

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: JORGE MAS CANOSA MIDDLE SCHOOL

District Name: Dade

Principal: Juan Carlos Silva

SAC Chair: James Stanton

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 09-07-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

OUR VISION

The vision of Jorge Mas Canosa Middle School is to provide an environment conducive to developing global literacy.

OUR MISSION

The mission of Jorge Mas Canosa Middle School is to provide a rigorous international education that challenges our students to become globally literate by inspiring them to achieve their maximum potential while meeting their personal, social and cognitive needs.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

Located in the southwest section of Miami-Dade County, Florida, Jorge Mas Canosa Middle School (JMC Middle School) opened its doors in the fall of 2007 with 81 faculty and staff members and a student enrollment just under 1,300 sixth and seventh grade students. Today, Jorge Mas Canosa Middle School is home to 1,930 sixth, seventh and eighth grade students and just over 145 employees. Named after one of Miami's notable leaders, the school prides itself on its rigorous and structured curriculum that promotes global literacy through the study of languages. Through our collaboration with the University of Cambridge (UK) and the Ministry of Education and Science of the government of Spain, Jorge Mas Canosa Middle School students will be afforded an opportunity to pursue a rigorous curriculum with an international focus that addresses the highest standards of both the State of Florida and the European Union educational system of Spain. Our dual language program offers many advantages. Students not only have a broader perspective on current events and global issues, they are also more accepting of cultural and ethnic differences. They are provided greater opportunities through their familiarity with both cultures. Additionally, student achievement data has indicated that students who participate in the dual language program score higher on tests than students in neighboring monolingual schools.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

Students at Jorge Mas Canosa Middle School demonstrated substantial gains in several areas of the FCAT 2009 assessment. In reading, students demonstrated an overall increase of 1 point in the percent meeting high standards, 10 points increase making learning gains, and an 18 points increase of the lowest 25% making learning gains in the school. In mathematics, students demonstrated a 15 points increase in the percent of students meeting high standards, a 16 point increase in learning gains, and a 20 point increase in the progress of the lowest 25% in the school. Additionally, students demonstrated a 2 percent increase in the students scoring at 3.5 and above on the FCAT Writing assessment.

The combination of the dual-language program, International Studies Program, and the Cambridge Checkpoint curriculum has supported the school's mission to provide students a rigorous international education. Students of all levels are demonstrating gains in their ability to master a second language as measured by pre- and post-language assessments. As for the school's athletic program, the wrestling team was the 2009 district champions; the cheerleaders have won various local and state competitions. The school's band has performed for presidential candidates and has performed at various events and competitions. In addition, the school's SECME program has been recognized at various competitions and events. Although the school is entering its third year, the staff will be together for the first time entering the beginning of the year. Each of the first two years of the opening of school, the staff has experienced substantial changes. The first year was a compilation of teachers from three different schools. The second year saw an increase of 25 new teachers due to an increase

in enrollment. The student population has stabilized and the changes in staff will be minimal. The curriculum frameworks developed for last year will be implemented at the beginning of the year by teachers who are familiar with the materials and instructional focus. The district's new instructional focus calendars will be used to guide instruction and the existing focus calendar will be infused to ensure continuity in the instruction.

As for the school's athletic program, the wrestling team was the 2009 district champions; the cheerleaders have won various local and state competitions. The school's band has performed for presidential candidates and has performed at various events and competitions. In addition, the school's SECME program has been recognized at various competitions and events. Although the school is entering its third year, the staff will be together for the first time entering the beginning of the year. Each of the first two years of the opening of school, the staff has experienced substantial changes. The first year was a compilation of teachers from three different schools. The second year saw an increase of 25 new teachers due to an increase in enrollment. The student population has stabilized and the changes in staff will be minimal. The curriculum frameworks developed for last year will be implemented at the beginning of the year by teachers who are familiar with the materials and instructional focus. The district's new instructional focus calendars will be used to guide instruction and the existing focus calendar will be infused to ensure continuity in the instruction.

As for the school's athletic program, the wrestling team was the 2009 district champions; the cheerleaders have won various local and state competitions. The school's band has performed for presidential candidates and has performed at various events and competitions. In addition, the school's SECME program has been recognized at various competitions and events. Although the school is entering its third year, the staff will be together for the first time entering the beginning of the year. Each of the first two years of the opening of school, the staff has experienced substantial changes. The first year was a compilation of teachers from three different schools. The second year saw an increase of 25 new teachers due to an increase in enrollment. The student population has stabilized and the changes in staff will be minimal. The curriculum frameworks developed for last year will be implemented at the beginning of the year by teachers who are familiar with the materials and instructional focus. The district's new instructional focus calendars will be used to guide instruction and the existing focus calendar will be infused to ensure continuity in the instruction.

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

Although eighth grade students demonstrated a 2 point decrease in Science, only 41% of students are meeting high standards. Also, the percent of students meeting high standards in reading and math is 65% and 61% respectively. The desired percentage for students meeting high standards is at least 72% in each category.

Although the staff is stable for next year, the loss of an administrator has impacted the school. The school houses over 1,900 students with only two assistant principals. The curriculum responsibility is being shared by department chairpersons and the curriculum leadership team to ensure continuity in the program. Also, the staff is considered one of the least experienced at the middle school level. Close to 60% of staff members are within their first five years of teaching.

Student Demographics

Student Demographics

The population growth in the south Miami-Dade County area continues to impact student enrollment. Jorge Mas Canosa Middle School's student population stands at 1,930. There are 541 eighth grade students, 711 seventh grade students, and 678 sixth grade students. One hundred thirty-five students are enrolled in the Gifted Program and 217 students comprise our Special Education population. Specific Learning Disabilities include three Educable Mentally Handicapped, and nine Autistic students. Twenty-nine students are Asian, 134 are Black, 1,481 are Hispanic, five are Native American, 41 are multicultural, and 240 students are White.

Student Attendance Rates

Student Attendance Rates

JMC Middle School is entering its third year. In the previous two years the school increased its student population by over 700 students. The overall attendance rate dropped from 95.75 to 95.67, a difference of -.08%. The drop in overall attendance is attributed to a number of factors. First, the increase in the number of students impacted overall attendance. Second, a much greater percent of students were being transported to school via school bus. Bus transportation has historically negatively impacted the school's attendance.

Although the overall attendance has dropped by .08, the school still remains above the Region and District average. Additionally, the school experienced substantial gains in attendance in the first two quarters of the school year. Quarter one demonstrates a .08 percent increase and quarter two a .47 percent increase.

Student Mobility

The student mobility rate for JMC Middle School is 20%. This mobility comes predominantly from students who are new to M-DCPS and those who are transferring to the school due to boundary changes.

Student Suspension Rates

Student Suspension Rates

Overall suspensions have increased from 425 to 529 combined indoor and outdoor. The greatest gains in suspensions took place in quarter one from 56 to 102. The main factor contributing to this increase is the addition of over 700 students to the school for 2008-2009. Efforts will be made to decrease the number of suspensions for next year.

Student Retention Rates

Student Retention Rates

JMC Middle school has added an additional 700 students for the 2008-2009 school year. This has impacted the number of students that have been retained. Thirteen students were retained in 2007-2008 as compared to in 2008-2009. This is a 2% increase. Retained students will be provided intervention and support to help remediate them.

Class Size

Class Size

JMC Middle school is one of only two middle schools in the district to offer a seven period schedule. This schedule facilitates the implementation of the dual-language program. Every effort is made to maintain all classes below the state requirement of 22 students per room. The overall class size ratio is 21.70. Inclusion classes are also offered as a co-teacher model. These classes are capped at 32 students with two teachers.

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern

The elementary schools feeding into JMC Middle School are high performing schools. Dr. Gilbert Porter Elementary, Jack D. Gordon Elementary, and Norma Butler Bossard Elementary are all schools that have maintained "A" status for the past three years and have all met AYP for three years. Miami Heights Elementary's grade over the last three years is A, C, and B respectively and has not met AYP. Felix Varela Senior High is the feeder high school and has earned a grade of C, C, and B over the last three years without having met AYP. However, the percent AYP met has increased from 73% in 2004-2005 to 77% in 2007-2008.

Partnerships and Grants

Partnerships and Grants

JMC Middle School will continue its strong partnership with the Education and Science and Ministry of Spain to continue the International Studies Program. The ministry supports the school through this partnership by providing materials, textbooks, and professional development to staff.

The partnership with the University of Cambridge will also continue as part of the Cambridge Checkpoint Choice program. This partnership also provides opportunities for professional development, materials and supplies. Students participating in either program are enrolled in dual-accreditation programs if they complete the courses through high school.

Jorge Mas Canosa Middle School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTA/PTSA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Miami-Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Juan C. Silva	Bachelor's of Science Master's of Science Ed. Specialist Elementary 1-6 Ed. Leadership- All levels		9	Principal, Homestead Middle 2008-2009: Grade B. Reading Mastery: 50% Math Mastery: 50% Writing Mastery: 93% Science Mastery: 25% AYP: 74 % No subgroups made AYP in Reading or Math. Assistant Principal, Palmetto Middle 2007-2008 Grade: A Reading Mastery: 83% Math Mastery: 81% Writing Mastery: 96% Science Mastery: 63% AYP: 85% Total, White and Hispanic subgroups made AYP in Reading and Math. 2006-2007 Grade A Reading Mastery: 80% Math Mastery: 79% Writing Mastery: 92% Science Mastery: 61% AYP: 90% Total, White and Hispanic made AYP in Reading and Math. Economically Disadvantaged made AYP in Reading and Students with Disabilities made AYP in Math. 2005-2006 Grade A Reading Mastery: 82%

					Math Mastery: 80% Writing Mastery: 93% Science Mastery: N/A AYP: 92% Total, White, Black and Hispanic made AYP in Reading and Math. Economically Disadvantaged made AYP in Reading.
Assis Principal	Gabriel E. Canales	BA-Political Science, Florida International University; BS-Social Studies Education, Florida International University; MS-Educational Leadership, Nova Southeastern University; Ed.D.- Educational Leadership, Nova Southeastern University	2	2	Assistant Principal at JMC Middle School 2007-Present: Grade C. Met AYP in reading for white students (68%). Did not meet AYP for Reading or math. Teacher on Special Assignment/Visiting Teacher at Coral Gables Senior High School 2004-2007: Grade C, Did not meet AYP. Assisted in increasing the average daily attendance. Beginning in the third marking period of 2004, the average daily attendance increased. Subsequently, Gables Senior's attendance ranking among district high schools improved from a 17th to 6th in the district. Gables Sr. consistently remained in the top 10 high schools for attendance.
Assis Principal	James A. Griffith	BA- Industrial Technology, East Texas State University; MS-Technology, East Texas State University.	2	5	Assistant Principal of JMC Middle School 2007- Present: Grade C for 2008. Met AYP in reading for white students (68%). Did not meet AYP for Reading or math. Assistant Principal at Cutler Ridge Middle School 2004-2007: Grades of C,C then A. Did not meet AYP. In 2007 made gains in every category and raised "Lowest 25%" an average over 13% across all categories.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Ivette Delgado	BS- Elementary Education; MS-Reading Education; Reading Certification grades K-12; ESOL Endorsement	2	11	Reading Coach, JMC Middle School 2007-Present: Grade C; 07-08 school year- Adequate Progress of lowest 25% in the school met in Reading (58%). Reading Coach, Pine Lake Elementary 2003-2007: Grade A, C, C, D, and 05-06 school years; Adequate Progress of lowest 25% in the school met in Reading (60% and 75% respectively). Reading Coach, Ben Sheppard Elementary 1998-2003: Grade D,C,C, B, B 01-02, and 02-03 school years; Adequate Progress of lowest 25% in the school met in Reading (52% and 58% respectively).
Reading	Ileana Fagundo	Bachelor's of Science Master's of Science Ed. Specialist Elementary 1-6 Primary K-3 Leadership All levels ESOL All Levels			Assistant Principal, Bowman Foster Ashe Elementary 2008-2009 Grade: A Reading Mastery: 79% AYP 87% English Language Learners did not make AYP in Reading. 2007-2008 Grade: A Reading Mastery: 76% AYP: 97% English Language Learners did not make AYP in Reading. 2006-2007 Grade: A Reading Mastery: 79% AYP: 100% 2006-2005 Grade: A Reading Mastery: 84% AYP 100%

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Monthly meetings will be held with administration.	Principal	On-going	
2. Assigning mentors to new teachers for support and collaboration.	Principal	On-going	
3. Working closely with the office of Instructional Staff for recruiting and hiring of highly qualified staff.	Principal	On-going	
4. Soliciting referrals from current employees.	Assistant Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Lisa Macrina-Holder	Elem. Ed, Primary Ed	Middle Grade-Math	N/A
Lourdes M. Palacios	Elem. Ed	Middle Grade-Math	N/A
Julissa Nolasco	Varying Exceptionalities, Reading	ESE Varying Exceptionalities	N/A
Armando J. Sosa	Elem. Ed	Language Arts Reading SR	N/A
Maria Morrow	English	Reading	N/A
Angela M. Hernandez	Elem. Ed	6th Grade	N/A
Michelle C. San	Emotionally Handicapped, Educational Leadership	ESE Varying Exceptionalities	N/A
Adriana Garcia	Elem. Ed	6th Grade	N/A
Delia Castro	Elem. Ed	World Languages-Spanish	N/A
Jacqueline A. Lorente	Elem. Ed	Middle Grade-Science	N/A
Johana M. Perez	English	Middle Grade-English	N/A
Jose A. Savignon	ESOL	World Languages-Spanish	N/A
Martha Rippes	Social Science	ESE Varying Exceptionalities	N/A
Jim Darias	Physical Education	Middle Grade-Social Studies	N/A
Ilda M. Parrales	Elem Ed, Art	Art	N/A
James R. Molina	Social Science	Middle Grade-English	N/A
Alexandria Whidden	Chemistry, Biology	Biology	N/A

Staff Demographics

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 Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
113	2.65	57.25	26.55	13.27	25.66	81.32	6.19	3.54	22.12

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic

patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title CHES (as appropriate); and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part C- Migrant

Jorge Mas Canosa Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs

Title II

Title II

The District uses supplemental funds for improving basic education as follows:

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

Title III

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners throughout the school.

Title X- Homeless

Title X- Homeless

District homeless Social Workers provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Violence Prevention Programs

JMC offers a no violence and drug awareness program to all students. The trust counselor and career specialist collaborate with local agencies to provide field trips, guest speakers, counseling, and community service opportunities.

Nutrition Programs

Nutrition Programs

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

Housing Programs

N/A

Head Start

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

Career and Technical Education

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

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

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

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

Other

Parental

JMC Middle School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

JMC Middle School will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Parent surveys will be conducted to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

The Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) will be completed and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Identify the school-based RtI Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making to guide instruction. Ensures that all staff is implementing RtI and conducts assessment of RtI. Provides opportunities to strengthen the skills of school staff. Provides professional development to support RtI implementation and communicates with parents regarding school-based RtI plans and activities.

Reading Coach:

Develops, leads, and evaluates school core content reading and language arts standards; Provides in-house professional development targeting the implementation of the core curriculum standards in reading, language arts, and social sciences. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students to be considered "at risk;" 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.

Department Chairpersons: Assist in the development and implementation of the core curriculum across all subject areas. Provide input and expertise in the development of the instructional focus calendar to help guide instruction. Mentors staff members and models lessons to ensure the highest quality instructional delivery is being implemented. Facilitates the collection and interpretation of data to guide instruction and intervention in all classrooms.

Program Specialist for SPED: Coordinates and facilitates student data collection to ensure integration of core instructional activities/materials, and collaborates with general education teachers within the inclusion setting. Ensures that special education students are receiving differentiated instruction to meet individual needs. Provides professional development to ensure effective implementation of all strategies to assist special education students. Monitors compliance with all AD and IDEA regulations.

General Education Teachers: Monitors, Collects, analysis, and interprets data to help guide instruction. Implements core instructional curriculum to provide instruction and intervention.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers within the inclusion setting. Ensures that special education students are receiving differentiated instruction to meet individual needs.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Guidance, Trust counseling, and Career counseling will work simultaneously to offer students support and information on academics and life/career opportunities.

Media Specialist: Collaborates with classroom teachers to ensure continuity and support in the core curriculum materials and strategies. Provides students enrichment opportunities to extend the learning beyond the classroom. Provides support and guidance to students for the development of research skills to help ensure academic success.

Describe how the school-based RTI Leadership Team functions (e.g. meeting processes and roles/functions).

Describe how the school-based RTI Leadership Team functions (e.g. meeting processes and roles/functions).
 The RTI leadership team meets twice a month to plan, coordinate, monitor, and ensure the implementation of the School Improvement Plan and all instructional activities. Information gathered at the meetings are shared with all staff members and correction and/or continuation strategies are implemented. Each member of the RTI team is responsible for disseminating information to their respective constituents and ensuring that all recommendations are being implemented. Meetings are data driven to help make the decision-making process objective and effective.

Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan

Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan.
 The RTI Leadership Team is critical in the development of the SIP. The RTI leadership team meets twice a month to plan, coordinate, monitor, and ensure the implementation of the SIP and all instructional activities. Information gathered at the meetings are shared with all staff members and correction and/or continuation strategies are implemented. Recommendations are made throughout the year and data is used to guide the implementation of strategies for the next school year.

RTI Implementation

Describe the data management system used to summarize tiered data.

Describe the data management system used to summarize tiered data.
 The use of data will continue to be a priority at JMC Middle School. Baseline data derived from FCAT Spring results, Progress Monitoring and Reporting Network (PMRN), FAIR assessments, will be used to establish critical needs at the beginning of the year. The data will be used to establish strategies and proper student placement in intervention courses. Data will be used throughout the year to continue monitoring student progress on all standards. Monitoring will be conducted through the use of snapshot assessments (quarterly) and interim assessments provided by the district. Mid-term exams will be developed to assess student progress on specific benchmarks according to the focus calendars. Edusoft will be used to provide charts and graphs for teachers and students to help monitor progress throughout the year.

Describe the plan to train staff on RTI.

Describe the plan to train staff on RTI.
 Staff will be trained at the beginning of the school year on the use of data to help drive instruction. Staff will work together on using data to guide differentiated instruction focusing on specific benchmarks that are not being mastered. Quarterly snapshot assessments will be strategically scheduled prior to early release days. This will allow adequate time for assessments to be scored and data organized for staff members. Data will be presented during early release professional development days so that teachers can collaborate and plan instructional interventions accordingly. Additionally, the EESAC will be trained in the interpretation of data so that all decisions and monitoring practices are aligned with the goals in the SIP.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Across all grade levels, students are performing at or above district and state averages in reading and math with 65% of the students meeting high standards. Grade 8 students have performed with 94% meeting high standards in writing. An average of 76% of our "lowest 25%" has learning gains in reading with 70% learning gains in mathematics.
 Weaknesses: In grade 6 only 54% of our "lowest 25%" increased learning gains in reading. Across all grade levels the

lowest percentages were in "main Idea/purpose" for reading and across all Benchmarks in the Science contents.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFCs were created in June 2009. The IFCs were developed through collegiate teamwork of each department and further development through meetings with department heads and administration.

The 2009 FCAT results were the primary focus for determination in the development of the IFCs. Each department analyzed pre-tests, mid-terms and quarterly snapshot DATA to further develop the IFCs.

Teachers will determine the implementation procedures within the classroom for smooth continuation of the instruction focus through whole group lessons, and smaller group/differentiated instruction.

Reading, Writing, Math and Science benchmarks were selected after analyzing the 2009 FCAT results and will be continuously updated after teachers monitor student progress as demonstrated by class work assignments, assessments and quarterly DATA results via Edusoft snapshots.

The duration of each individual Benchmark instruction was determined by the total amount of time required for each student's exposure to all Benchmarks prior to FCAT testing. Each student will be allotted enough time and opportunity to practice, be assessed for mastery, and then re-teach the Benchmark as deemed necessary and as indicated by student progress in either whole group or small group setting.

Through the implementation of a classroom visitation schedule, administration will continuously evaluate lesson plans, monitor teacher DATA and conduct meetings with individual teachers and departments to ensure the IFC is being utilized and implemented effectively. Coaches and mentors will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

When administration determines that a teacher needs assistance with IFC implementation then additional opportunities to attend professional development sessions will be provided. Teachers will also have a mentor assigned or participate in the process of observing other successful teachers and their classroom practices. The subject area coaches/department chairperson will also be available for additional support to the teacher.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Main Idea/Purpose was the least proficient strand and will be given priority focus
Writing: Although all areas were equal on FCAT we will give priority to persuasive writing skills.
Mathematics: Algebraic Thinking was the least proficient and will be given priority focus.
Science: Strand E, "Earth and Space" was the least proficient and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

The administration compared current FCAT scores with student learning gains by teacher to adjust the master schedule and provide opportunities for professional growth. In some cases, teachers' placement will be changed to place staff members in areas highlighting their strength. Continuous professional development will be offered to ensure teachers at all levels of instruction are providing students an effective and efficient learning environment.

The analyzing of the FCAT results allowed administration to pair students to specific teachers that will help students either increase performance or maintain a high performance level.

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

JMC Middle school offers courses in international studies, art, business, computers, and technology. Many of these courses focus on job skills and offer direct career paths to the High Schools and future educational career paths. Teachers and students are randomly asked questions by administration as to "Why are you teaching/learning this" and will assist in demonstrating the relevance to "real life" of the subject matter. Teachers utilize the classroom technologies through Smartboard and "internet access" to continuously relate to current events and lesson relevance outside the classroom.

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?

Our school offers elective courses in art, music, physical education, computers, technology, family consumer science and business. Many of these courses focus on job skills and careers.

Student are encouraged to select their top three choices during articulation with grade level counselors and further encouraged to involve parents in the process and set up meetings with a counselor for further interpretations or requirements for electives.

After the grade level meetings with students, the list of courses is sent home to parents for a signature and instructions on how to set up one-on-one meetings with a counselor if required.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet weekly to identify the areas of students' strengths and weaknesses as demonstrated by class work assignments, quarterly Snapshot assessment results, and available standardized assessment data. Lesson plans will be created emphasizing the use of differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. Teachers will also meet twice a month for grade level meetings and will meet twice a month during Professional Learning Communities to share any best practices and/or resources gained through on-going professional development activities.

How are instructional focus lessons developed and delivered?

Instructional focus lessons will be provided by the instructional coaches for each subject area based on a review of prior assessment data. Strong emphasis will be placed on identifying areas in which the students are encountering the most difficulty. The instructional focus lessons selected by the instructional coaches are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT. The 10 to 15-minute focus lessons will be taught at the beginning of each class period by the content area teachers and when deemed necessary periodically modeled by the appropriate instructional coach. In addition, elective and social studies teachers may also be utilized to deliver these lessons.

How will instructional focus lessons be revised and monitored?

Periodic mini-assessments based on the focus lessons will be utilized in order to gauge levels of student mastery and identify any trends. Subsequent data will be used to revise and/or re-teach lessons. Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed periodically throughout the year. Mastery of skills and benchmarks should also be evident in skills and benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Data will be used throughout the year to continue monitoring student progress on all standards. Monitoring will be conducted through the use of school developed snapshot assessments (quarterly) and interim assessments provided by the district. Mid-term exams will be developed to assess student progress on specific benchmarks according to the focus calendars. Edusoft will be used to provide charts and graphs for teachers and students to help monitor progress throughout the year. Additionally, all teacher classroom assessments will be correlated to benchmarks in each particular subject area. This data will be used to chart student growth throughout the year.

How are assessments used to identify students reaching mastery and those not reaching mastery?

The use of data will continue to be a priority at JMC Middle School. Baseline data derived from FCAT Spring results, Progress Monitoring and Reporting Network (PMRN), FAIR assessments, will be used to establish critical needs at the beginning of the year. The data will be used to establish strategies and proper student placement in intervention courses. Ongoing assessments, such as quarterly snapshot assessments, interim assessments and classroom assessments, will be used to track students who are not reaching mastery. Teachers will use the data to provide differentiated instruction targeting specific areas in need of remediation or intervention.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

All assessments administered will be correlated to the Sunshine State Standards and benchmarks for each grade level and subject. Quarterly assessments, teacher assessments, mid-term and final exams will be used to monitor student progress throughout the school year. Growth in mastery levels is expected in each of the assessments. Mastery will be set at 80% for benchmarks already covered in the instructional focus calendar. Redirection of instruction will be required in areas that students are not meeting mastery. Item analysis reports will be used to guide differentiated instruction practices. This data will be used to group students according to areas of weakness and to provide specific and targeted intervention strategies.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Staff will be trained at the beginning of the school year on the use of data to help drive instruction. Staff will work together

on using data to guide differentiated instruction focusing on specific benchmarks that are not being mastered. Quarterly snapshot assessments will be strategically scheduled prior to early release days. This will allow adequate time for assessments to be scored and data organized for staff members. Data will first be disaggregated by the RTI and then be presented during early release professional development days so that teachers can collaborate and plan instructional interventions accordingly. Additionally, the EESAC will be trained in the interpretation of data so that all decisions and monitoring practices are aligned with the goals in the SIP.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The RTI leadership team will meet twice a month to plan, coordinate, monitor, and ensure the implementation of the School Improvement Plan and all instructional activities. Information gathered at the meetings will be shared with all staff members and correction and/or continuation strategies are implemented. Each member of the RTI team will be responsible for disseminating information to their respective constituents and ensuring that all recommendations are being implemented. Reading Coaches will ensure that FCAT Instructional Focus lessons are being implemented through coaching, modeling lessons, and assisting the teachers as needed. Meetings are data driven to help make the decision-making process objective and effective.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Science and Reading have both been identified (2009 FCAT) as needing intensive instruction and intervention. In the area of Reading, intervention strategies will emphasize Cluster 3 of the SSS Benchmark: Comparisons. As for Science, assessment data (2009 FCAT) indicates that intervention strategies will need to emphasize all four of the content areas.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Ancillary materials from state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. Reading Plus, Solo-Voyager, FCAT Explorer), in addition to Internet instructional Websites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery will be required to participate in tutorial sessions before and/or after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development opportunities.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments, standardized assessment and periodic assessments-Snapshot results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Students not making mastery will be offered after-school assistance via Paladin Prep Program, as well as assistance during the regular school day from instructional coaches (Pull Out Sessions), and personnel hired to provide tutorial services.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed with the appropriate grade level administrator and counselor. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels will be encouraged to participate in the school's Honors, Gifted, Cambridge Checkpoint Program or pre-IB program. Students also enroll in elective classes that include Art (2d and 3d), Drama, Technology Exploration, Business and Technology, and Home Economics.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
The Professional Development Liaison (PDL) will be trained prior to the opening of the 2009-2010 school year and again in the Fall during the Professional Development Day October 19, 2009. This training will include the variety of ways to organize a PLC at their work location.	Returning PDL's have received training and new PDLs will receive training in order to train multiple teams of PLC Leaders at each work location. The teams may be comprised of a Principal/Assistant Principal, Department Head, and/or subject area specialist, to name a few.	Once the focus and group dynamics of PLC have been determined, the PDL will propose a course (school-based component 7-507-309) and then a session that is customized for the specific PLC that will be proposed. The session is where the meeting dates, location and times are submitted for approval.	Once the focus and group dynamics of PLC have been determined, the PDL will propose a course (schoolbased component 7-507-309) and then a session that is customized for the specific PLC that will be proposed. The session is where the meeting dates, location and times are submitted for approval.	The PDL will be offered training in Lesson Study prior to the opening of school and again in the Fall-2009. Previous trainings have included Book Study, Tuning Protocol and Examining Work. New PDL's will receive additional training in these topics so they may prepare their school sites for these protocols.
6th, 7th, and 8th grade Reading, SPED Reading, ELL, and Language Arts Teachers	Ivette Delgado, Reading Coach; Ileana Fagundo, Reading Coach; Beatriz Trueba, Language Arts Department Chairperson	Twice a month	First and third Tuesday of each month	Monitor the implementation of the instructional focus calendar, assess the effectiveness of instructional strategies and make revision as necessary.
6th, 7th, and 8th grade Math and SPED Math	Martha Ruiz, Department Chairperson	Twice a month	First and third Tuesday of each month	Monitor the implementation of the instructional focus calendar, assess the effectiveness of instructional strategies and make revision as necessary.
6th, 7th, and 8th grade Science and SPED Science	Katherine DeVera, Department Chairperson	Twice a month	First and third Tuesday of each month	Monitor the implementation of the instructional focus calendar, assess the effectiveness of instructional strategies and make revision as necessary.
6th, 7th, and 8th grade Social Studies and SPED Social Studies	Lisa Kupski-Bruno, Department Chairperson	Twice a month	First and third Tuesday of each month	Monitor the implementation of the instructional focus calendar, assess the effectiveness of instructional strategies and make revision as necessary.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

N/A

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
-------------------	--

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 60% of students met high standards on the 2009 administration of the FCAT Reading Test. This represents an increase of 3% compared to 57% who achieved mastery in 2008.		Given instruction using the Sunshine State Standards 72% of students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All Language Arts and Reading classes will participate in the Accelerator Reader program.	1. Principal, Media Specialist	1. Principal and media specialist will review Accelerated Reader reports to monitor implementation of the program.	1. Accelerated Reader Reports.
2	2. Develop a cross-curricular FCAT focus calendar to target weak benchmarks and provide focused lessons using expository text.	2. Principal, Assistant Principals, Reading Coaches, Department Chairs	2. Focused walk-throughs and class visits will be used to ensure that benchmarks are targeted in classroom instruction.	2. Effectiveness will be determined through Interim Assessment data.
3	3. Utilize the District interim assessments to gather data, differentiate instruction, and monitor student progress.	3. Principal, Reading Coaches, Assistant Principals, Teachers	3. Analyze interim assessments to determine if progress have been made in specific areas.	3. Data from Interim Assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data 52% of Black students in grades 6-8 scored at or above level 3.		Given instruction using the Sunshine State Standards the percent of 6-8 grade Black students scoring at or above level 3 will increase by 20% to 72% in the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide professional development and strategic coaching to teach comparisons throughout the content areas.	1. Principal, Assistant Principals, Reading Coaches	1. Administrators will monitor implementation during classroom walkthroughs.	1. FAIR, and Interim Assessment data.
2	2. Provide school-wide lessons with the instructional focus calendar throughout the curriculum to teach comparisons.	2. Principal, Assistant Principals, Reading Coaches, Teachers	2. Monitor FAIR and Interim assessments to ensure progress in comparisons. Administration will monitor implementation during classroom walkthroughs.	2. Instructional Focus Calendars, Administrative classroom walkthrough logs. FAIR and Interim Assessment data.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 68% of students achieved learning gains of the 2009 administration of FCAT Reading Test. This represents an increase 10% compared to 58% who achieved learning gains in 2008.		Given instruction using the Sunshine State Standards, 72% of students in grades 6-8 will achieve learning gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	1. Web-based programs such as Reading Plus and SOLO (Voyager Learning) will be utilized and monitored to enhance and supplement classroom instruction in Reading and Language Arts classes.	1. Principal, Reading Coaches, Language Arts Dept. Chair	1. Principal and Reading Coach will have access to Reading Plus and SOLO reports and will view usage and weekly progress.	1. Reading Plus and SOLO online reports.
---	---	--	---	--

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
---	---

Based on the 2009 FCAT Reading data 58% of Hispanic students in grades 6-8 scored at or above level 3.	Given instruction using the Sunshine State Standards the percent of 6-8 grade Hispanic students scoring at or above level 3 will increase by 14% to 72% in the 2010 FCAT Reading.
--	---

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. CRISS strategies and FCAT instructional procedures lessons will be implemented in the curriculum including Spanish and Spanish Humanities classes.	1. Principal, Reading Coach, Lead Teacher	1. Lesson plans and classroom visits will ensure that instructional procedure is being utilized in the classroom.	1. Effectiveness will be determined through Interim and FAIR assessment data.
2	2. Tutoring services will be provided after second interim assessment to target instruction on individual student weaknesses.	2. Principal, Assistant Principals, Lead Teacher, Reading Coach	2. Administration will monitor student attendance in tutoring classes	2. Interim Assessment data
3	3. Provide focused lessons to target weak benchmarks using technology and expository text.	3. Principal, Reading Coach	3. Focused walkthroughs and classroom visits will ensure that expository text is being utilized.	3. Interim Assessment data will determine mastery of benchmarks.

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
---	---

Based on the 2009 FCAT Reading data 53% of economically disadvantaged students scored at or above level 3.	Given instruction using the Sunshine State Standards the percent of 6-8 grade Economically Disadvantaged students scoring at or above level 3 will increase by 19% to 72% in the 2010 FCAT Reading.
--	---

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Student achievement chats will be conducted with all students following FAIR assessments.	1. Principal, Reading Coaches	1. Administrators will review teacher/student conference logs	1. During classroom visits administrators will randomly ask students how they performed on recent FAIR assessments to determine if data chats are having an impact on their achievement.
2	2. Utilize Computer labs before school to access web-based Reading programs to target specific Reading comprehension deficiencies.	2. Principal, Assistant Principals, Reading Coaches, Language Arts Dept. Head	2. Student progress will be determined by analyzing Interim Assessment data and progress in Language Arts classes.	2. Classroom work samples, gradebook, and Interim Assessment data.

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
---	---

Based on the 2009 FCAT Reading data 35% of ELL students scored at or above level 3.	Given instruction using the Sunshine State Standards the percent of 6-8 grade ELL students scoring at or above level 3 will increase by 37% to 72% in the 2010 FCAT Reading.
---	--

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Use the web-based program Achieve 3000 Teen Biz to read informational text at their individual reading level.	1. Principal, Reading Coaches, ELL Teachers and Chairperson	1. ELL teacher will ensure students are progressing through the program through online reports.	1. Achieve 3000 online student data reports.
2	2. Incorporate reciprocal reading strategies into	2. Principal, Reading Coaches	2. Effectiveness of strategies will be determined	2. Student work samples will provide evidence that

	lesson plans.		through walkthroughs and classroom visits by Administration and Reading Coach.	strategies are being implemented and progress is being made.
3	3. Use technology such as Smart Board to provide visual aids for ELL students.	3. Principal, ELL teachers	3. Use of the Smart Board will be evident through lesson plans and classroom visitations.	3. Student work samples will reflect use of Smart Board tools.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards 72% of students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective implementation of the cross-curricular FCAT focus calendar. Effective use of the Accelerated Reader program for the entire student population.	Reading Coaches Media Specialist	August 2009	Lesson Plans Accelerated Reader reports Classroom visits	Principal Media Specialist Reading Coaches Department Chairpersons
Given instruction using the Sunshine State Standards the percent of 6-8 grade Black students scoring at or above level 3 will increase by 20% to 72% in the 2010 FCAT Reading.	Effective implementation of the cross-curricular FCAT focus calendar with an emphasis on Comparisons lessons.	Reading Coaches	August 2009	Lesson Plans Classroom visits	Principal Reading Coaches
Given instruction using the Sunshine State Standards, 72% of students in grades 6-8 will achieve learning gains.	Effective use of FAIR assessment data.	Reading Coaches	August 2009	Analyze and disaggregate FAIR assessment data.	Principal Reading Coaches
Given instruction using the Sunshine State Standards, 72% of students in grades 6-8 will achieve learning gains.	Effective use of reading strategies in the Social Studies classroom.	Reading Coaches Social Studies Department Chairperson	August 2009	Lesson Plans Classroom visits	Reading Coaches Social Studies Department Chairperson
Given instruction using the Sunshine State Standards the percent of 6-8 grade Hispanic students scoring at or above level 3 will increase by 14% to 72% in the 2010 FCAT Reading.	Effective use of CRISS strategies	Reading Coaches	August 2009	Lesson Plans Classroom visits	Reading Coaches Lead Teacher
Given instruction using the Sunshine State Standards the percent of 6-8 grade ELL students scoring at or above level 3 will increase by 37% to 72% in the 2010 FCAT Reading.	Effective use of the Achieve 3000 Teen Biz program.	Reading Coaches	August 2009	Achieve 3000 reports	Principal Reading Coaches ELL Teacher

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

During Department Meetings the Principal, Assistant Principals, or Reading Coaches will discuss specific instructional strategies for literacy. FCAT instructional focus calendars will be used across the curriculum, specifically in Reading, Language Arts, Social Studies, and International Studies classrooms. Teachers will share best practices infusing the reading standards across the curriculum. Implementation will be monitored through classroom walkthroughs.

Budget:

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

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 6-8, 56% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 11% compared to 45% who achieved mastery in 2008. Measurement was the lowest strand with an overall achievement of 51%.			1. Given instruction using the Sunshine State Standards, 74% of students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Quarterly assessments, with emphasis in Geometry will be administered to track student progress.	1. Principal, Dept. Head, teacher	1. Administration, Dept. Head & math teachers will analyze data regularly to ensure adequate progress & provide intervention where needed.	1. Reports generated by Edu-soft on a quarterly basis.
2	2. Increase rigor by exposing student to more real-world applications, & providing more hands-on activities with the use of manipulatives	2. Principal, Dept. Head, teacher	2. Department Head will assist teachers in effectively using Manipulatives to enhance lessons and administration will ensure activities using Manipulatives are being implemented.	2. Progress of all students on assessments and reports generated from walkthroughs.
3	3. Teachers will be trained using the van Hiele model, (5 developmental levels of reasoning ability) which will allow for differentiated instruction based on students' readiness.	3. Assistant Principals, Department Head, Teachers	3. Analysis of Interim Assessments as well as classroom activities will determine success in this model.	3. Interim Assessments, On-going informal classroom assessments

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the 2009 FCAT Mathematics data, 44% of Black students scored at or above Level 3. No prior data exist s for comparison.			1. Given instruction using the Sunshine State Standards, Black students will meet AYP by meeting one of the three accepted criteria (74% proficiency, safe harbor, or Growth model) on the 2010 administration of the FCAT Mathematics Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	1. Implementation of computer-based programs to expose students to various modalities of learning (Gizmos, FCAT explorer, Riverdeep, etc.)	1. Principal, Dept. Head, Teacher	1. Teachers will provide time in class to use these computer-based programs, as well as assign them as homework to reinforce students' area of weakness as depicted by the FCAT & quarterly assessments.	1. Monitor progress by reports generated by these programs, in addition to results on the quarterly assessments.
---	--	-----------------------------------	--	--

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 39% of English Language Learners (ELL) scored at or above Level 3. No prior data exists for comparison.		1. Given instruction using the Sunshine State standards, English Language Learners (ELL) will meet AYP by one of the three accepted criteria (74% proficiency, safe harbor, or Growth model) on the 2010 administration of the FCAT Mathematics Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. The teacher will be trained in implementing ESOL strategies to fill in the gap that exists with ELL students. (Highlighting text, cooperative learning, hands-on, etc.)	1. Principal, Teacher, Dept. Heads	1. Teacher's will list strategies used in their lesson plans and use visual aids in the classroom to reinforce these strategies.	1. Walk through by Principals and Dept. Heads making sure these strategies are being implemented
2	2. Closely monitor these students, revise instruction and intervention groups as indicated by student progress	2. Teachers, Dept. Heads	2. Maintain a record of strategies and interventions utilized with these students.	2. Progress of students on assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 26% of Students With Disabilities (SWD) scored at or above Level 3. In spite of a 7% increase from the previous year it was still not enough to meet AYP.		1. Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will meet AYP by one of the three accepted criteria (74% proficiency, safe harbor, or growth model) on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. SWD students will be exposed to CRISS strategies (concept mapping, think-pair-share, venn-diagrams, study cards, etc.), to facilitate their learning of difficult concepts.	1. Teachers, Dept. Heads	1. Teacher's will list strategies used in their lesson plans and use visual aids in the classroom to reinforce these strategies.	1. Walk through by Principals and Dept. Heads making sure these strategies are being implemented.
2	2. SWD students will be provided extended I time on assignments as well as a reduced workload.	2. Teachers, Dept. Heads	2. Continuous monitoring of students progress, formally and informally	2. Progress of students on assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
74% of students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective use of Manipulatives and Hands-on Activities	Department Head	August 2009	Observation in effective use of manipulatives and documentation in lesson plans	Principal, Department Head
Given instruction using the Sunshine State Standards, Black					

students will meet AYP by meeting one of the three accepted criteria (74% proficiency, safe harbor, or Growth model) on the 2010 administration of the FCAT Mathematics Test.	Effective use of computer-based programs (Gizmos, Riverdeep, FCAT Explorer)	Department Head, District Training	By October 2010	Observation in computer centers and documentation in lesson plans	Principal, Department Head
Given instruction using the Sunshine State standards, English Language Learners (ELL) will meet AYP by one of the three accepted criteria (74% proficiency, safe harbor, or Growth model) on the 2010 administration of the FCAT Mathematics Test.	Effective use of ESOL strategies	Department Head, In-house ESOL Endorsed Staff member	By October 2010	Observations, classroom displays and documentation in lesson plans	Principal, Department Heads, ESOL Endorsed staff member
Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will meet AYP by one of the three accepted criteria (74% proficiency, safe harbor, or growth model) on the 2010 administration of the FCAT Mathematics Test	Effective use of CRISS strategies	District trained staff	By January 2010	Observations, classroom displays and documentation in lesson plans	District personal, Principal, and Department Heads.

Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
Provide before and after-school tutoring tailored to students deficiencies.	Title I school funds	\$12,000.00
		Total: \$12,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$12,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grade 8, 37% of students met high standards on the 2009 administration of the FCAT Science Test. This represents decrease of 2% compared to 39% district-wide who met high standards in 2008. Our 8th grade students were tested for the first time in 2009 on the FCAT Science Test.	Given instruction using the Sunshine State Standards 50% of students in grade 8 will achieve mastery on the 2010 FCAT Science Test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Voluntary tutoring sessions will be offered to students by teachers before or after school to address specific areas of need.	1. Principal, Assistant Principal, Science Dept. Heads, Teacher	1. Teachers will assess student's progress through classroom assessments.	1. Teacher and tutor will communicate as to students' progress, monitoring through classroom assessments will determine if action plan is working.
2	2. Provide opportunities for students to engage in hands-on/interactive activities that address the Science benchmarks.	2. Principal, Assistant Principal, Science Dept. Heads	2. Classroom visits and walkthroughs by Principal and Assistant Principals will determine if action step is being followed.	2 Effectiveness of lessons will be reflected on Interim Assessments in October and December.
3	3. Incorporate and/or participate in science lessons that will provide students the opportunity to investigate and explain the interrelationships between all science concepts.	3. Principal, Assistant Principal, Science Dept. Heads	3. Documentation in lesson plans will reflect Inclusion of these lessons.	3. Midterm assessment in January.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards 50% of students in grade 8 will achieve mastery on the 2010 FCAT Science Test.	Training on how to incorporate United Streaming, GIZMOS and teacher web presence in classroom instruction.	Science Department Heads	Aug 2009	Follow up training in Dec focusing on how to use the same technology to focus on preparing for the FCAT	Principal, Assistant Principal, Science Department Heads

Budget:

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

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
---	---

On the 2009 administration of the FCAT Writing Test, 80% of the students in the 8th grade scored level 4.0 or above on the writing. This represents a decrease of 1% compared to the districts 92% average we were given due to the fact that we did not have 8th graders testing last year.		Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT writing, 90% of the 8th grade students will achieve a 4 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will be required to participate in persuasive and expository writing activities across the curriculum on a weekly basis in order to support the FCAT Writing requirements using the 6.0 writing rubric to determine areas of strength/weakness.	1. Teachers Department Head Principal	1. Teachers will apply the FCAT prompt style to the various subject areas to help familiarize students with a variety of possible subject areas.	1. Teachers in all subject areas will use all or part of the rubric as an evaluation tool.
2	2. The use of technology labs and home computers will be highly encouraged in order for students to succeed in writing and increase levels.	2. Teachers	2. Teachers will use computers as a an easier method of editing and proof reading their writing.	2. Students will be asked to submit typed writing samples assessed with the FCAT rubric.
3	3. Students scoring between a 3-4 on the district writing pre-test scheduled for August 31-September 4 will voluntarily participate in the after school writing lab starting in October, 2009.	3. Teachers Department Head	3. Teachers will encourage students to attend voluntary tutoring sessions with specific area of needs being addressed.	3. A post writing workshop essay will be used to determine improvement of students attending the voluntary writing workshop.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT writing, 93% of the 8th grade students will achieve a 4 or above.	Effective implementation of the Six Traits of Writing	District Staff	By December 2009	Implementation of strategies in lesson plans, classroom displays, and assessments.	Department Head Principal

Budget:

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

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grade 8 only 37% of students met high standards on the 2009 administration of the FCAT Science Test.			This percentage will increase to 50%.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Promote the Science department's program via the school's Open House.	Assistant Principal and the Science Department's chairperson.	Collect sign-in sheets	Review of sign-sheets and Mid-Term assessment grades
2	Utilize the school's website to promote the Science department's program to parents via the school's website.	Assistant Principal, Science department's chairperson and the school's webmaster.	Collect sign-in sheets	Review of sign-sheets and Mid-Term assessment grades
3	Promote the use of teacher websites with the Science department.	Assistant Principal, Science department's chairperson and the school's webmaster.	Collect sign-in sheets	Review of sign-sheets and Mid-Term assessment grades

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on data obtained from the 2008-2009 School Climate Survey, 22% of parents strongly disagreed/disagreed with the statement - "My child's teacher do their best to include me in matter directly affecting my child's progress in school."			Decrease by 10% parent s' dissatisfaction with teachers' ability to include parent participation in their child's academic progress.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Promote greater awareness of the parent/ team conferences.	1. Assistant principal and team leaders	1. Conduct survey and collect Sign-in sheets at parent/team conferences.	1. Review Sign-in sheets.
2	2. Conduct Student Services Parent Workshops.	2. Assistant principal and student services chair.	2. Collect Sign-in sheets at Student Services Parent Workshops	2. Review Sign-in sheets.
3	3. Conduct Parent Welcoming Activity.	3. Assistant principal and student services chair.	3. Collect sign-in sheets at Parent Welcoming Activity.	3. Review Sign-in sheets.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Decrease the degree of parent dissatisfaction with teachers' ability to include parent participation in their child's academic progress.	Fostering Conducive Parent/Teacher relationships. Discuss: I. Best Practices on: Easing Parent Apprehension II. Providing Tips on Communicating with Parents.	Student Services Chair	October, 2009	Conduct quarterly reviews of Teachers' Parent Contact Logs.	Assistant principal.

Budget:

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

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

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Provide before and after-school tutoring tailored to students deficiencies.	Title I school funds	\$12,000.00
			Total: \$12,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$12,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Intervene	jn Correct II	jn Prevent II	jn Correct I	jn Prevent I	jn NA
--------------	---------------	---------------	--------------	--------------	-------

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/7/2009 2:49:11 PM)

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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School Wide Novel	2000
Replenish Classroom Libraries	1000
Science Laboratory Materials	1000
Mathematics Manipulatives	1000

Describe the Activities of the School Advisory Council for the Upcoming Year

The EESAC will examine and recommend budget expenditures relative to all areas of the school, such as the purchase of additional Smart Boards, mathematics manipulatives, science laboratory materials and trade books for the classroom libraries and school wide novels. The EESAC will review expenditures of Title I, EESAC, Magnet, and FCAT Enhancement Funds. In addition, the EESAC will recommend staff development activities for teachers to use data to drive instruction, especially the continued utilization of the Literacy Across the Curriculum Plan and developing and implementing the Instructional Focus calendars. Furthermore, the EESAC Technology subcommittee will meet to make recommendations to continue technology upgrades throughout the school, and encourage staff communications through Microsoft Outlook and Professional Development through Webcasting.

The EESAC will utilize the 5.00 per student allocation to purchase Science and Mathematics laboratory supplies and manipulatives , assist with replenishing classroom libraries and purchasing school wide novels. The EESAC Technology subcommittee also recommends the continued use of the Accelerated Reader Program, NCS Learn Successmaker, Riverdeep, FCAT Explorer, Compass Learning, Gizmo's computer-assisted instruction and Reading Plus for emerging Level 3 readers. The EESAC recommends to the principal to hire retired teachers for hourly tutors to assist with the pullout tutoring for students in the AYP subgroups needing assistance.

The EESAC also supports enhanced parental involvement and recommends holding parent conferences at various times and venues, such as, child study teams, RTI, Student Performance Plan conferences, and Limited English Proficiency committee meetings to support student achievement. The EESAC supports a safe school environment and recommends the continuation of the middle school teaming concept, D-FY-IT, and the 5000 Role Model Program, the PBS (Positive Behavior Support) Program and continue initiatives to maintain the improved attendance.

SAC Members

Members

- 1) Juan Carlos Silva, Principal
- 2) James Stanton, SAC Chair
- 3) Ashley Rodriguez, Student
- 4) Samantha Morejon, Student
- 5) Esteban Morejon, Teacher
- 6) Lisa Kupski-Bruno, Teacher
- 7) Armando Sosa, Teacher
- 8) Laurie Ochmanski, Teacher
- 9) Lisa Macrina-Holder, Teacher
- 10) Alina Floyd, Teacher
- 11) Manuel Uribe, Business Member
- 12) Marcia Veargis, Parent
- 13) Ken Hendon, Parent
- 14) Veronica Rios, Parent
- 15) Miller Myers, Parent
- 16) Kelly Borroto-Garcia, Parent
- 17) Norman Boldt, Parent
- 18) Paul Woodburn, Parent
- 19) Maria Masso, Parent
- 20) Christine Casanova, School Support Personnel
- 21) Carmen Martinez, School Support Personnel
- 22) Lourdes Palacios, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade JORGE MAS CANOSA MIDDLE SCHOOL 6771														
Number of students enrolled in the grades tested:														Read: 1917		2008-2009		A		Did the School make Adequate Yearly Progress?		NO						
Click here to see Number of students in each group														Math: 1917		School Grade ¹ :												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	100	Y	100	Y	60	N	56	N			Y			NA	43	40	N	55	44	Y	59	N	58	NA				
WHITE	100	Y	100	Y	77	Y	64	N			Y			NA	32	23	NA	45	36	Y	74	NA	66	NA				
BLACK	100	Y	100	Y	52	N	44	N			Y			NA	48	NA		56	NA		52	N	46	N				
HISPANIC	100	Y	100	Y	58	N	55	N			Y			NA	45	42	N	56	45	Y	58	N	57	NA				
ASIAN		NA		NA		NA		NA			NA			NA		NA		NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA		NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	53	N	49	N			Y			NA	49	47	N	60	51	Y	53	N	52	NA				
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	35	N	39	N			NA			NA	65	NA		61	NA		56	N	60	N				
STUDENTS WITH DISABILITIES	100	Y	100	Y	32	N	26	N			92	Y		NA	78	68	Y	81	74	N	33	NA	29	N				

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade JORGE MAS CANOSA MIDDLE SCHOOL 6771														
Number of students enrolled in the grades tested:														Read: 1248		2007-2008		C		Did the School make Adequate Yearly Progress?		NO						
Click here to see Number of students in each group														Math: 1248		School Grade ¹ :												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	57	N	45	N			NA			NA	43	NA		55	NA		51	N	47	N				
WHITE	100	Y	100	Y	68	Y	55	N			NA			NA	32	NA		45	NA		60	NA	49	N				
BLACK	100	Y	100	Y		NA		NA			NA			NA		NA			NA									
HISPANIC	100	Y	100	Y	55	N	44	N			NA			NA	45	NA		56	NA		50	N	46	N				
ASIAN		NA		NA		NA		NA			NA			NA		NA		NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA		NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	51	N	40	N			NA			NA	49	NA		60	NA		45	N	42	N				
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA		NA			NA									
STUDENTS WITH DISABILITIES	100	Y	100	Y	22	N	19	N			NA			NA	78	NA		81	NA		29	N	23	N				

SCHOOL GRADE DATA

Dade School District JORGE MAS CANOSA MIDDLE SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	61%	94%	37%	257	Writing and Science: Takes into account the % scoring 3.5 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	68%	71%			139	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	72% (YES)			146	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.
Points Earned					542	
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 JORGE MAS CANOSA MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	51%	92%	39%	246	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.

% of Students Making Learning Gains	58%	55%			113	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	56% (YES)	52% (YES)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					467	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 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	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● 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?	% (0)	% (0)			0	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.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested