

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MATER ACADEMY

District Name: Dade

Principal: Roberto Blanch

SAC Chair: Mileydi Perez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Cecilia Telleria	Degree(s)/ Certification(s) Bachelor of Science-Elementary Education, Florida International University; Master of Science-Educational Leadership, Nova Southeastern University; State of Florida Professional Certificate-Educational Leadership (All Levels), Elementary Education (Grades 1-6),	4	6	2012 2011 2010 2009 2008 School Grade A A A A A AYP Y Y Y Y AMO Reading 72% 69% AMO Math 76% 74% High Standards Rdg. 68% 84% 82% 85% 82% High Standards Math 73% 87% 83% 88% 83% High Standards Science 65% 87% 72% 59% 63% High Standards Writing 93% 88% 94% 100% 90% Learning Gains Rdg. 70% 81% 73% 79% 78% Learning Gains Math 79% 80% 66% 70% 82% Lowest 25% Rdg 70% 80% 59% 85% 73% Lowest 25% Math 82% 87% 56% 75% 87%

		English For Speakers of Other Languages (ESOL) Endorsement			
Assis Principal	Saili Hernandez	Bachelor of Science-Elementary Education, Florida International University; Master of Science-Reading, Florida International University; Specialist-Educational Leadership K-12, Nova Southeastern University; State of Florida Professional Certificate-Elementary Education (K-6), Reading (K-12), Educational Leadership (K-12), English Speakers of Other Languages (ESOL) Endorsement	13	4	2012 2011 2010 2009 2008 School Grade A A A A A AYP Y Y Y Y AMO Reading 72% 69% AMO Math 76% 74% High Standards Rdg. 68% 84% 82% 85% 81% High Standards Math 73% 87% 83% 88% 84% High Standards Science 65% 87% 72% 59% 77% High Standards Writing 93% 88% 94% 100% 94% Learning Gains Rdg. 70% 81% 73% 79% 78% Learning Gains Math 79% 80% 66% 70% 74% Lowest 25% Rdg 70% 80% 59% 85% 69% Lowest 25% Math 82% 87% 56% 75% 74%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Instructional Reading Coach	Helga Chalas	Bachelor of Science - Elementary Education, Florida International University; Master of Science- Reading Education K-12, Florida International University; State of Florida; Master of Educational Leadership, American College of Education; Professional Certificate-Elementary Education (Grades 1-6), Reading (Grades K-12), English for Speakers of Other Languages (ESOL) Endorsement	4	4	2012 2011 2010 2009 2008 School Grade A A A A A AYP Y Y Y Y AMO Reading 72% 69% AMO Math 76% 74% High Standards Rdg. 68% 84% 82% 85% 82% High Standards Math 73% 87% 83% 88% 83% High Standards Science 65% 87% 72% 59% 63% High Standards Writing 93% 88% 94% 100% 90% Learning Gains Rdg. 70% 81% 73% 79% 78% Learning Gains Math 79% 80% 66% 70% 82% Lowest 25% Rdg 70% 80% 59% 85% 73% Lowest 25% Math 82% 87% 56% 75% 87%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of new teachers with Principal	Principal	On-going	
2	Partnering new teachers with veteran staff	Assistant Principal	On-going	
3	College campus Job Fairs and recruiting at Universities	Assistant Principal, Guidance Counselor	On-going	
4	Soliciting referrals from current employees	Principal	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2% (1) Teaching out-of-field 0% (0) Less than effective rating	The second grade teacher has been given an out of field waiver for ESOL, and is preparing to take additional courses to receive her ESOL endorsement. She is mentored by a veteran teacher, who has been teaching second grade for 10 years

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
41	7.3%(3)	46.3%(19)	43.9%(18)	2.4%(1)	26.8%(11)	100.0%(41)	2.4%(1)	0.0%(0)	82.9%(34)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Ms. Leal will be assigned to first year teachers. Ms. Leal is a	

<p>Zoe Leal 5th Grade Classroom Teacher</p>	<p>Ms. Gandia and Ms. Simpson (First Year Teacher in grades K – 2)</p>	<p>highly effective veteran teacher who has maintained a positive networking environment with her colleagues. As a veteran teacher, Ms. Leal maintains a positive classroom environment, which includes continuous communication with parents.</p>	<p>The mentor and mentee are meeting on the first Friday of each month in a professional learning community and will focus on classroom management, data driven classroom practice and planning with the end in mind. The mentor is given release time to observe the mentee. Time is given for feedback, modeling, and planning. Possible opportunities for professional development will be discuss.</p>
<p>Mileydi Perez 5th Grade Classroom Teacher</p>	<p>Ms. Estevez (First Year Teachers grades 3-5)</p>	<p>Ms. Perez will be assigned to a first year teacher in grades 3 - 5. Ms. Perez is a highly qualified veteran teacher who has maintained a positive networking environment with her colleagues. As a veteran teacher, Ms. Perez maintains a positive classroom environment, which includes continuous communication with parents.</p>	<p>The mentor and mentee are meeting on the first Friday of each month in a professional learning community and will focus on classroom management, data driven classroom practice and planning with the end in mind. The mentor is given release time to observe the mentee. Time is given for feedback, modeling, and planning. Possible opportunities for professional development will be discuss.</p>

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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; assist 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to

facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

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

- tutorial programs (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

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

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests,

and counseling. •

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

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

Housing Programs

N/A

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

N/A

Job Training

N/A

Other

HIV/AIDS Curriculum: AIDS Get the Facts!

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

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem-solving as issues and concerns arise through an on-going, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of school.

1. MTSS/RtI is vital, therefore, in building our team we have considered the following:

- a. Administrators who will ensure commitment and allocate resources;
 - b. Teachers and Coach who share the common goal of improving instructions for all students;
 - c. Team Members who will work to build staff rapport, internal capacity and sustainability overtime.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
- a. School reading, math, science and behavioral specialists
 - b. Special education personnel
 - c. School guidance counselor
 - d. Member of advisory group
 - e. Community stakeholders
3. MTSS/RTI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RTI uses increasingly more intense instruction and interventions.
- a. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
 - b. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports of targeted students who need additional instructional and/or behavioral support.
 - c. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

The following indicates the members of the MTSS/RtI team, their positions and rationale for membership on team:

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RTI, conducts assessment of MTSS/RtI skills of schools staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RTI implementation, and communicates with parents regarding school-based MTSS/RTI plans and activities.

Assistant Principal: Provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

EESAC Chair, Math Coach, Fifth, Science Coach: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Reading Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidenced-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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.

School Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RTI process to enhance data collection, data analysis, problem-solving, differentiated assistance and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data, evaluating progress, by addressing the following important questions:
 - What will students learn? (curriculum based standards)
 - How will we determine if the students learned? (common assessments)
 - How will we respond when students have not learned? (response to intervention problem solving process and monitoring)

progress of interventions)

- How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development faculty as indicated by student intervention and achievement needs.
 3. Hold regular team meetings monthly.
 4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
 5. Support a process and structure within the school to design, implement and evaluate both daily instruction and specific interventions.
 6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
 7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
 2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
 3. The Leadership Team will provide levels of support and interventions to students based on data.
- The Leadership Team will work with the faculty, and EESAC to develop the School Improvement Plan

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management systems
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessment
- State/Local Math and Science assessments
- FCAT 2.0/SAT
- Student grades
- Instructional Technology Reports (Achieve 3000, Reading Plus)
- Houghton Mifflin Baseline
- District Writing Assessment
- Weekly Cold Reads

Behavior

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

Referrals to special education program

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the MTSS/ RtI problem-solving, data analysis process;
2. Providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. Providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImpComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Cecilia Telleria, Principal: Provides a common vision for implementation of the literacy team action plan, ensures effective monitoring by the LLT of the Comprehensive Researched-based Reading Plan, conducts teacher observation, ensures implementation of literacy interventions support and documentation, ensures adequate professional development to support CRRP implementation, and communicates with parents regarding literacy data reports and enrichment events.

Saili Hernandez, Assistant Principal: Provides guidance on CRRP, facilitates and supports literacy activities, provides professional development and to teachers regarding data-based instructional planning; supports the implementation of the CRRP and literacy action plan.

Helga Chalas, Reading Coach: Develops, leads, and evaluates school literacy program; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidenced-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Elizabeth Arias, Media Specialist: Assist in the disbursement and utilization of literacy materials and resources.

Mileydi Perez and Adriana Diaz-Garcia , Veteran Reading Teachers: Actively participate in LLT meetings providing input on the status of the implementation of the CRRP, disseminate information and data reports to grade level teachers, and provide support to teachers.

Zoe Leal and Helga Chalas; Mentor Teachers: Mentor novice teachers in literacy skill development, model effective literacy techniques provide feedback and support on the implementation of the CRRP and literacy instruction.

Abraham Valencia, Technology Specialist: Assist in the implementation of literacy technology programs and manage assess to the internet.

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT responsibilities at the school level is to research, study, demonstrate, and implement effective instructional practices that support students' literacy development. The following actions will be applied by the LLT to address the implementation of the literacy action plan as it correlates with the CRRP.

The Literacy Leadership Team will:

- Monitor the implementation of the CRRP components through classroom walkthroughs.
- Provide professional development in identified needed literacy areas through sharing of best practices and modeling lessons.

- Gather and analyze data that indicate students' literacy interventions and achievement needs.
- Facilitate the use of literacy technology programs to enhance students' literacy achievement.
- Hold regular team meetings monthly.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support and structure a literacy action plan within the school to implement and evaluate both daily literacy instruction and specific interventions.
- Evaluate the validity and effectiveness of literacy program delivery.
- Ensure the utilization of English for Speakers of Other Languages (ESOL) strategies and Special Education (SPED) inclusion strategies to better meet the needs of students receiving special services.
- Develop supplemental services to students who are working below grade level expectations.
- Plan and initiate literacy events that motivate and promote literacy as lifelong learning experience. The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT responsibilities at the school level is to research, study, demonstrate, and implement effective instructional practices that support students' literacy development. The following actions will be applied by the LLT to address the implementation of the literacy action plan as it correlates with the CRRP.

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

Mater Academy's Literacy Leadership Team will strive to:

- Demonstrate a superior ability to foster excellence in education and contribute to the continuous improvement of student learning and the school environment by providing knowledge of evidence-based literacy strategies and resources to all stakeholders.
- Desegregate, analyze, and utilize data to effectively monitor, maintain, and enrich school literacy performance.
- Actively coordinates and participates in continued professional development by facilitating training, supporting peer coaching, and partaking in lesson demonstrations throughout the year.
- Demonstrates leadership in building a school literacy culture through collegiality and collaboration.
- Create a learning environment that promotes literacy across curriculum and throughout all subject areas.
- Empower families and provide resources necessary to become active participants in the literacy development of our students.
- Utilize community stakeholders to provide literacy opportunities and resources that enhance learning

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three-and four-year old children.

Mater Academy has maintained a very close relationship with Centro Mater West, a neighboring pre-school program, for over a decade. A large majority of Mater Academy's in-coming kindergartners come from this center. In addition, two pre-k 3 and pre-k 4 classes from the center are housed at Mater Academy. This facilitates the transition process of students entering Kindergarten, since they are familiar with the school, its facilities and teachers. Centro Mater West provides a literacy infused curriculum which also prepares incoming Kindergarteners for the Mater curriculum.

In addition, incoming kindergarten students are tested using the Mater Inc. Incoming Kindergarten student assessment in order to see their strengths and

areas of growth, including kindergarten readiness. Furthermore, the areas of social/emotional development are assessed using this instrument. As a result, this data is released to their kindergarten teacher who will use this information to plan his/her instruction. Furthermore, depending on the information completed by parents on the student's Home Language Survey, incoming kindergarten student's English language proficiency is tested using the Oral Language Proficiency Scale-Revised (OLPS-R). As a result, this data is utilized to place the student in the English Speaker of Other Languages (ESOL) program.

Moreover, once the child enters kindergarten, his/her print and letter knowledge and level of phonological

awareness/processing is determined using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) for kindergarten. In addition, results of the FAIR are used to gather information on a child's literacy development in emergent literacy. Screening data will be collected and aggregated prior to Fall, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social and emotional skills indentified by screening data. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains in order to determine the need for changes to the instruction/intervention programs.

During the summer prior to the starting Kindergarten, parents receive a guide to preparing their child to enter school for the first time. Moreover, parents of all in-coming kindergartners are invited to attend an orientation prior to the first day of school in which school and classroom procedures are addressed. Furthermore, this orientation helps ease the transition into school and calm first day anxieties as any questions and concerns are addressed.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading indicate that 26% (96) of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage point to 30% (113).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (96)	30% (113)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literacy Analysis	1A.1. Teachers will begin to infuse Common Core State Standards through the use of Exemplars of Reading Text to engage students in the level of complexity and quality that the Standards require all students in a given grade band. In addition, the implementation of Performance Tasks will engage students on the breadth of texts in which they will encounter in the text types required by the Standards. Reading Coach will facilitate the development of Performance Tasks, and model Close Analytic Reading instructional strategies using exemplar text.	1A 1. Literacy Leadership Team	1A.1. Following the FCIM model: the reading coach and reading teachers will disseminate classroom assessment data on a monthly basis and adjust instruction as needed. MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	1A.1. Formative: District Reading Interim Assessments; Weekly Classroom Assessments Summative: 2013 FCAT 2.0 Reading Test

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading indicate that 42% (159) of the students scored above achievement level 4 and 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage point to 44% (165)
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (159)	44% (165)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.	2A.1. Teachers will utilize research-based instructional strategies (QAR, Reciprocal Teaching, CRISS Strategies) that facilitate instruction of reading application. Content area teachers and special area teachers will infuse research-based instructional strategies (QAR, Reciprocal Teaching, Project CRISS Strategies) in subject area instruction in order to assist students in making meaningful literacy connections and apply reading comprehension across the curriculum.	2A1 MTTTS Team, Leadership Team	2A1 . Following the FCIM model the leadership team will conduct informal weekly teacher observations. Feedback will provide teachers with guidance and opportunities for modeling lessons that include research-based teaching strategies. MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	2A.1. Formative: Results of district quarterly Interim Assessments Summative: 2013 FCAT 2.0 Reading Test

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading indicate that 70% (167) of the students made learning gains. Our goal for the 2013 school year is to increase learning gains to 75%(179).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(167)	75%(179)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A1 The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4 Informational Text and Research Process. Students lack the ability to utilize critical thinking strategies needed to locate, interpret, and organize information and to determine the validity and reliability of information within and across text.	3A1 Students will participate in instructional technology programs (Reading Plus, Achieve 3000, and Time for Kids online) that engage students in high interest, non-fiction selections in order to reinforce distinct skills for reading non-fiction text. The teacher will expose students to real world documents such as, how to articles, brochures, fliers and websites, use text features to locate, interpret, and organize information within the reading lessons.	3A1 MTSS/RTI Team	3A1 Following the FCIM model Reading Leadership Team will disseminate and analyze quarterly instructional technology reports. Technology reports data results will provide students' reading comprehension progress, given close attention to content cluster 4: Informational Text and Research Process skills. MTSS/RTI team will review technology reports bi-weekly and make recommendations based on needs assessment.	3A1 Formative: Instructional Technology Reports; District Interim Assessments Summative: 2013 FCAT 2.0 Reading

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading indicate that 70% (46) of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains to 75% (49).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (46)	75% (49)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.	4a.1. Teacher will provide focused mini lessons during FCAT Tutoring sessions based on the students' areas of most need. Content of FCAT Tutoring instruction will be determined through the dissemination of data gathered from ongoing classroom evaluations and district mandated assessments.	4a.1. MTSS/RTI Team	4a.1. Following the FCIM model the leadership team will review ongoing classroom evaluations and interims test data on a quarterly basis. Results will determine effectiveness of small group instruction. MTSS/RTI team will review ongoing assessment results bi-weekly and make recommendations based on needs assessment.	4a.1. Formative: District Reading Interim Assessments; FCAT Tutoring Progress Monitoring Assessments Summative: 2013FCAT 2.0 Reading Test Summative: Results from 2012 FCAT 2.0 Reading

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:		The results of the 2012 FCAT 2.0 Reading Test indicate that 68% (251) of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Hispanic subgroup by 6 percentage points to 74% (273).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Hispanic: 68% (251)		Hispanic: 74% (273)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: The area of deficiency among Hispanic students subgroup, as noted on the 2012 administration of the FCAT Reading 2.0 , was Reporting Category 1- Vocabulary.	5B.1. Employ additional researched-based interventions through with assistive technology programs to differentiate instruction using Success Maker and Reading Plus to promote acquisition of vocabulary and comprehension skills.	5B.1. MTSS/RTI and Leadership Team	Following the FCIM model the Leadership team will conduct weekly informal data chats to disseminate instructional program reports. MTSS/RTI Team will monitor student's progress by disseminating results of Interim Assessments and data reports on a bi-weekly basis. Data will drive instruction and intervention modifications as needed.	5B.1. Formative: : District Reading Interim Assessments; Instructional Data Reports, Administrative Anecdotes Summative: 2013 FCAT 2.0 Reading Test

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		The results of the 2012 FCAT Reading indicate that 56% (39) of ELL students achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 64% (45)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
56% (39)		64% (45)			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application.	5C.1. Teachers will provide additional instructional time during before/after school tutoring utilizing research-based strategies to remediate reading instruction. In addition, teachers will implement ELL teaching strategies in the delivery of instruction and lesson plans to provide	5C.1. Leadership Team and MTSS/RTI Team	5C.1. Following the FCIM model the Leadership team will conduct weekly informal walkthrough observations that focus on identifying ELL strategies being utilized during instruction. MTSS/RTI Team will monitor student's progress by disseminating results of Interim Assessments and FAIR	5C.1. Formative: : District Reading Interim Assessments; FAIR reports, Administrative Anecdotes Summative: 2013 FCAT 2.0 Reading Test

	assistance with identifying author's purpose, determine explicit ideas and information in grade level text, identify cause-and-effect relationships in text, and compare and contrast elements of a story.	results on a bi-weekly basis. Data will drive instruction and intervention modifications as needed.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading 2.0 Test indicate that 68% (201) of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ED subgroup by seven (7) percentage points to 72% (212).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (201)	72% (212)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The area of deficiency among students in the ED subgroup, as noted on the 2012 administration of the FCAT Reading 2.0, was Reporting Category 1- Vocabulary	5E.1. Place emphasis on research-based interventions strategies that assist students with deriving word meanings and word relationships based on prefixes, suffixes, root words, synonyms, antonyms, as well as context clues.	5E.1. Leadership Team and MTSS/RTI Team	5E.1. Following the FCIM model the Leadership team will conduct weekly informal walkthrough observations that focus on identifying researched-based intervention strategies being utilized during instruction. MTSS/RTI Team will	5E.1. Formative: : District Reading Interim Assessments; Students' Progress Reports, Administrative Anecdotes Summative: 2013 FCAT 2.0 Reading

				monitor student's progress by disseminating results of Interim Assessments and classroom assessments results on a bi-weekly basis. Data will drive instruction and intervention modifications as needed.	Test
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Plus Refresher Training	2 – 5 Grade Reading Teachers	Reading Coach	2 – 5 Grade Reading Teachers	August 16, 2012	Instructional Technology Specialist and Reading Coach will provide assistant to teachers throughout the implementation process. Data reports will be analyzed and disseminated during quarterly data chats by the Leadership Team.	Literacy Leadership Team
Achieve 3000 Refresher Training	2 – 5 Grade Teachers and Special Area Teachers	Lazaro Villalobos (Achieve 3000 Trainer)	All 2 – 5 Grade Teachers and Special Area Teachers	August 13, 2012	Instructional Technology Specialist and Achieve 3000 representative will provide assistant to teachers throughout the implementation process. Data reports will be analyzed and disseminated during quarterly data chats by the Leadership Team	Instructional Technology Specialist
Voyager Passport and VPORT Interventions	K – 5 Grade Reading Teachers and Intervention Teachers	Reading Coach	K – 5 Grade Reading Teachers and Intervention Teachers	August 17, 2012	Reading Coach will supervise progress monitoring is taking place regularly.	Leadership Team
Common Core Standards and Instructional Implications	K – 3 Grade Reading Teachers	Reading Coach	K – 3 Grade Reading Teachers	September 17, 2012	Reading Coach will develop, model and monitor instructional strategies following the PD. Leadership team will conduct informal walkthroughs to ensure instructional strategies are taking place.	Literacy Leadership Team
Project CRISS Level 1 Training	3 – 5 Grade Teachers/ Reading and Content Area Teachers	Project CRISS Trainer	3 – 5 Grade Reading and Content Areas Teachers	September 17, 2012	Reading and Science Coach will facilitate grade level plans, model CRISS strategies, and provide continuous assistance throughout the school year. Leadership Team will conduct informal walkthroughs to ensure CRISS strategies are taking place.	Literacy Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students are placed and provided			

with reading interventions to remediate instruction in accordance to State Board rule 6A-6.054.	Voyager Passport	Operational	\$2,000.00
Students will be provided with additional instructional time during before/after school tutoring to remediate instruction.	FCAT Tutoring	Title 1	\$15,000.00
			Subtotal: \$17,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize high interest, non-fiction selections such as articles included in the Achieve 3000 instructional technology program, to develop distinct skills for reading nonfiction text.	Achieve 3000	Operational	\$6,250.00
Supplement reading instruction with instructional technology programs (Reading Plus, Achieve 3000, and Time for Kids online) that engage students in high interest, non-fiction selections in order to reinforce distinct skills for reading non-fiction text.	Reading Plus	Operational	\$1,470.00
			Subtotal: \$7,720.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize research-based instructional strategies (QAR, Reciprocal Teaching, and Project CRISS Strategies) to facilitate reading application instruction.	Project CRISS Level 1 Training Fee and Training Materials	Operational	\$2,100.00
			Subtotal: \$2,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$26,820.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The results of the 2012 CELLA indicate that 58% (197) of ELL students achieved proficiency in Listening/Speaking. Our goal is to increase students' listening/speaking proficiency.			
2012 Current Percent of Students Proficient in listening/speaking:					
58% (197)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The areas of deficiency as noted on	1.1. To provide additional support for	1.1. MTTS/RTI Team	1.1. Following the FCIM model: the ESOL chair	1.1. Formative: District Interim

1	the 2012 administration of the CELLA was Listening . Teachers will increase the use of ESOL strategies during instruction to provide support for the Listening Comprehension category.	the Listening Category: Teacher-led groups will be implemented more frequently during instruction to introduce material, sum-up the conclusions made by individual groups, meet the common needs of a large or small group, and provide individual attention or instruction.		and reading teachers will monitor student progress and classroom assessment data on a monthly basis to adjust instruction as needed. MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	Assessments; Weekly Classroom Assessments Summative: 2013 CELLA Test
2	1.2. The areas of deficiency as noted on the 2012 administration of the CELLA was the lack of students speak in English at grade level in a manner similar to non-ELL students. Teachers will increase the use of ESOL strategies during instruction to provide support for the Speaking category	1.2. To provide additional support for the Speaking Category: Group Projects during cooperative group activities will be an ESOL strategy used to facilitate reading instruction. The use of this ESOL strategy allows students to develop linguistic and academic skills simultaneously. In addition, ELL students work together in small intellectually and culturally mixed groups to achieve functioned, and an academic assessment tool for the instructor.	1.2.. MTSS/RTI Team	1.2. Following the FCIM model: the ESOL chair and reading teachers will monitor student progress and classroom assessment data on a monthly basis to adjust instruction as needed. MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	1.2. Formative: District Interim Assessments; Weekly Classroom Assessments Summative: 2013 CELLA Test

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2012 CELLA indicate that 37% (126) of ELL students achieved proficiency. Our goal is to increase students' reading proficiency.

2012 Current Percent of Students Proficient in reading:

37% (126)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the CELLA is reading. Teachers will vary the use of ESOL instructional strategies to facilitate reading instruction.	2.1. Vocabulary with Context Clues is one of the ESOL strategies that will be implemented in the classroom to facilitate instruction. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words in context. Instruction paired with Vocabulary with Context Clues strategy	2.1. MTSS/RTI Team	2.1. Following the FCIM model: support staff and reading teachers will disseminate FAIR assessment data during each assessment period and adjust instruction as needed. MTSS/RTI team will review intervention data bi-weekly and make recommendations based on needs assessment.	2.1. Formative: District Interim Assessments; Summative: 2013 CELLA

	will provide students with opportunities to unlock the meaning of unfamiliar words. Students will search the context of the sentence in which a new word appears for clues.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA indicate that 41% (139) of ELL students achieved proficiency in writing. Our goal is to increase ELL students' writing proficiency.
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2012 Current Percent of Students Proficient in writing:

41% (139)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. The area of deficiency as noted on the 2012 administration of the CELLA was students' writing. Students need additional writing opportunities.	3.1. Teachers will implement the use of Reading Response Journals/Logs as an ESOL Strategy during instruction. Reading response journal/logs provide opportunities for students to record their thoughts and questions about anything they are reading, including content area or research material. Reading response logs are important components of reading discussion groups in which students share their written responses to initiate and continue discussion about specific text.	3.1. MTSS/RTI Team	3.1. Following the FCIM model: the reading coach and reading teachers will monitor results of monthly writing prompts and adjust instruction as needed. MTSS/RTI team will review intervention data bi-weekly and make recommendations based on needs assessment.	3.1. Formative: District Pre/Post Writing Sample Summative: 2013 CELLA

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The result of the 2012 FCAT 2.0 Mathematics Test indicates that 34%(129) achieved proficiency (Level 3). Our Goal for the 2012-2013 school year is to increase student proficiency by 4 percentage point to 38% (143)
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(129)	38% (143)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the 3rd grade Math FCAT 2.0 was Number Sense and Operations. Grade 3 – Students lack an understanding of multiplication and division including strategies for basic multiplication facts and related division facts. In addition students need to develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.	1a.1. Teachers will provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.	1a.1. MTSS/RTI Team	1a.1. Following the FCIM model: the Leadership Team will evaluate weekly assessment results on a monthly basis. Data results on students' progress will determine areas of curriculum focus and modification. MTSS/RTI team will review interventions data reports bi-weekly and make recommendations based on needs assessment.	1a.1. Formative: Bi-weekly assessments, District Interim Assessments. Summative: 2013 Math FCAT 2.0 Assessment
2	1A.2. The area of deficiency as noted on the 2012 administration of the 4th grade Math FCAT 2.0 was Number Sense and Operations. Grade 4 – Students lack an understanding of decimals, including the connection between fractions and decimals. Fourth grade students will need develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of	1A.2. Teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.	1A.2. MTSS/RTI Team	1A.2. Following the FCIM model: the Leadership Team will evaluate weekly assessment results on a monthly basis. Data results on students' progress will determine areas of curriculum focus and modification. MTSS/RTI team will review interventions data reports bi-weekly and make recommendations based on needs assessment.	1A.2. Formative: Bi-weekly assessments, District Interim Assessments. Summative: 2013 Math FCAT 2.0 Assessment

	estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.				
3	<p>1A.3. The area of deficiency as noted on the 2012 administration of the 5th grade Math FCAT 2.0 was Geometry and Measurement.</p> <p>Grade 5 – Students need to describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.</p>	<p>1A.3. Teachers will Engage students in activities to use technology (such as Gizmos, Success Maker or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.</p>	<p>1A.3. MTSS/RTI Team</p>	<p>1A.3. Following the FCIM model: the Leadership Team will evaluate weekly instructional technology reports on a monthly basis. Data results on students' progress will determine areas of curriculum focus and modification.</p> <p>MTSS/RTI team will review interventions data reports bi-weekly and make recommendations based on needs assessment.</p>	<p>1A.3. . Formative: Bi-weekly instructional technology reports, District Interim Assessments.</p> <p>Summative: 2013 Math FCAT 2.0 Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.</p> <p>Mathematics Goal #2a:</p>	<p>The result of the 2012 FCAT Mathematics Test indicates that 39%(145) achieved above proficiency (FCAT Levels 4-5)</p> <p>Our Goal for the 2012-2013 school year is to increase the number of students achieving above proficiency by 1 percentage point to 40%(150).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

39%(145)	40%(150)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2a.1. The area of deficiency noted on the 2012 administration of the FCAT Mathematics 2.0 Test was number sense reporting category.</p> <p>Students will benefit from enrichment instruction in the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.</p>	<p>2a.1. Teachers will provide an opportunity for students to engage in mathematical discourse and problem solving activities through the use of cooperative learning groups in order to provide enrichment during instruction.</p>	<p>2a.1. Leadership Team</p>	<p>2a.1. Following the FCIM model: the math coach and grade level chairs will disseminate classroom assessment data on a monthly basis and adjust instruction as needed.</p> <p>MTSS/RTI team will review intervention data reports bi-weekly and make recommendations based on needs assessment.</p>	<p>2a.1. Formative: District Interim Assessments.</p> <p>Summative: 2013 Math FCAT 2.0 Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>The result of the 2012 FCAT 2.0 Mathematics Test indicates that 79% (189) of our student made learning gains.</p> <p>Our Goal for the 2012-2013 school year is to increase the number of students making learning gains by 5 percentage points to 84% (201)</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (189)	84% (201)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3a.1. The area of deficiency noted on the 2012 administration of the FCAT Mathematics 2.0 Test was Number Sense and Operations reporting category</p> <p>Teachers need additional guidance and coaching to implement differentiated instruction during the math block.</p>	<p>3a.1. Teachers will provide students with supplemental support and focused math mini-lessons during small group instruction at various cognitive levels of instruction to meet the needs of the individual students. Small group instruction will focus on Number Sense and Operations concepts.</p>	<p>3a.1. MTSS/RTI Team</p>	<p>3a.1. Following the FCIM model: the leadership team and reading teachers will disseminate informal classroom walkthrough data on a bi-weekly basis and adjust instruction as needed.</p> <p>MTSS/RTI team will review interventions data reports bi-weekly and make recommendations based on needs assessment.</p>	<p>3a.1. Formative: Weekly Student Assessments, District Interim Assessments</p> <p>Summative: 2013 Mathematics FCAT 2.0 Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>The result of the 2012 FCAT Mathematics Test indicates that 82% (44) in the lowest 25% made learning gains.</p> <p>Our Goal for the 2012-2013 school year is to increase the number of students in the lowest 25% making learning gains by 5 percentage point to 87% (47).</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:

82% (44)			87% (47)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4a.1. As noted in the 2012 Administration of the Math FCAT 2.0, 82% (44) of our students in the lowest 25% made learning gains in Mathematics. The area of deficiency is reporting category Geometry and Measurement.</p> <p>This deficiency is due to infrequent monitoring of instructional mathematics interventions to students who scored in the lowest 25% on the 2012 Math FCAT 2.0</p>	<p>4a.1 Teachers will provide additional instruction during before/after school tutoring programs that will provide supplemental reinforcement for students struggling in mathematical concepts. Special emphasis will be focused on Geometry and Measurement concepts.</p>	<p>4a.1. MTSS/RTI Team</p>	<p>4a.1. Following the FCIM model: grade level chairs and leadership will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.</p> <p>MTSS/RTI team will review instructional technology data bi-weekly and make recommendations based on needs assessment.</p>	<p>4.1. Formative: Summative: FCAT 2012 Mathematics</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78%	81%	83%	85%	87%	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>The results of the 2012 FCAT Math indicate that 74% (273) in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 79% (292)</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 74% (273)	Hispanic: 79% (292)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Hispanic: The area of deficiency among third (3rd) grade Hispanic students subgroup, as noted on the 2012 administration of the FCAT Mathematics test</p>	<p>5B.1. Employ additional researched-based interventions with assistive technology programs (GO Math! Florida) which provides interactive, voiced</p>	<p>5B.1. Leadership Team; MTSS/RTI Team</p>	<p>5B.1. Following the FCIM model: grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a</p>	<p>5B.1. Formative: Quarterly Instructional Technology Data Reports; Data Chats; District Interim</p>

1	was Category 2 - Number: Fractions	instruction and practice providing alternative approaches in number sense and fractions.		monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data bi-weekly and make recommendations based on needs assessment.	Assessments Summative: 2013 Math FCAT 2.0 Assessment
2	5B.2. Hispanic: The area of deficiency among fourth (4th) grade Hispanic students subgroup, as noted on the 2012 administration of the FCAT Mathematics test was Category 2 - Number: Base Ten and Fractions	5B.2. Employ additional researched-based interventions with assistive technology programs (GO Math! Florida) which provides interactive, voiced instruction and practice providing alternative approaches in number sense: base ten and fractions.	5B.2. . Leadership Team; MTSS/RTI Team	5B.2. Following the FCIM model: grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data bi-weekly and make recommendations based on needs assessment.	5B.2. Formative: Quarterly Instructional Technology Data Reports; Data Chats; District Interim Assessments Summative: 2013 Math FCAT 2.0 Assessment
3	5B.3. Hispanic: The area of deficiency among fifth (5th) grade Hispanic students subgroup, as noted on the 2012 administration of the FCAT Mathematics test was Category 3 – Geometry and Measurement.	5B.3. Employ additional researched-based interventions with assistive technology programs (GO Math! Florida) which provides interactive, voiced instruction and practice providing alternative approaches in geometry and measurement.	5B.3. Leadership Team; MTSS/RTI Team	5B.3. Following the FCIM model: grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data bi-weekly and make recommendations based on needs assessment.	5B.3. Formative: Quarterly Instructional Technology Data Reports; Data Chats; District Interim Assessments Summative: 2013 Math FCAT 2.0 Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.				
Mathematics Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making	
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satisfactory progress in mathematics. Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Reading 2.0 Test indicate that 72% (212) of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ED subgroup by six (6) percentage points to 78% (230)
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (212)	78% (230)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The area of deficiency among third (3rd) grade Economically Disadvantage (ED) students subgroup, as noted on the 2012 administration of the FCAT Mathematics test was Category 2 - Number: Fractions	5E.1. Employ additional researched-based interventions with assistive technology programs (GO Math!) which provide interactive, multitude of practice skills designed to develop students' basic arithmetic skills including number sense and fractions.	5E.1. Leadership Team; MTSS/RTI Team	5E.1. Following the FCIM model: grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data bi-weekly and make recommendations based on needs assessment.	5E.1. Formative: Quarterly Instructional Technology Data Reports; Data Chats; District Interim Assessments Summative: 2013 Math FCAT 2.0 Assessment
2	5E.2. The area of deficiency among fourth (4th) grade Economically Disadvantage (ED) students subgroup, as noted on the 2012 administration of the FCAT Mathematics test was Category 2 - Number: Base Ten and Fractions	5E.2. Employ additional researched-based interventions with assistive technology programs (GO Math!) which provide interactive, multitude of practice skills designed to develop students' basic arithmetic skills including number sense: base ten and fractions.	5E.2. Leadership Team; MTSS/RTI Team	5E.2. Following the FCIM model: grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data bi-	5E.2. Formative: Quarterly Instructional Technology Data Reports; Data Chats; District Interim Assessments Summative: 2013 Math FCAT 2.0 Assessment

				weekly and make recommendations based on needs assessment.	
3	5E.3. The area of deficiency among fifth (5th) grade Economically Disadvantage (ED) students subgroup, as noted on the 2012 administration of the FCAT Mathematics test was Category 2 - Number: Base Ten and Fractions	5E.3. Employ additional researched-based interventions with assistive technology programs (GO Math!) which provide interactive, multitude of practice skills designed to develop students' basic arithmetic skills including number sense: base ten and fractions.	5E.3. Leadership Team; MTSS/RTI Team	5E.3. Following the FCIM model: grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data bi-weekly and make recommendations based on needs assessment.	5E.3. Formative: Quarterly Instructional Technology Data Reports; Data Chats; District Interim Assessments Summative: 2013 Math FCAT 2.0 Assessment

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Math Interventions	K-5/Math	Math Coach	K-5 Teachers	August 19, 2012	Print out and analyze data reports monthly	Leadership Team
Connecting literature to Math	K-5/Math	Reading Coach	K-5 teachers	September 17, 2012	Leadership team will review lesson plans during walk-through.	Leadership team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with a variety of text that incorporates mathematical concepts and literature.	Trade books for Mathematics Instruction	Operational	\$2,000.00
Provide additional instructional time for reinforcement and remediation of mathematical concepts during before/after school tutoring.	FCAT Tutoring	Title 1	\$15,000.00
			Subtotal: \$17,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Engage students in activities to use technology that include visual stimulus to develop conceptual understanding of mathematical concepts.	Instructional Technology (Go Math Online Interventions and National Library of Virtual Manipulatives)	Operational	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$18,000.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The result of the 2012 FCAT 2.0 Science test indicates that 40% (48) achieved proficiency (Level 3). The expected level of performance for the 2013 FCAT 2.0 Science test is to increase proficiency to 42% (51).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (48)	42% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the administration of the 2012 Science FCAT 2.0 is Physical Science. Students will benefit from technology-based programs in which facilitates, remediates, reinforces, evaluates, and enhances student's science concepts.	1a.1. Teachers will infuse instructional technology programs (Discovery Education, Achieve 3000, FCAT Explorer and Safari Montage) that incorporate rigorous, interactive science concepts and scaffolds instruction, reinforcing essential prior knowledge required to make concept connections.	1a.1. MTSS/RTI Team	1a.1. Following the FCI model: the leadership team and science coach will analyze instructional technology data reports during quarterly data chat sessions to monitor and adjust instruction. Monitor student progress through ongoing classroom assessment data.	1a.1. Formative: District Interim Assessments Summative: 2013 Science FCAT 2.0 Assessment

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 Administration of the FCAT Science test, 26% (31) of students scored at or above achievement levels 4 and 5. The expected level of performance for 2013 FCAT 2.0 Science Test is to increase student proficiency to 27% (32).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (31)	27% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. According to the 2012 FCAT 2.0 Science test, the area of deficiency was Nature of Science and Application of the Scientific Process. Students need additional enrichment and motivational activities to supplement learning of nature of science and the application of the scientific process.	2a.1 Provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students. In which, allow students to make connections to real-life experiences, and explain in writing about their results and experiences. Teachers will engage students in the participation of school-wide monthly science projects, and Annual Science Fair. Students will be encouraged and motivated by having the opportunity towards being feature as the school's Scientist of the Month.	2a.1. Science Coach; Leadership Team MTSS/RTI Team	2a.1. Following the FCIM model: the science coach and the science fair committee members will conduct evaluation of students' science monthly projects, and disseminate interim assessment data to adjust instruction.	2a.1. Formative: District Interim Assessments Summative: 2013 Science FCAT 2.0 Assessment

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Achieve 3000 – Initial and Follow-Up Trainings	2 – 5 th Grade Science Teachers	Lazaro Villalobos (Trainer)	Science Teachers; Grades 2 – 5	August 13, 2012; November 6, 2012	Leadership team and science coach will analyze instructional technology reports during quarterly data chats.	Science Coach
Discovery Education	K – 5th Grade Teachers	Science Coach	Science Teachers; Grades 2 – 5	Early Release Friday, October 5th, 2012	Leadership team and science coach will analyze instructional technology reports during quarterly data chats.	Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize technology-based programs in which facilitates, remediates, reinforces, evaluates, and enhances student's science concepts.	Achieve 3000	Operational	\$6,250.00
Utilize technology-based programs in which facilitates, remediates, reinforces, evaluates, and enhances student's science concepts.	Discovery Education	Operational	\$8,904.00
			Subtotal: \$15,154.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$15,154.00			

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing indicate that 94% (117) of students scored 3.0 and higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (117)	94% (118)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. According to the 2012 FCAT Writing administration results, an area of concern was the rigorous scoring process, which included higher expectations and increased attention to the correct use of standard English conventions. Students lack practice editing a final draft using the standard English language conventions.	1a.1. Teachers will implement a rigorous grammar curriculum. Grammar supplemental teaching materials will assist students with editing and correcting the use of standard English language conventions. The classroom teacher will use weekly focus grammar lessons to guide writing instruction.	1a.1. Reading Coach and Administration	1a.1. Following the FCIM model: Leadership team will assist classroom teacher to disseminate and analyze monthly writing sample data reports to determine effectiveness of supplemental grammar materials on a monthly basis. Reading Coach will model classroom mini-lessons on a monthly basis and as needed. MTSS/RTI team will review assessment data bi-weekly and make recommendations based on needs assessment.	1a.1. Formative: Weekly writing samples, Pre/Post District Test Writing. Summative: 2013 FCAT Writing Test
2	1a.2. According to the 2012 FCAT Writing administration results, an area of concern was the lack of explicit instruction of the writing process. Teachers would benefit from school-wide guidelines focusing strategically on specific writing skills.	1a.2. Development and implementation of monthly focus calendars. Focus calendars will address grade-level appropriate writing skills to tackle, including instructional strategies, and supplemental materials to utilize.	1a.2. Grade Level Chairs, Reading Coach	1a.2. Following the FCIM model: Monthly writing samples will be disseminated during weekly grade level meetings with the assistant of the reading coach and grade level chair. MTSS/RTI team will review assessment data bi-weekly and make recommendations based	1a.2. Formative: Monthly writing samples, Pre/Post District Writing Test Summative: 2013 FCAT Writing Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FLDOE FCAT 2.0 Writing Workshop	4th Grade Writing Teachers	FLDOE Representative	4th Grade Writing Teachers	October 10 -11, 2012	Reading Coach will monitor implementation of learned strategies.	Reading Coach
Melissa Forney's Writing Workshop	K-5 Writing Teachers	Melissa Forney	K-5th Writing Teachers	August 14-15, 2012	Reading Coach and Administrators will monitor the implementation in all the classrooms.	Administration

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Utilize instructional strategies during writing instruction with emphasis on the correct use of standard English conventions.	Melissa Forney PD and Manuals	Operational	\$3,528.00
			Subtotal: \$3,528.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,528.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Based on data, in the 2011-2012 school year the student attendance rate was 97.53% (741) of the students incurred excessive absences and/or tardiness. Our goal for the 2012-2013 school year is to maintain or exceed the student attendance rate to 97.53% (741)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.53% (741)	97.53% (741)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
96	91
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
107	102

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Based on attendance data reports, attendance rate may be increased or improved by communicating the importance of attendance and tardy to parents and the community.	1.1. Provide parent workshops that will stress the importance of attendance and punctuality to parents and the community. Connect Ed. Messages will assist in communicating available informal parental workshops.	1.1. Teachers, Attendance Manager, and Community Involvement Specialist	1.1. Weekly reports of students' attendance records and attendance bulletins by teachers, attendance manager, and Community Involvement Specialist will be monitor by attendance manager and community involvement specialist.	1.1. Daily attendance records and bulletins; Quarterly attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kindergarten Orientation, MAPA & Title I	Kindergarten	Teachers & Community Involvement Specialist	Kindergarten Parents	August 17, 2012	Participant Attendance Sheet Records	Assistant Principal & Title I Community Involvement Specialist
3rd-5th Open House, MAPA & Title I	3 – 5	Teachers & Community Involvement Specialist	3 – 5 Parents	September 12, 2012	Participant Attendance Sheet Records	Assistant Principal & Title I Community Involvement Specialist
K-2nd Open House, MAPA & Title I	K – 2	Teachers & Community Involvement Specialist	K – 2 Parents	September 19, 2012	Participant Attendance Sheet Records	Assistant Principal & Title I Community Involvement Specialist

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Orientation-Parental Communication (Kinder)	Open House Parental Communication (K – 5)	Operational	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Parental Communication Via Messaging	ConnectEd.	Operational	\$1,000.00
Teacher Websites	SchoolRack.com	Operational	\$1,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Based on school records there were 0% (0) suspensions during the 2011-2012 school year. Our goal for the 2012-2013 school year is maintain the suspension rate.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0.0% (0)	0.0% (0)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0.0% (0)	0.0% (0)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0.0% (0)	0.0% (0)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0.0% (0)	0.0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Through contact logs, it was determined that students with poor school conduct had parents that work extended hours. The unavailability of the parent produced a lack of communication with the teacher and other school personnel.	1.1. Frequent parent communication, and sessions with the school counselor can assist students that exhibit unsatisfactory conduct, in addition to the implementation of the Student Code of Conduct.	1.1. School Counselor	1.1. Student anecdotes and counselor sessions will be monitor on a weekly basis by leadership team.	1.1. Quarterly and summative anecdotal and contact Logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Implementation of the Student Code of Conduct for Parents	K – 5	Teachers & Counselor	Title I Community Involvement Specialist	August 17, 2012 Open House; MAPA Meetings September 12, 2012 and September 19, 2012	Participant Attendance Records, and Student/Parent Anecdotal Records	Assistant Principal, Title I Community Involvement Specialist, and School Counselor
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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Communication of Student Conduct Expectancy	Student Code of Conduct Handbook	Operational	\$250.00
			Subtotal: \$250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$250.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Parent Involvement				
Parent Involvement Goal # 1:		We are a Title I school and have completed the PIP online.		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
na		na		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Communication with parents	CIS	Title I funding	\$25,000.00
			Subtotal: \$25,000.00
			Grand Total: \$25,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase opportunities for STEM applied learning by developing school wide programs that prepare students to participate in STEM courses in the future; such as, but not limited to the following TEAM, SECME and Science Fairs.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. Based on the analysis of school data, our teachers lack resources for background information of STEM scientific principles.</p> <p>Our students will benefit from supplemental instructional materials and technology programs that facilitate the application of science, mathematics and technology skills.</p>	<p>1.1. Teachers will use teaching strategies that positively impact student achievement: enhanced content, collaborative learning, questioning, inquiry, manipulating, testing, instructional technology, and enhanced materials to increase student's progress.</p> <p>Discovery Education will be used as supplemental materials to provide a vast resource of activities through various media services.</p> <p>Students will create science projects to enter the Regional Science and Engineering Fair aligned to the Next Generation Sunshine State Standards and promotes student understanding of scientific research, mathematics, and engineering.</p>	1.1. Science Coach and Assistant Principal	1.1. Following the FCIM model: Science coach along with the science and technology school committees will monitor participation in weekly science labs and monthly science fair experiments.	<p>1.1. Formative: District Science Interim Assessments; Weekly Science Lab Reports</p> <p>Summative: Quarterly Science Projects (36); 2013 Science FCAT and 2013 Mathematics FCAT Tests</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education	K – 5th Math and Science Teachers	Science Coach	K – 5th Grade Science and Math Teachers	Early Release Dates – First Friday of each month	Teachers will submit science lab lesson plans on a weekly basis. Informal science and math walkthrough observations will assist in guiding and providing instructional feedback.	Science Coach and Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Discovery Education(K-12) is a		

Discovery Education	technology-based program that provides individual and trackable Mathematics, Science, Social Studies skills.	Operational	\$9,540.00
			Subtotal: \$9,540.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,540.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students are placed and provided with reading interventions to remediate instruction in accordance to State Board rule 6A-6.054.	Voyager Passport	Operational	\$2,000.00
Reading	Students will be provided with additional instructional time during before/after school tutoring to remediate instruction.	FCAT Tutoring	Title 1	\$15,000.00
Mathematics	Provide teachers with a variety of text that incorporates mathematical concepts and literature.	Trade books for Mathematics Instruction	Operational	\$2,000.00
Mathematics	Provide additional instructional time for reinforcement and remediation of mathematical concepts during before/after school tutoring.	FCAT Tutoring	Title 1	\$15,000.00
Attendance	Orientation-Parental Communication (Kinder)	Open House Parental Communication (K – 5)	Operational	\$500.00
Suspension	Communication of Student Conduct Expectancy	Student Code of Conduct Handbook	Operational	\$250.00
STEM	Discovery Education	Discovery Education(K-12) is a technology-based program that provides individual and trackable Mathematics, Science, Social Studies skills.	Operational	\$9,540.00
				Subtotal: \$44,290.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize high interest, non-fiction selections such as articles included in the Achieve 3000 instructional technology program, to develop distinct skills for reading nonfiction text.	Achieve 3000	Operational	\$6,250.00
Reading	Supplement reading instruction with instructional technology programs (Reading Plus, Achieve 3000, and Time for Kids online) that engage students in high interest, non-fiction selections in order to reinforce distinct skills for reading non-fiction text.	Reading Plus	Operational	\$1,470.00
Mathematics	Engage students in activities to use technology that include visual stimulus to develop conceptual understanding of mathematical concepts.	Instructional Technology (Go Math Online Interventions and National Library of Virtual Manipulatives)	Operational	\$1,000.00
	Utilize technology-based programs in			

Science	which facilitates, remediates, reinforces, evaluates, and enhances student's science concepts.	Achieve 3000	Operational	\$6,250.00
Science	Utilize technology-based programs in which facilitates, remediates, reinforces, evaluates, and enhances student's science concepts.	Discovery Education	Operational	\$8,904.00
Attendance	Parental Communication Via Messaging	ConnectEd.	Operational	\$1,000.00
Attendance	Teacher Websites	SchoolRack.com	Operational	\$1,000.00
				Subtotal: \$25,874.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize research-based instructional strategies (QAR, Reciprocal Teaching, and Project CRISS Strategies) to facilitate reading application instruction.	Project CRISS Level 1 Training Fee and Training Materials	Operational	\$2,100.00
Writing	Utilize instructional strategies during writing instruction with emphasis on the correct use of standard English conventions.	Melissa Forney PD and Manuals	Operational	\$3,528.00
				Subtotal: \$5,628.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Communication with parents	CIS	Title I funding	\$25,000.00
				Subtotal: \$25,000.00
				Grand Total: \$100,792.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
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Purchase of reading intervention materials (Voyager Passport).

\$2,000.00

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

The School Advisory Council (SAC) contributes to the academic success of Mater Academy. Listed below are some of the functions of the SAC:

- Reach out to community to obtain more partners in education.
- Organize parent and community events, such as Open House, Literacy Night and FCAT Family Night Event.
- Assist in coordinating for the school-wide tutoring program for struggling students.
- Sponsor drives to increase parent involvement with collaboration of Mater Academy Parent Association (MAPA).
- Assist the school to create and analyze school climate surveys for parents and students.
- Assist in development, approval, and monitor the implementation of the SIP.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District MATER ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	87%	88%	87%	346	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	81%	80%			161	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	80% (YES)	87% (YES)			167	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					674	
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 MATER ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	83%	94%	72%	331	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	66%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	56% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					585	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested