on a topic, students form pairs and discuss, review, and revise their ideas, and eventually share them with the class.	The Literacy Leadership team & MTSS/RTI team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats	Formative: Quarterly Interim Assessments Summative: 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:	There will be a 1% increase in the number of ELL students scoring proficient in writing as demonstrated on the CELLA test.

2012 Current Percent of Students Proficient in writing:

27% (18338) District Percentage

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 limited ability to express their ideas in writing.	Utilizing the Process Writing Strategy, students write in the following steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and	The Literacy Leadership team & MTSS/RTI team along with administrators will be responsible for the monitoring of the implementation of the identified	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 CELLA

| | | responding to writing. | strategies. | | | |

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 36% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (138)	39% (151)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 6 was Reporting Category: Ratios and Proportional Relationships	Increase opportunities for students to solve problems involving scale factors using ratio and proportion in a real world context. Teachers will engage in Data Chats/Data Protocol with department chairperson and students	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 7 was Reporting Category: Geometry & Measurement	Increase the use of hands-on activities to explore area and volume using non-traditional units of measure. Teachers will engage in Data Chats/Data Protocol with department chairperson and students	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 8 was Reporting Category: Geometry & Measurement	Increase the use of hands-on activities to explore area and volume using non-traditional units of measure. Teachers will engage in Data Chats/Data Protocol with department chairperson and students	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicates that 28% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 1 percentage point to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (108)	29% (113)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 6 was Reporting Category: Ratios and Proportional Relationships	Implement higher-order problem solving instructional strategies into daily instruction which allows students to work collaborative structures to solve cognitively appropriate real-world problems Teachers will engage in Data Chats/Data Protocol with department chairperson and students	MTSS/RTI team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats Student Projects.	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 7 was Reporting Category: Geometry & Measurement	Provide opportunities for students to use relationships among the angles, side lengths, perimeters, and areas of similar objects through two- and three-dimensional projects. Teachers will engage in Data Chats/Data Protocol with department chairperson and students	MTSS/RTI team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats Student Projects.	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
	According to the results	Increase the	MTSS/RTI team	Results of the quarterly	Formative:

	of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 8 was Reporting Category: Geometry & Measurement	opportunities for students to create two- and three- dimensional geometric shapes, develop mathematical arguments about geometric relationships, apply transformation and use symmetry to analyze mathematical situations, and apply appropriate techniques, tools and formulas to determine measurements through individual/group projects. Teachers will engage in Data Chats/Data Protocol with department chairperson and students	along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats Student Projects.	Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
3					

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicates that 64% of students made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase learning gains in mathematics by 5 percentage points to 69%
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (252)	69% (271)

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

#					
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 6 was Reporting Category: Ratios and Proportional Relationships.	Students will be given additional opportunities to explain and justify procedures for multiplying and dividing fractions and decimals. Students will participate in achievement/data chats to identify areas of strengths and weaknesses.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 7 was Reporting Category: Geometry & Measurement	Compare, contrast, and convert units of measure between different measurement systems, dimensions and derived units to solve problems. Students will participate in achievement/data chats to identify areas of strengths and weaknesses.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 8 was Reporting Category: Geometry & Measurement	Students will be provided the opportunity to use similar triangles to solve problems that include height and distance; visual stimulus to develop students' spatial sense; and investigate geometric properties. Students will participate in achievement/data chats to identify areas of strengths and weaknesses.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicates that 59% of students in the lowest 25% made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase the lowest 25% learning gains by 10 percentage points to 69%
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (53)	69% (62)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 6 was Reporting Category: Ratios and Proportional Relationships.	Students will participate in a supervised peer mentoring intensive mathematics program during 7th period utilizing technology and online programs that include visual stimulus to provide the students with extra support and extra time. Students will participate in achievement/data chats to identify areas of strengths and weaknesses.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 7 was Reporting Category: Geometry & Measurement.	Students will participate in a supervised peer mentoring intensive mathematics program during 7th period utilizing technology and online programs that include visual stimulus to provide the students with extra support and extra time. Students will participate in achievement/data chats to identify areas of strengths and weaknesses.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for students in Grade 8 was Reporting Category: Geometry & Measurement.	Students will participate in a supervised peer mentoring intensive mathematics program during 7th period utilizing technology and online programs that include visual stimulus to provide the students with extra support and extra time. Students will participate in achievement/data chats to identify areas of strengths and weaknesses.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

Middle School Mathematics Goal #

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	BLACK: The results of the 2012 FCAT Mathematics Test indicate that 60% in the Black Subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 4percentage points to 64%. WHITE: The results of the 2012 FCAT Mathematics Test indicate that 65% in the White Subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:65%(65) Black: 60% (52)	White: 70%(70) Black: 64% (56)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for identified ethnic subgroups is Reporting Category: Geometry & Measurement.	Students will participate in a supervised peer mentoring intensive mathematics program during 7th period utilizing technology and online programs that include visual stimulus to provide the students with extra support and extra time. Students will participate in achievement/data chats to identify areas of strengths and weaknesses.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement		

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

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

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

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 60% in the Economically Disadvantaged Subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 6 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (56)	66% (61)

Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for Economically Disadvantaged subgroups is Reporting Category: Geometry & Measurement.	Students will participate in a supervised peer mentoring intensive mathematics program during 7th period utilizing technology and online programs that include visual stimulus to provide the students with extra support and extra time.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

| | | Students will participate in achievement/data chats to identify areas of strengths and weaknesses. | | meetings

Student Data Chats | |

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students

making learning gains in mathematics.

Mathematics Goal #3:

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				

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC Test indicate that 41% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 6 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (37)	47% (43)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Provide all students with practice in identifying relationships and patterns. Provide all students with practice in using a Venn diagram to identify relationships and patterns and to create an argument about the relationship between	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: Results from the 2013 Algebra EOC assessment

	sets. Teachers will engage in Data Chats/Data Protocol with department chairperson and students			

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC Test indicate that 35% of students achieved Level 4 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 proficiency by 2percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (32)	37% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics	Utilizing Higher-Order reasoning, students will apply quadratic equations to solve real-world problems through student projects.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: Results from the 2013 Algebra EOC assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	BLACK: The results of the 2012 Algebra 1 EOC indicate that 60% in the Black Subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points to 64%. WHITE: The results of the 2012 Algebra 1 EOC indicate that 65% in the White Subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase

	student proficiency by 5 percentage points to 70%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
White: 65% (19) Black: 60% (8)	White: 70% (20) Black: 64% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for identified ethnic subgroup was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Provide all students with practice in identifying relationships and patterns. Provide all students with practice in using a Venn diagram to identify relationships and patterns and to create an argument about the relationship between sets. Teachers will engage in Data Chats/Data Protocol with department chairperson and students	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: Results from the 2013 Algebra EOC assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making	

satisfactory progress in Algebra.

Algebra Goal #3D:

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2012 Algebra 1 EOC indicate that 60% in the Economically Disadvantaged Subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 6 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (13)	66% (15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for the economically disadvantaged subgroup was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Provide all students with practice in identifying relationships and patterns. Provide all students with practice in using a Venn diagram to identify relationships and patterns and to create an argument about the relationship between sets. Teachers will engage in Data Chats/Data Protocol with department chairperson and students	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: Results from the 2013 Algebra EOC assessment

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC Test indicate that 29% of students scored in the middle third. Our goal for the 2012-2013 school year is to maintain proficiency at 29% in the middle third.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (21)	29% (21)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Geometry EOC Assessment : Three Dimensional	Provide students with models both digital and tangible to enable them to visualize and draw cross-sections of the structures and or a range of geometric solids. Teachers will engage in Data Chats/Data Protocol with department chairperson and students	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 Geometry EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC Test indicate that 62% of students scored in the upper third. Our goal for the 2012-2013 school year is to maintain proficiency at 62%.in the upper third.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (45)	62% (45)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the Geometry EOC Assessment: Three Dimensional	Student will transform a two-dimensional blueprint to a three-dimensional model. Teachers will engage in Data Chats/Data	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to	Formative: Quarterly Interim Assessments Summative: 2013 Geometry EOC Assessment

| 1 | Protocol with department chairperson and students | implementation of the identified strategies. | instruction as needed.

District Interim Data reports will be reviewed by EESAC at monthly meetings

Student Data Chats | |

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%
	3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	78	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Geometry EOC Assessment for the identified ethinic subgroup was : Three Dimensional	Provide students with models both digital and tangable to enable them to visualize and draw cross-sections of the structures and or a range of geometric solids. Teachers will engage in Data Chats/Data Protocol with department chairperson and students	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 Geometry EOC Assessment

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

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

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

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

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	Across the Curriculum	Language Arts Department Chair	All instructional staff	Teacher Planning Day September 17, 2012	Classroom visits. Data Chats	Administration
Grade-Level Curriculum Mapping	All Subjects	Language Arts Department Chair	All instructional staff	Teacher Planning Day September 26, 2012	Lesson plans	Administration

Mathematics Budget:

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

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 2.0 Science Test indicate that 46% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (65)	50% (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
1	The results of the 2012 FCAT 2.0 Science assessments indicate that students had difficulty with Reporting Category 1: Physical Science	Examine and explore student misconceptions using formative assessments probes included in Pacing Guides; and provide opportunities for students to apply physical and chemical science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating and solving problems.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate that 8% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 1percentage points to 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (11)	9% (13)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT 2.0 Science assessments indicate that students had difficulty with Reporting Category 1: Physical Science	Provide classroom and after-school opportunities for students to design and develop science projects to increase scientific thinking and the development and discussion of inquiry-based activities. (i.e. Science Fair, Fairchild Challenge)	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

Florida Alternate Assessment High School Science Goals

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

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

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

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology EOC Test indicate that 33% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage points to 35%
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (34)	35% (35)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The results of the 2012 Biology EOC assessments indicate	Provide inquiry-based laboratory activities of life and environmental	MTSS/RTI team along with administrators &	Results of the quarterly Interim Assessments data	Formative: Quarterly Interim Assessments

1	that students had difficulty with Reporting Category: Molecular and Cellular Biology	science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences.	Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Summative: 2013 Biology EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology EOC Test indicate that 49% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 1 percentage points to 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (50)	50% (51)

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 Biology EOC assessments indicate that students had difficulty with Reporting Category: Molecular and Cellular Biology	Utilizing Higher-Order thinking strategies, students will compare, contrast, interpret, analyze, and explain molecular and cellular biology concepts during field experiences, laboratory activities, and classroom discussions.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Results of the quarterly Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings Student Data Chats	Formative: Quarterly Interim Assessments Summative: 2013 Biology EOC Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Pacing Guides	Science	District	Science Teachers	September 2012	Lesson Plans	Administration Science Department Chair

Science Investigation	Science	Dept. Chairperson	All Science Teachers	September 2012	Lesson Plans	Administration Science Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide classroom and after-school opportunities for students to design and develop science projects to increase scientific thinking and the development and discussion of inquiry-based activities.(i.e. Science Fair, Fairchild Challenge)	Substitute for Science Fair Training	FTE	$200.00
Examine and explore student misconceptions using formative assessments probes included in Pacing Guides; and provide opportunities for students to apply physical and chemical science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating and solving problems.	Substitute for District Science trainings	FTE	$400.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Examine and explore student misconceptions using formative assessments probes included in Pacing Guides; and provide opportunities for students to apply physical and chemical science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating and solving problems.	Lab Supplies	EESAC	$500.00
Provide classroom and after-school opportunities for students to design and develop science projects to increase scientific thinking and the development and discussion of inquiry-based activities.(i.e. Science Fair, Fairchild Challenge)	School Supplies	FTE	$500.00
			Subtotal: $1,000.00
			Grand Total: $1,600.00

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 Test indicate that 87% of students achieved Level 3-6 proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 1 percentage point to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (188)	88% (191)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Writing test was Reporting Category: Writing Process.	Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming, opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). Develop a Cross-Curricular Writing plan and training for all content areas.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies	Results of monthly writing prompts data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats	Formative: Pre/Post District Writing Assessments Summative: 2013 FCAT Writing Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was in conventions.	Require students to revise for clarity of content, organization, and word choice, as well as, incorporate a selection of sentence variety and sentence combining activities in order to address the skills identified as the Anticipated Barriers.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies	Results of monthly writing prompts data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Student Data Chats	Formative: Pre/Post District Writing Assessments Summative: 2013 FCAT Writing Assessment

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

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

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

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
Holistic Scoring of FCAT writing samples	6-12 All subjects	Language Arts Teacher	All Teachers	September 26, 2012	Writing Samples Pre/Post District Assessments	Administration Language Arts Department

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the 2012 Civics Baseline Assessment indicate that 0% students scored in the upper third (Levels 3-5) Our goal for the 2012-2013 school year is to increase the percentege of students achieving proficiency (Levels 3-5) by 10 percentage point to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0%(0)	10% (12)	

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 a limited understanding and knowledge of Civics tested content.	Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies	Generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus	Formative: Quarterly Interim Assessments

Summative: District Spring Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.

Civics Goal #2: | The results of the 2012 Civics Baseline Assessment indicate that 0% students scored in the upper third (Levels 3-5)
Our goal for the 2012-2013 school year is to increase the percentege of students achieving proficiency (Levels 3-5) by 10 percentage point to 10%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% (0) | 10% (12) |

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 a limited understanding and knowledge of Civics tested content.	Provide opportunities for students to participate in project-based learning activities.	MTSS/RTI team along with administrators and Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus	Formative: Quarterly Interim Assessments

Summative: District Spring Assessment |

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

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

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

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	Substitute coverage for District Professional Developments	FTE	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

End of Civics Goals

U.S. History End-of-Cource (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results of the 2012 U.S History Baseline Assessment indicate that 0% students scored in the upper third (Levels 3-5) Our goal for the 2012-2013 school year is to increase the percentege of students achieving proficiency (Levels 3-5) by 10 percentage point to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (6)
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	Students have a limited understanding and knowledge of U.S. History tested content.	Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies	District generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus. Student projects	Formative: Quarterly Interim Assessments Summative: District Spring Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results of the 2012 U.S History Baseline Assessment indicate that 0% students scored in the upper third (Levels 3-5) Our goal for the 2012-2013 school year is to increase the percentege of students achieving proficiency (Levels 3-5) by 10 percentage point to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited understanding and knowledge of U.S. History tested content.	Provide opportunities for students to participate in project-based learning activities.	MTSS/RTI team along with administrators & Department Chair will be responsible for the monitoring of the implementation of the identified strategies	District generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus. Student projects	Formative: Quarterly Interim Assessments Summative: 2013 U.S History District Spring Assessment

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

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

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

U.S. History 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
Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	Substitute Coverage for District Professional Developments	FTE	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase attendance to 95.35% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. Our second goal is to decrease the number of students with excessive absences and excessive tardies by 5%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.85% (629)	95.35% (632)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
223	212
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

	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	Geographic location of students and need of additional time management. MAC serves all of Miami-Dade County, students rely on public transportation and travel hours to get to school in addition to having a rigorous schedule/rehearsals.	Provide on-going counseling to track and monitor attendance related issues and the assign attendance contracts. Recognize students with good quarterly attendance with incentives	Administration Attendance Review Committee	Monitor attendance reports monthly and set up conferences with parent and students as well as review attendance contracts	Attendance reports, bulletin and/or gradebook
2	Inability to arrive to school on time due to distance traveled.	Facilitate transportation for students by providing Metro Rail Discount Passes and carpool/private bus list	Administration, Attendance Committee School Counselor	Monitor attendance reports monthly and set up parent/student conferences	Attendance reports, bulletin and/or gradebook

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
Attendance Recording Training	6-12	Gradebook Manager	School-wide	August 16, 2012	Monitor attendance logs	Administration

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
Provide on-going counseling to			

| | | | | track and monitor attendance related issues and the assign attendance contracts. Recognize students with good quarterly attendance with incentives | Incentives for good attendance | EESAC | $1,000.00 |

	Subtotal: $1,000.00
	Grand Total: $1,000.00

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
13	12
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
12	11
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
34	31
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
23	21

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	Student and Parents unfamiliar with the District Student Code of Conduct and consequences.	Parents and students will be provided with training on building and understanding of the Student Code of Conduct. Provide Alternatives to suspensions.	Administration Counselor	Weekly Discipline log that will monitor the number of students being worked with and steps taken to deter behavior.	Discipline log sheet

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
Behavioral Modification/classroom management	6-12	Administration	School-wide	August 17, 2012	Referral logs	Administration
Student Code of Conduct	6-12	Administration	School-wide	August 17, 2012	Referral logs	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The school's counselor will contact parents of students who have been placed on suspension. Parents will be provided with training on building and understanding of the Student Code of Conduct	Printing of the Student Code of Conduct	EESAC	$100.00
			Subtotal: $100.00
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: $100.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* 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. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal for the 2012-2013 school year is to decrease the dropout rate by 0.5 percentage points and to maintain the graduation rate at 93%.

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0.45% (3)	0.43% (3)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
93% (40)	93% (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	Students not meeting graduation requirements.	Identify and meet with students who may not meet the graduation requirements throughout the year. Parents will be notified regarding graduation requirements for at-risk students.	Administration MTSS/RTI team CAP Advisor	Monitoring of student grades and progress and frequent conferences with students and parents	School reports
2	At risk students are not enrolling into tutorial programs	Identify and meet with at-risk students and discuss Student Progression Plan options and credit recovery programs and enroll the students in the respective program.	Administration MTSS/RTI team CAP Advisor	Monitoring of student grades and progress and frequent conferences with students and parents	School reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation requirements	9-12	Administration	school-wide	August 2012 (parent/student orientation)	Monitor Parent Sign-in rosters	administration

Dropout Prevention 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 Dropout Prevention 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.*	Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school-wide activites.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
70%	75%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation due to employment hours and/or school distance	Use the School Website and school newspaper to communicate with parents. Conduct parent orientations/Open House to address specific needs and expectations. Encourage parents to participate in EESAC meetings	Administration	Review sign in sheets/logs. EESAC roster	Sign-in sheets

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
Improving parent/teacher communication	6-12	Core subject Department Chairpersons	all teachers	August 2012	Teacher Websites; school web site; teacher communication logs	Administration

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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:	Our goal for the 2012-2013 school year is to increase student participation in Advanced Placement, Dual Enrollment, Honors & Advanced Courses.

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
	Students have limited access to dual-enrollment and advanced placement courses in science, mathematics, technology and engineering	Students will be provided the opportunity to learn more about advanced placement options related to science, technology, mathematics and engineering through an opening of schools meeting conducted by	Mathematics, and Science Department Chairpersons Assistant Principal	Increase number of students who successfully participate in advanced placement and dual enrollment courses in the subject areas of mathematics, science ,technology and engineering.	Increased enrollment in advanced placement and dual enrollment courses Successful completion by students participating in

1		the school guidance counselor.			dual enrollment courses Successfully receiving credit for completion of courses in mathematics, science, technology and engineering at the college/university level.

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
Implementing advanced placement options in Mathematics, Science, Technology and Engineering	Grades 6-12	M-DCPS	Student Services Core Subject Department Chairpersons	November 2012	Log of students participating in articulation meetings Academic assessment of students participating in advanced placement options including dual enrollment.	School Guidance Counselor

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
Students will be provided the opportunity to learn more about advanced placement options related to science, technology, mathematics and engineering through an opening of schools meeting conducted by the school guidance counselor.	Substitute coverage	FTE	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Our goal for the 2012-2013 school year is to increase student opportunities in Career/Art related internships.

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	Identification of local businesses able to accommodate students for internships has been a challenge.	Increase community participation in school sponsored showcases/events.	Administration Art Chairperson	Community involvement	2013 student participation in internships.
2	Students are unaware of the many post-secondary school opportunities available to them beyond a four-year college or university option	Students in tenth, eleventh and twelfth grade will be provided with opportunities to receive information about career and technical education as post- secondary options through monthly meetings at the school site and off-campus visits at career and technical education sites	Department Chairpersons Administration School Counselor	Student's summary of presentation/field trip through Language Arts classes. Student sign-in sheets Parent meetings	Career/Technical school presentation log sign in sheet. Number of students attending off-campus field trips to career and technical education centers.

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
Career and technical training for post-secondary planning	9-12	MDCPS Division of Student Services	School Counselor	Quarterly Student Services meetings as determined by the Professional Development Calendar	Professional development plan as implemented by the school counselor	Administration

CTE Budget:

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

			Subtotal: $0.00

Technology

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

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
Identification of local businesses able to accommodate students for internships has been a challenge.	School Marketing and mailers	FTE	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $2,000.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.	Jamestown Navigator	FTE	$7,500.00
Reading	Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.	Jamestown Timed Readers	FTE	$2,500.00
Reading	Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.	USA Today	EESAC	$300.00
Suspension	The school's counselor will contact parents of students who have been placed on suspension. Parents will be provided with training on building and understanding of the Student Code of Conduct	Printing of the Student Code of Conduct	EESAC	$100.00
				Subtotal: $10,400.00

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement a motivational vocabulary/literacy development component across the curriculum that will focus on word attack skills, SAT vocabulary, and the use of context clues while including individual departmental strategies for building	Hire substitutes for District Professional Developments	FTE	$500.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
				student literacy.
Science	Provide classroom and after-school opportunities for students to design and develop science projects to increase scientific thinking and the development and discussion of inquiry-based activities.(i.e. Science Fair, Fairchild Challenge)	Substitute for Science Fair Training	FTE	$200.00
Science	Examine and explore student misconceptions using formative assessments probes included in Pacing Guides; and provide opportunities for students to apply physical and chemical science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating and solving problems.	Substitute for District Science trainings	FTE	$400.00
Civics	Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	Substitute coverage for District Professional Developments	FTE	$200.00
U.S. History	Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	Substitute Coverage for District Professional Developments	FTE	$200.00
STEM	Students will be provided the opportunity to learn more about advanced placement options related to science, technology, mathematics and engineering through an opening of schools meeting conducted by the school guidance counselor.	Substitute coverage	FTE	$200.00
				Subtotal: $1,700.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Examine and explore student misconceptions using formative assessments probes included in Pacing Guides; and provide opportunities for students to apply physical and chemical science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating and solving problems.	Lab Supplies	EESAC	$500.00
Science	Provide classroom and after-school opportunities for students to design and			

Science	develop science projects to increase scientific thinking and the development and discussion of inquiry-based activities.(i.e. Science Fair, Fairchild Challenge)	School Supplies	FTE		$500.00
Attendance	Provide on-going counseling to track and monitor attendance related issues and the assign attendance contracts. Recognize students with good quarterly attendance with incentives	Incentives for good attendance	EESAC		$1,000.00
CTE	Identification of local businesses able to accommodate students for internships has been a challenge.	School Marketing and mailers	FTE		$2,000.00
				Subtotal:	$4,000.00
				Grand Total:	$16,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʲⁿ Priority	ʲⁿ Focus	ʲⁿ Prevent	ʲⁿ NA

Are you a reward school: ʲⁿ Yes ʲⁿ No

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

No Attachment (Uploaded on 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Science Lab Supplies	$500.00
Attendance Incentives	$1,000.00
Intensive Reading USA Today	$200.00
Printing	$100.00

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

The SAC Committee will serve as an advisory committee to the school administration in assisting with the implementation and progress monitoring of the School Improvement Process. The committee will meet monthly to review the progress and make necessary recommendations to ensure compliance with the School Improvement Plan, district, state and federal educational initiatives.

The main activities of the School Advisory Council at Miami Arts Charter School include, but are not limited to the following:
•Assistance in the development of the SIP during the first EESAC meeting at the beginning of the 2012-2013 school year and will continuously monitor the implementation of SIP throughout the school year.
•Adherence to SIP Plan to monitor progress in the Needs Assessment areas as identified in Reading, Mathematics, Science, Writing, Parent Involvement and all other goals.
•Data review and verification with the purpose of working in collaboration with the MTSS/RtI Team.
•Community outreach to obtain more partners, and increase the school involvement in the community.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
MIAMI ARTS CHARTER
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	71%	85%	55%	289	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	64%	68%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	72% (YES)			138	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					559	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
MIAMI ARTS CHARTER
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	69%	94%	43%	284	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	66%	56%			122	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?	58% (YES)	52% (YES)			110	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					516	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested