FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: INTERNATIONAL STUDIES CHARTER MIDDLE SCHOOL

District Name: Dade

Principal: Victoriano Rodriguez

SAC Chair: Matias Manzano

Superintendent: Alberto M. Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10/16/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Victoriano Rodriguez	BS Math Education, Florida International University MS Math Education, With Educational Leadership Certificate, Nova Southeastern University Certifications: Administration and Supervision K-12; Math Education 6-12	6	12	'11 '10 '09 '08 '07 School Grade A A A A B AYP N N Y N N High Standards Rdg. 60% 62% 75% 57% 39% High Standards Math 92% 83% 87% 81% 83% Lrng Gains-Rdg. 63% 73% 75% 63% 58% Lrng Gains-Math NA 83% 80% 76% 82% Gains-Rdg-25% 60% 74% 72% 60% 60% Gains-Math-25% NA 82% 70% 63% 63%
		BA English, Concentration in Biology and Psychology;			'11 '10 '09 '08 '07

Assis Principal	Janette Perez Cruz	Florida International University MS Educational Leadership, Barry University Certifications: Administration and Supervision K-12; English Education 6-12	4	3	School Grade A A A A C AYP N N Y N N High Standards Rdg. 60% 62% 75% 57% 40% High Standards Math 92% 83% 87% 81% 65% Lrng Gains-Rdg. 63% 73% 75% 63% 51% Lrng Gains-Math NA 83% 80% 76% 72% Gains-Rdg-25% 60% 74% 72% 60% 48% Gains-Math-25% NA 82% 70% 63% 71%

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.

	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)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Partnering new teachers with a mentor	Assistant Principal	June 2012	
2	2. Advertising in print and web media	Principal and Assistant Principal	June 2012	
3	3. Providing opportunities for professional growth	Assistant Principal	June 2012	
4	4. College campus job fairs and e-recruiting at universities	Leadership Team	June 2012	

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
5	• Enroll in the courses required to receive a certificate and take the subject area exam for the courses they are teaching by June 2013. • Provide each non-highly effective teacher with a faculty mentor who is highly effective and has been through the certification process.

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
22	9.1%(2)	45.5%(10)	31.8%(7)	13.6%(3)	36.4%(8)	77.3%(17)	0.0%(0)	0.0%(0)	9.1%(2)

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
Mara Bello	Anabel Basualdo	Same subject area taught	Weekly meetings, shadowing during planning time

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 funds will be used to provide remediation for students needing assistance in mathematics, reading, and science as well as "homework" help. Additional technology will be purchased to help meet the needs of our low performing students. The National School Lunch Program will continue to provide students on Free/Reduces lunch an either Free or Reduced Rate.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

> Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
> • Remediation program (K-12)
> • parent outreach activities (K-12)
> • professional development on best practices for ESOL and content area teachers
> • coaching and mentoring for ESOL and content area teachers(K-12)
> • reading and supplementary instructional materials(K-12)
> • purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)
>
> The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

Title X- Homeless

> Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Nutrition Programs
International Studies Charter Middle School offers the National School Lunch Program. We will also be offering breakfast. We also have a wellness plan in place monitored by our physical fitness teacher and the EESAC that sponsors activities throughout the years to encourage, promote, and facilitate a healthy lifestyle and healthy choices. Throughout the year, our students, teachers, and parents participate in walkathons and other community sponsored activities promoting wellness.

Housing Programs

N/A

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

Other

Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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. It is anticipated that this will be a 3-year process of building the foundation and incorporating MTSS/RtI into the culture of each school.
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) who share the common goal of improving
instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainability over time.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI , conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
Assistant Principal: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Identifies systematic patterns of student need to identify appropriate, evidence-based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Select General Education Teachers – Language Arts and Math/Science department chairs provide information about core instruction, participate in student data collection, and collaborate with staff to implement Tier 2 interventions and to integrate Tier 1 materials/instruction with Tier 2/3 activities.
Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The counselor will link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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: special education personnel, advisory group members, and 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 that are 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.

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. Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when 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 to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery

7. 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.

---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.

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 data
• FAIR assessment
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Management systems in academic performance utilize the district's ISIS information system.
Baseline data: Progress Monitoring and Reporting Network (PMRN): FORF (Florida Oral Reading Fluency), EduSoft, and Florida Comprehensive Assessment Test (FCAT), district baseline data exam.
Progress Monitoring: PMRN, Interim assessments (Edusoft), FCAT Simulation
Midyear: District interim assessment (EduSoft)
End of year: FCAT

Behavior Data
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Attendance
• Referrals to special education programs
The district's Student Case Management System is used to manage behavior data

Team climate surveys

Describe the plan to train staff on MTSS.

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, data analysis process;
2. providing support for school staff to understand basic MTSS/RtI principles and
procedures; and
3. Providing a network of ongoing support for MTSS/RtI .
At ISCMS, professional development in MTSS/RtI will be provided including two focus sessions: one, the MTSS/RtI Problem Solving Model and the second, MTSS/RtI : Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions"

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS 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. Ongoing data-driven professional development activities that align to core student goals and staff needs.

7. 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).

Victoriano Rodriguez, Principal
Janette Cruz, Assistant Principal
Sandra Vieta, Language Arts/Reading Department Head
Martha Elizabeth Figueroa/MS Lead Teacher
Paola Tavarelli/Social Studies Department Head
Jeffrey Hobby/Mathematics Department Head
Kerrie Hass, Reading Teacher/Reading Leader
Frederic Bernerd/French Lead Teacher
Tamara Cuello/Foreign Language Department Head

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

The school based Literacy Leadership Team will meet at the beginning of each week during the allocated time set aside for Leadership Team meetings (from 7:30-8:30 on Tuesday mornings). During this time a focus calendar will be created for each month delineating the benchmarks that will be emphasized across the curriculum as well as strategies to support the focus benchmark. The team will discuss what strategies are working based on feedback from their individual department meetings and which strategies need to be eliminated or re-addressed. The Reading Leader guided by the principal and assistant principal will spearhead these discussions as well as design the focus calendar for the faculty with contributions and feedback from the department heads.

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

What will be the major initiatives of the LLT this year?
The major initiative of the LLT this year will be to emphasize to the entire faculty that we are all READING teachers. Professional development has been secured to reinforce this concept. ALL of our teachers will be CRISS trained prior to the opening of school this year and all of our teachers will attend the 6 Traits training that emphasize writing across the content areas, so teachers recognize the importance of the reading/writing connection across the curriculum.

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.

This year our teachers started school before the district, Monday August 13th, because we held reading and writing across the curriculum training for our entire faculty. We offered the 6+1 Traits of Writing Across the Content Areas for 2 days. This workshop will help middle and high school teachers integrate writing across the content areas in meaningful, effective ways. This workshop will address teachers from various disciplines including mathematics, science, social studies, and language arts. Day 1 will demonstrate ways to introduce the traits to students using quick writes and other short assignments. Day 2 will use the 6 + 1 Trait model to improve and assess writing in all content areas, plus will introduce many writing to learn activities for comprehension of content. Both days will include a review of writing research and will make connections to Common Cores State Standards for English language arts and literacy in history/social studies, science and foreign languages. Our teachers will then be given time to design lesson plans incorporating each of the traits as well as opportunities for vertical and horizontal teaming. All of our teachers will be incorporating reading intervention strategies and writing strategies across the curriculum such as: Two Column Notes, Recognizing Organizational Patterns in a Text, Questioning the Author. We have purchased the Jamestown Reading Navigator for our Intensive Reading Classes. Our instructional focus calendar provides teachers with suggestions regarding which reading strategy to incorporate into their lesson for that particular month. This will be monitored by the administration through ongoing classroom observations.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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 2011-2012 FCAT Reading Test indicate that 32% (72) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage point to 35% (78).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (72	35% (78)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Our students showed deficiency in reporting category 2: Reading Application Students lack the basic skills necessary to be successful readers. Their reading foundation is poor (phonics, fluency, vocabulary).	1.1. • vocabulary word maps; • word walls; • personal dictionaries; • instruction in different levels of content-specific words (shades of meaning); • reading from a wide variety of texts; • instruction in differences in meaning due to context; and • Engaging in affix or root word activities. Students will also use Reading Plus to improve fluency and reading comprehension.	1.1.MTSS/RtI Leadership Team	1.1. Teachers will review the data from the baseline as well as teacher made exams and adjust instruction as deemed necessary Student/Teacher data chats will occur after Interim Exams	1.1. Formative: District mandated baseline assessment and interim assessment In addition weekly and bi weekly classroom assessments focusing on students' knowledge of word meanings Summative: 2013 FCAT Reading 2.0 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 2011-2012 FCAT Reading Test indicate that 32% (72) 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 33% (74).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (72)	33% (74)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	2.1. Our students showed deficiency in reporting category 2: Reading Application Middle school students often miss interpret the implied meaning of complex texts. In order to increase the number of students achieving levels 4 and 5 students must be able to infer and "read between the lines" to fully understand what author's are trying to achieve.	2.1. Teachers will utilize a variety of activities in their classrooms including semantic mapping and strategies for deriving word meanings and word relationships from context. Students will also be taught to distinguish literal from figurative interpretations. Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.	2.1. MTSS/RtI	2.1 Ongoing classroom assessments focusing on students' knowledge of word meanings.	2.1. Formative: District mandated baseline assessment and interim assessment Summative: 2013 FCAT Reading 2.0 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:	Based on the results of the 2011-2012 FCAT Reading 75% (133) of our students made gains in reading. Our goal for the 2012-2013 school year is to increase to by 5 percentage points to 80% (142).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (133)	80% (142)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students in this category lack the advance skills to explain how text features (charts, maps, diagrams, sub headings, captions, illustrations and graphs) aid the reader's understanding.	3.1. The entire school will be using Reading Plus and FCAT explorer to target individual reading weaknesses. More desk-top computers, portable labs, and computer based reading programs will be purchased and made available so all students may have access to reading programs. Three portable labs will be added.	2.1. MTSS/RtI Leadership Team	2.1 Ongoing classroom assessments focusing on students' knowledge of word meanings.	2.1. Formative: District mandated baseline assessment and interim assessment Summative: 2013 FCAT Reading 2.0 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 percentage of students in the Lowest 25% making gains will increase by 5 percentage points when comparing the results from the 2011-2012 FCAT Reading 2.0 to the 2012-2013 FCAT Reading 2.0. from 63% (27) to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (27)	68%

		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 in the lowest 25% lack the resources at home to be successful in reading.	4.1. Place all level 1 and 2 students in an Intensive Reading Class. Utilize Voyager reading materials for the Intensive Reading classes. Give teachers a list of students in this category so they may appropriately address their deficiencies. Identify students in this category and provide them with opportunities for remediation such as pull out tutoring.	4.1.MTSS/RtI	4.1 Student and teacher feedback Teacher observation	4.1. Formative: District mandated baseline assessments and interim assessments Summative: 2013 FCAT Reading 2.0

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 # The percentage of students proficient in reading will increase by 2.98 percentage points each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67 %	70%	73%	76%	79%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of students proficient in each of the following subgroups will increase as follows: White: Will increase by __ percentage points from ___ to ____. Hispanic: Will increase by __ percentage points from ___ to ____.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: White:	Hispanic: White:

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	5.B White: Due to the unique nature of our curriculum, our White subgroup consists mainly of French Nationals who are of Limited English Proficiency	5B.1. Provide students with strategies that will help them decipher the meaning of unknown vocabulary such as word webs, context clues, word walls, structural analysis.	5B MTSS/RtI Leadership Team	5B.1 Review the results of the baseline assessment and interim assessment and adjust instruction as necessary.	5B.1. Formative: District mandated baseline assessments and interim assessments Summative: 2013 FCAT Reading 2.0
2	5B.2. Hispanic: Students struggles with reporting category 1: Reading Application Many students in this subgroup are also LEP students. English is not the primary language spoken at home.	5B.2. Implement LEP strategies across the curriculum such as CRISS strategies as well as provide and encourage content area teachers to attend META trainings in addition to other LEP trainings.	5B.2. MTSS/RtI Leadership Team & ESOL Teacher	5B.2. The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate. Teacher observations and student feedback will also be used Teacher observations and student feedback will also be used.	5B.2. Formative: District mandated baseline assessments and interim assessments Review reading plus reports to ensure students are making adequate progress as well as ongoing teacher made assessments. Summative: 2013 FCAT Reading 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2010-2011 FCAT Reading Test indicate 39% (12) of students in the ELL subgroup made AYP. Our goal for 2012 is to increase this amount to 45%(14) making AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (12)	45% (14)

	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	5D.1. Students in this subgroup do not have the tools, resources, and support in the home necessary to achieve their full potential.	5D.1. Provide students with needed support through weekly pull out sessions where students receive academic support through homework help and tutoring.	5D.1. Mentor MTSS/RtI Leadership Team	5D.1. Identifying students, pairing them with a mentor, and then tracking their progress through progress reports and interims.	5D.1 Summative: 2013 FCAT Reading 2.0

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	As this is the first year for the school, there is no data to refer to in this category.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

	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	NA	NA	NA	NA	NA

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 percentage of Economically Disadvantaged students not making satisfactory progress in reading will decrease by ____ percentage points from ____ to _____.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students in this subgroup do not have the tools, resources, and support in the home necessary to achieve their full potential.	5D.1. Provide an after school-mentoring program where students receive academic support through homework help and tutoring. Provide Incentives form	5D.1. MTSS/RtI Leadership Team	5D.1. Identifying students, pairing them with a mentor, and then tracking their progress through progress reports and interims.	5D.1 Summative: 2013 FCAT Reading 2.0

		improvements from the baseline to the fall interim to keep students motivated about improvement.		

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Plus Training	9th – 12th grade Language Arts Teachers	Kerrie Hass	9th – 12th Grade Language Arts Teachers	August 16th	Reading Plus Reports	Leadership Team; Reading Leader
Reading Common Core Standards Workshop	9th – 12th grade Content Area Teachers	Workshops Provided by the District	School Wide	July 2012	Lesson Plans; Agenda's from Meetings; Sharing at Faculty Meetings	Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Place all level 1 and 2 students in an Intensive Reading Class.	Purchase Voyager reading materials for the Intensive Reading classes.	General	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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:	The percentage of students scoring proficient in Listening/Speaking will increase by 10% from 42% to 52%.

2012 Current Percent of Students Proficient in listening/speaking:

42% (18)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Limited English Proficiency Students are reluctant to speak and read in front of their English peers.	1.1. LEA (Language Experience Approach), Total Physical Response (TPR), Use Substitution, Expansion, Paraphrase, and Repetition. Incorporate technological based resources such as software programs and audio/visual devices that will provide assistance and opportunities to student's to practice and enhance their speaking and listening skills. Incorporate dialogue writing and presentations using new vocabulary and idioms.	1.1. MTSS/RTI Leadership Team	1.1. Teacher observation, self-evaluations and, LEP committee meetings will be used to determine the effectivness of the strategies and adjustments in instruction will take place when necessary.	1.1. CELLA 2013

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:	The percentage of students scoring proficient in Reading will increase by 10% from 32% to 35%.

2012 Current Percent of Students Proficient in reading:

32% (14)

	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
	2.1. Limited English	2.1. Picture Wall, Prediction	2.1. MTSS/RTI Leadership Team	2.1. Teacher observation, student feedback,	Formative: Reading Baseline and Interim

| 1 | Proficiency students lack the basic skills necessary to analyze and interpret text as well as decipher the meaning of questions. | K-W-L (Know/Wants to Know/Learned) Question-Answer-Relationship (QAR) Use Task Cards Teacher Made Questions Read Aloud (RA) Choral Reading Jump In Reading Reader's Theater Cooperative Learning Chunking Explain Key Concepts Focus on Key Vocabulary Vocabulary with Context Clues Vocabulary Improvement Strategy (VIS) Use Multiple Meaning Words Interactive Word Walls Use Of Cognates Word Banks/Vocabulary Notebooks Decoding/Phonics/Spelling Unscramble: Sentences/Words Graphic Organizers Semantic Mapping Timelines | | participation logs, LEP committee meetings will be used to determine the effectiveness of the strategies and adjustments will be made necessary. | Assessment. Summative: CELLA 2013 |

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students scoring proficient in Writing will increase by 10% from 32% to 42%.

2012 Current Percent of Students Proficient in writing:
32% (14)

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	2.1. Limited English Proficiency students often use incorrect grammatical structures when translating ideas to written English.	2.1. Dialogue Journals Graphics Organizers Illustrating and labeling Letter Writing Personal Journals Process Writing Reading Response Journal/Log Rubrics Writing Prompts Spelling Strategies Summarizing Writing Prompts Writing Sample	2.1. MTSS/RtI leadership Team	2.1. Writing portfolios and teacher observations will be used to determine effectiveness of strategies and adjustments in instruction will be made as necessary.	2.1. Formative: Standardized Writing Prompts and Rubrics; District mandated writing Interims. Summative: CELLA 2013 and FCAT 2.0 writing scores.

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

CELLA Budget:

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 33% (73) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 6 percentage points from 33% (73) to 39% (87).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (73)	39% (87)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Students had difficulty with reporting category: Geometry and Measurement Some middle school students lack the fundamental skills necessary to be successful in mathematics.	1a.1. Teachers will utilize manipulatives and hands-on activities to develop and reinforce mathematics skills. Teachers will implement problem-solving strategies with students to solve real world application problems.	1a.1. MTSS/RtI Leadership Team Math Department Head	1a.1. Review and analyze the results/data from the baseline and adjust instruction as necessary	1a.1.Formative: District mandated baseline assessment and interim assessment Ongoing classroom assessments focusing on students' knowledge of fundamental mathematics skills. Summative: 2013 FCAT Math 2.0 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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 30% (66) of students achieved level 4 and proficiency. Our goal for the 2012-2013 school year is to maintain level 4 and 5 student proficiency at 32% (71).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (66)	32% (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	2a.1. Students need more opportunities to develop exploration and inquiry activities. Students need the math vocabulary necessary to solve advanced, real-world problems.	2a.1. The following will be used by teachers for enrichment: Teachers will utilize manipulative and hands-on activities to foster and promote curiosity and inquiry Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Incorporate math vocabulary into the curriculum by creating Math Word Walls.	2a.1. MTSS/RtI Leadership Team	2a.1. Review and analyze the results of the baseline and interims and adjust instruction as necessary.	2a.1. Formative: District mandated baseline assessment and interim assessment Monitoring ongoing classroom assessments focusing on students' knowledge of mathematics vocabulary. Summative: 2013 FCAT Math 2.0 Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	As indicated by the results of the 2011-2012 Math FCAT, 65% (115) of the students made learning gains in mathematics. Our goal is to increase the percentage of students making learning gains by 5 percentage points from 65% (115) percentage points to 70% (124).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (115)	70% (124)

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	3a.1. Students had difficulty with reporting category: Geometry and Measurement This deficiency is due to limited access and practice with measuring tools as well as a weak foundation in basic mathematics.	3a.1. Students will be given multiple opportunities to use manipulatives to grasp and reinforce basic principles of mathematics. In addition, Students will be given opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through hands on experiences with grade level appropriate number concepts and apply learning to solve real life problems.	3a.1. MTSS/RtI Leadership Team	3a.1. Review and analyze the results of the baseline and interims and adjust instruction as necessary.	3a.1. Formative: Teacher made classroom assessments and observations. Interim Assessments Summative: 2013 FCAT Math 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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:	As indicated by the results of the 2011-2012 FCAT, 56% (24) of the Lowest 25% made learning gains on the FCAT mathematics 2.0 test. Our goal is to increase this by 10 percentage points from 56% (24) to 66% (28).
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (24)	66% (28)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. Students had difficulty with reporting category: Geometry and Measurement This deficiency is due to limited access and practice with measuring tools as well as a weak foundation in basic mathematics.	4a.1. All students will be provided with additional mathematics instruction by being placed in an Intensive Math class where students will use Carnegie and will be required to attend after school tutoring. 8th grade students will be required to utilize FCAT Explorer in class as well as at home.	4a.1. MTSS/RtI Leadership Team	4a.1. Review and analyze the results of the baseline and interims and adjust instruction as necessary. Review Carnegie reports to individualize instruction through the program Review FCAT Explorer reports to individualize instruction through the program	4a.1. Formative: Teacher made classroom assessments and observations. Interim Assessments Summative: 2013 FCAT Math 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A :	Students scoring at or above a level 3 in the 6, 7 & 8th grade FCAT Mathematics 2.0 will increase by 3 percentage points each year when comparing the results from the 2010-2011 Baseline.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	73	76	79	

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:	As indicated by the results of the 2011-2012 FCAT mathematics test, in the Hispanic subgroup ____ made AMO. Our goal is to increase this amount to _____.

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

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	5B.1. White: Students in this subgroup do not have the tools, resources, and support in the home necessary to achieve their full potential. Hispanic: Students in this subgroup do not have the tools, resources, and support in the home necessary to achieve their full potential.	5B.1. Provide an after school mentoring program where students receive academic support through homework help and tutoring.	5B.1. MTSS/RtI Leadership Team Mentor	5B.1. Identifying students, paring them with a mentor, and then tracking their progress through progress reports and interims. Mentors will assist students in self monitoring and tracking progress.	5B.1. Formative: Teacher made classroom assessments and observations. Interim Assessments Summative: 2013 FCAT Math 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	As indicated by the results of the 2011-2012 FCAT mathematics test, in the ELL subgroup_____ made AMO. Our goal is to increase this amount to _____.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	5C.1. Students are not familiar with math terminology in English.	5C.1. Incorporate as part of the School Wide Reading Plan, math terms as well as CRISS Strategies such as semantic/concept mapping to increase students knowledge and familiarity with math terms.	5C.1. MTSS/RtI Leadership Team	5C.1. Review and analyze the results of the baseline and interims and adjust instruction as necessary.	5C.1. Formative: Teacher made classroom assessments and observations. Interim Assessments Summative: 2013 FCAT Math 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making	

satisfactory progress in mathematics. Mathematics Goal #5D:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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:	As indicated by the results of the 2011-2012 FCAT mathematics test, in the Economically Disadvantaged subgroup _____ made AYP. Our goal is to increase this amount to _____.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	5E.1. Students in this subgroup do not have the tools, resources, and support in the home necessary to achieve their full potential.	5E.1. Provide an after school mentoring program where students receive academic support through homework help and tutoring.	5E.1. MTSS/RtI Leadership Team	5E.1. Identifying students, paring them with a mentor, and then tracking their progress through progress reports and interims. Mentors will assist students in self monitoring and tracking progress.	5E.1. 2013 FCAT Math 2.0

End of Middle School Mathematics Goals

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:	Students scoring at level 3 in the Algebra EOC will increase by 6 percentage points from 38% (21)to 46% (25) when comparing results from the 2011-2012 Algebra EOC to the

2012-2013 Algebra EOC.

2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (21)	46% (25)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need more opportunities to develop exploration and inquiry activities. Students need the math vocabulary necessary to solve advanced real-world problems.	1.1. Teachers will utilize manipulative and hands-on activities to foster and promote curiosity and inquiry Teachers will implement problem-solving strategies with students to solve real world application problems.	1.1. MTSS /Rti Leadership Team	1.1. Review and analyze the results of the baseline and interims and adjust instruction as necessary.	1.1. Formative: District mandated baseline assessment and interim assessment Monitoring ongoing classroom assessments focusing on students' knowledge of mathematics vocabulary. Summative: 2013 Algebra EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students scoring at level 4 and 5 in the Algebra EOC will increase by 5 percentage points from 24% (13) to 29% (19). when comparing results from the 2011-2012 Algebra EOC to the 2012-2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (13)	29% (19)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students need more opportunities to develop exploration and inquiry activities. Students need the math vocabulary necessary to solve advanced real-world problems.	2.1. Teachers will provide students with opportunities to construct and analyze tables, graphs and equations to describe linear functions and other simple relations using both common language and algebraic notation. Teachers will utilize manipulative and hands-on activities to foster	2.1.MTSS/Rti Leadership Team	2.1. Review and analyze the results of the baseline and interims and adjust instruction as necessary.	2.1. Formative: District mandated baseline assessment and interim assessment Monitoring ongoing classroom assessments focusing on students' knowledge of mathematics vocabulary.

| | | and promote curiosity and inquiry | | | Summative: 2013 Algebra EOC |
| | | Teachers will implement problem-solving strategies with students to solve real world application problems. | | | |

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 # Students scoring at or above a level 3 in the middle school Algebra 1 EOCs will increase by 0.58% points each year when comparing the results from the 2010-2011 Baseline year. 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	94	94	95	96	96	

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making 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:	
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 Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

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

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

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

3C. English Language Learners (ELL) not making 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
Algebra Summer Institute	Middle School Math Teachers	Miami-Dade District Schools	Algebra I Middle School teacher.	6-18-12/ 6-21-12	Lesson plans: sharing at department meetings.	Administration and Math department head.

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 2011-2012 FCAT Science Test indicate that 26% (17) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points from 26% (17) percent to 31% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (17)	31% (20)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Students had difficulty with all four reporting categories. Students lacked the opportunities for enrichment during science lab using manipulative or hands-on activities.	1a.1. Teachers will utilize manipulative and hands-on activities to develop and reinforce earth and space science skills. Teachers will monitor progress using SPI reports from the baseline and fall interim assessments.	1a.1. MTSS/RTI Leadership Team	1a.1. Review the results of the baseline, weekly classroom exams, and interims and adjust instruction where necessary.	1a.1. Formative: District mandated baseline assessment and interim assessment Bi-weekly classroom assessments focusing on students' knowledge of general science skills. Summative: 2013 FCAT Science 2.0 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 2011-2012 FCAT Science Test indicate that 6 %(4) of students achieved level 4 and5 proficiency. Our goal for the 2021-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 8 %(5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (4)	8% (5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Students need opportunities for independent exploration and discovery to encourage scientific thinking with real world applications.	2a.1. Incorporate a school wide science fair where students present independent research, projects and ideas as well as participate in the SECME and Fairchild Challenge.	2a.1. MTSS/RtI Leadership Team	2a.1. Review the results of the baseline, weekly classroom exams, and interims and adjust instruction where necessary.	2a.1. Formative: District mandated baseline assessment and interim assessment Bi-weekly classroom assessments focusing on students' knowledge of general science skills. Summative: FCAT Science 2.0 2013

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:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fairchild Challenge PD's	6th -8th Content Area Teachers	Fairchild	Content Area Teachers	August 26, 2012	Agenda; Sharing at Faculty Meeting; Observation	Leadership Team Science Department Head
Promethean Training	All Science Teachers	Active Inspire Trainer	All Science Teachers	October 25, 2012	Agenda; Sharing at Faculty Meeting; Observation	Leadership Team Science Department Head
Discovery Education	All Science Teacher	District Trainer	All Science Teachers	Offered throughout entire summer	Agenda; Sharing at Faculty Meeting; Observation	Leadership Team Science Department Head

Science Budget:

<table>
<tr><td colspan="4">Evidence-based Program(s)/Material(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>Teachers will utilize manipulatives and hands on activities to develop and reinforce eath and space science skills.</td><td>Manipulatives/Laboratory Materials</td><td>General Fund</td><td>$1,000.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $1,000.00</td></tr>
<tr><td colspan="4">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $0.00</td></tr>
<tr><td colspan="4">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
</table>

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2011-2012 FCAT Writing Test indicate that 65% (41) of our students performed at levels 3 or above on the FCAT Writing Exam. Our goal for the 2012-2013 School Year is to increase by 4 percentage points from 65% (41) to 69% (43).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (41)	69% (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	1a.1. Students have difficulty writing essays that have a thesis statement and supporting details with an introduction, body and conclusion.	1a.1. Model writing with the correct organizational structure. Use the anchor essays from the 2011-2012 released essay examples to demonstrate proper form. Write weekly essays in each of the core subject areas- 1 week Math, 1 week Science, 1 week Social Studies, I week Language Arts Implement 6+1 Traits Strategies and rubric	1a.1. Creative writing Teachers	1a.1. Creative Writing Teachers will maintain Student Writing Portfolios To determine student progress	1a.1. Formative: Weekly essays designed by departments Summative: FCAT Writing 2013

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
6+1 Traits of Writing	9-12 Content Area Teachers	Gayle Miller	School Wide	August 14 and 15, 2012	Writing Portfolios	Leadership Team Language Arts Department Head

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:	Based on the results of the Civics DISTRICT Baseline, students scoring at levels 4 and 5 will increase by _____ percentage points from ____ to ___when comparing results from the Civics EOC Baseline to the SPRING Civics Interim Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. According to the Reading FCAT 2.0 students had difficulty with the Informational Text and Research process effecting their ability to succeed on the Civics EOC. As stated in the Reading FCAT 2.0 scores students will lack basic skill applying content-specific vocabulary taught in government/civics.	1.1. Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. Teachers will provide opportunities for students to create word walls, charts, vocabulary and word map. Teachers will emphasize strategies for deriving word meanings such as context clues.	1.1. MTSS/RTI leadership team	1.1. The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.	1.1. Formative: District mandated baseline assessment and interim assessments. Teacher observation and student feedback will also be used. Summative: 2013 Civics EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Based on the results of the Civics DISTRICT Baseline students scoring at levels 4 and 5 will increase by _____ percentage points from ____ to ___when comparing results from the Civics EOC Baseline to the SPRING Civics Interim Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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
	2.1. Based on the results of the Reading FCAT	2.1. Teachers will provide opportunities for	2.1. MTSS/RTI leadership team	2.1. The results of the baseline, interims and	2.1. Formative: District mandated

1	scores students lack the advanced skills necessary to interpret values, complexities, and dilemmas involved in social, political, and economic issues. Students lack the advanced skill to utilize critical thinking and develop well-reasoned positions on issues.	students to participate in project-based learning activities, including co-curricular programs offered by the District. Provide students with more opportunities for enrichment and through Discovery Education. Provide opportunities for students to utilize print and non print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.		teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate	baseline assessment and interim assessments. Teacher observation and student feedback will also be used. Summative: 2013 Civics EOC

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
Promethean Training	All Civics Teachers	Active Inspire Trainer	All Civics Teachers	October 2012	Agenda; Sharing at Faculty Meeting; Observation	Leadership Team; Social Studies Department Ahead
Discovery Education	All Civics Teachers	District Facilitator	All Civics Teachers	July 23, 2012	Agenda; Sharing at Faculty Meeting; Observation	Leadership Team; Social Studies Department Ahead

Civics Budget:

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

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

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 this year is to maintain daily attendance at 97.77 % (227). In addition, our goal for this year is to decrease the number of students with excessive absences from 25 to 24 and to decrease the number of students with excessive tardiness from17 to 16. In addition, our goal for this year is to decrease the number of students with excessive absences from 29 to 28 and to decrease the number of students with excessive tardiness from 17 to 16.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.22 % (227)	97.22 % (227
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
25	24
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
17	16

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. There are not enough opportunities to award good attendance behavior. Not all students fully understand the importance and implications of the MDCPS attendance policy.	1.1. Implement an incentive program to reward good attendance behavior. 1st block classroom teachers will address the implications for poor attendance behavior. Emphasize the importance and implications for attendance and punctuality at all parent nights, orientations, and activities involving	1.1. Head of Student Services Assistant Principal	1.1. Daily Attendance rate and logs from the reported by the registrar	1.1. Attendance Rosters and end of the year attendance/tardy rate.

parents.	
Have parents review the parent contract attendance bullet.	

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/Truancy Prevention	Attendance Manager/ Registrar	District Trainer	Counselor, Attendance Manager, Registrar	Begins in September (3 meetings a year)	Develop and implement an attendance/truancy prevention program	Assistant Principal Head of Student Services
Healthier Generation	Health and Physical Education Teacher	Staff from Alliance for a Healthier Generation	Health and Physical Education Teacher EESAC Chair	Begins in September (3 meetings a year)	Incorporate strategies as part of the school Wellness Plan Create a council to monitor implementation of the plan	Administration and the Wellness Council

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is not to exceed the number of suspensions in the following categories: • In-School suspensions: 6 • Students suspended in school: 5 • Out of school suspensions: 14 • The total # of students suspended out of school: 14
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
7	6
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
16	14
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
15	14
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and students are unaware of the Code of Student Conduct and the consequences are applied to inappropriate school behavior.	1.2. Review the Code of Student Conduct and Parent Contract at Parent Nights and Student Orientations.	Administration Head of Student Services	1.2 Monitor COGNOS and maintain an accurate record of students referred to student services and administrators as well as the consequences that were rendered	1.2 End of the year suspension rates and figures.

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
Code of Student Conduct	6-8	MTSS/RtI Team	School wide	Opening of school meeting	Classroom observations Teacher/Parent	Administrators

Training					Feedback	
Best Disciplinary Practices Training	6-8	MTSS/RtI Team	School wide	October 25, 2012	Sharing at Department Meetings	Administrators

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the school year our parent involvement at school conducted meetings and orientations was 25% (30) Our goal is to increase participation by 5 percentage points to 30% (36).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
25% (30)	30% (36)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	One of the best forms of communication today is the internet. Last year we did not have a	1.1. Set up a modern, user friendly website that constantly updates	1.1. Assistant Principal Computer	1.1. Review attendance logs at school sponsored events.	1.1. Sign in sheets at parent meetings and orientations

1	properly running website nor did we have any way to update information in house.	parents on activities and events in which they may participate.	technician		Parent volunteer log

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement an incentive program to reward good attendance behavior	Gift Cards, Movie Tickets, etc	SAC Funds	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

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:	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack resources for hands-on enrichment activities.	1.1. Teachers will provide enrichment activities such as the "I'm Done Jar" that gives students the opportunity to explore math and science concepts. Science Fair, Fairchild Challenge, and the Miami-Dade County Youth Fair and Exposition.	1.1. Science and math teachers.	1.1. Interim Exams and teacher made exams/evaluation. Student Feedback	1.1. Formative: District Mandated Interim Assessments Summative: FCAT Math and Science 2.0 2013

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fairchild Challenge	6-12/ Science	Fairchild Trainer	School wide	September 2012	Participate in various Fairchild Events	Ms. Bello Science Department Head Ms. Cruz

STEM Budget:

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

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

Technology

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

Professional Development

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

Other

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

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

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

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

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

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

CTE Budget:

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

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Place all level 1 and 2 students in an Intensive Reading Class.	Purchase Voyager reading materials for the Intensive Reading classes.	General	$1,000.00
Science	Teachers will utilize manipulatives and hands on activities to develop and reinforce eath and space science skills.	Manipulatives/Laboratory Materials	General Fund	$1,000.00
				Subtotal: $2,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Implement an incentive program to reward good attendance behavior	Gift Cards, Movie Tickets, etc	SAC Funds	$300.00
				Subtotal: $300.00
				Grand Total: $2,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ⓕ Priority	ⓕ Focus	ⓕ Prevent	ⓕ NA

Are you a reward school: ⓕ Yes ⓕ No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount

Attendance Incentives	$500.00
FCAT Reward Trip	$500.00

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

The SAC will review and monitor the implementation of the school improvement plan, the wellness plan, and the use of the SACS funds.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
INTERNATIONAL STUDIES CHARTER MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	79%	89%	38%	280	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%	80%			146	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?	78% (YES)	87% (YES)			165	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					591	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
INTERNATIONAL STUDIES CHARTER MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	57%	83%	38%	251	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	69%	53%			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?	77% (YES)	61% (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					511	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested