FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MATER ACADEMY CHARTER HIGH

District Name: Dade

Principal: Robert Blanche

SAC Chair: Jose Rodriguez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/29/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Ms. Judith C. Marty	BA – Elementary Educ., Newark State College Master of Science – Educ., University of Miami Educational Specialist – Educational Leadership, University of Miami	11	37	'12 '11 '10 '09 '08 School Grade Pending A A A B AYP 90% 95% 100% 100% High Standards Rdg. 63% 52% 75% 71% 69% High Standards Math 86% 81% 77% 73% 68% Lrng Gains-Rdg. 76% 59% 68% 67% 67% Lrng Gains-Math 83% 81% 69% 71% 73% Gains-Rdg-25% 80% 56% 67% 72% 65% Gains-Math-25% 88% 74% 70% 72% 74%
		BS – Mathematics, Florida International Univ. BS – Liberal Studies, Barry University Master of			'12 '11 '10 '09 '08 School Grade Pending A A A B AYP 90% 95% 100% 100% High Standards Rdg. 63% 52% 75% 71% 69%

Assis Principal	Mr. Jose Nunez	Science – Educational Leadership, Grand Canyon University Certification – Math (6-12) Educational Leadership (All Levels), State of FL	9	6	High Standards Math 86% 81% 77% 73% 68% Lrng Gains-Rdg. 76% 59% 68% 67% 67% Lrng Gains-Math 83% 81% 69% 71% 73% Gains-Rdg-25% 80% 56% 67% 72% 65% Gains-Math-25% 88% 74% 70% 72% 74%
Assis Principal	Mr. Gil Lora	BA – History, Florida International Univ. Master of Science – Educational Leadership, Grand Canyon University Certification – Social Science (6-12) Educational Leadership (All Levels), State of FL	7	4	'12 '11 '10 '09 '08 School Grade Pending A A A B AYP 90% 95% 100% 100% High Standards Rdg. 63% 52% 75% 71% 69% High Standards Math 86% 81% 77% 73% 68% Lrng Gains-Rdg. 76% 59% 68% 67% 67% Lrng Gains-Math 83% 81% 69% 71% 73% Gains-Rdg-25% 80% 56% 67% 72% 65% Gains-Math-25% 88% 74% 70% 72% 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)
Reading Coach	Mrs. Yolanda Alonso	BS-English Education, Nova Southeastern University MS –Reading, Nova Southeastern University Certification-English (6-12) Reading (K-12)	9	3	'12 '11 '10 '09 '08 School Grade Pending A A A B AYP 90% 95% 100% 100% High Standards Rdg. 63% 52% 75% 71% 69% High Standards Math 86% 81% 77% 73% 68% Lrng Gains-Rdg. 76% 59% 68% 67% 67% Lrng Gains-Math 83% 81% 69% 71% 73% Gains-Rdg-25% 80% 56% 67% 72% 65% Gains-Math-25% 88% 74% 70% 72% 74%
Math Coach	Ms. Maria Montero	BS – Mathematics, University of British Columbia BS – Education, University of British Columbia Master of Science – Educational Leadership, NOVA Southeastern Univ. Certification – Math (6-12) Gifted Endorsement	10	3	'12 '11 '10 '09 '08 School Grade Pending A A A B AYP 90% 95% 100% 100% High Standards Rdg. 63% 52% 75% 71% 69% High Standards Math 86% 81% 77% 73% 68% Lrng Gains-Rdg. 76% 59% 68% 67% 67% Lrng Gains-Math 83% 81% 69% 71% 73% Gains-Rdg-25% 80% 56% 67% 72% 65% Gains-Math-25% 88% 74% 70% 72% 74%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with principal/assistant principal.	Principal/Assistant Principal	June 2013	
2	2. Regular meetings of new teachers with department chair.	Department Chair	June 2013	

3	3. Partnering of new teachers with veteran staff.	Assistant Principal	June 2013	
4	4. Soliciting referrals from current employees.	Principal	N/A	
5	5. Job postings at Teachers-teachers.com	Assistant Principal	N/A	
6	6. Recruitment at Job Fairs.	Principal	N/A	
7	7. Provide professional development opportunities during early release days and Saturdays. Courses are also offered through partnering colleges/universities.	Assistant Principal	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	Teachers will be enrolled in courses and take pertinent subject area exams to become highly effective.

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
67	3.0%(2)	25.4%(17)	41.8%(28)	29.9%(20)	40.3%(27)	100.0%(67)	7.5%(5)	6.0%(4)	10.4%(7)

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
Maria Montero	Alexander Smith	Ms. Montero has been teaching Mathematics for the past 10 years. She is our Mathematics Department chair. She is directly across the hall from Mr. Smith who like her, is also teaching Geometry this year.	Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. Mentee and mentor will meet a minimum of once a week and mentor is responsible for keeping a log of those meetings. Mentee will be responsible for creating a "Beginning Teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and makes comments and suggestions to assist the beginning teacher.
			Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week

Jose Jimenez	Joaquin Bestard	Mr. Jimenez has been teaching Science for the past 11 years. His classroom located very near Mr. Bestard's who is also teaching Chemistry this year.	before school starts. Mentee and mentor will meet a minimum of once a week and mentor is responsible for keeping a log of those meetings. Mentee will be responsible for creating a "Beginning Teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and makes comments and suggestions to assist the beginning teacher.

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

Mater Academy Charter High School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Tutoring or summer school). The Miami-Dade Public School district coordinates with Title II and Title III in ensuring staff development needs are provided. Title I funds will be used to employ a reading coach to oversee the implementation of the Comprehensive Research Based Reading Program. The Reading Coach develops, leads, and evaluates school core content standards and programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Coach identifies 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. Other key personnel such as paraprofessionals and a Community Involvement Specialist are employed through Title 1. Paraprofessionals provide instructional support to students in the core areas as well as provide small group tutoring during the instructional day. A Community Involvement Specialists support and solicit family involvement of children being served in activities funded by Title I. These funds will also be used to provide support for an after-school tutoring and Saturday tutoring program for Reading, Math, Writing and Science. Title I funds are also used to purchase supplemental materials and technology for core subjects such as Reading, Math, and Science in order to improve instructional focus. Other components that are integrated into the school-wide program include the Title I Mater Academy Chess Club, Supplemental Educational Services (SES) and an extensive Parental Program that requires parents to complete volunteer hours. Opportunities are created for parents to become involved through the Parent Academy and the Bilingual Parent Academy which offers conferences on education and social issues.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The Miami-Dade 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

Title III

Mater Academy High Charter School receives Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and provide tutorial programs.

Title X- Homeless

In cases of homeless students, the Title I Community Involvement Specialist gathers resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act eliminate barriers for a free and appropriate education. Currently, there are no students that fall under this demographic.

Supplemental Academic Instruction (SAI)

Mater Academy High Charter School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Student Services Department coordinates drug and violence prevention activities such as Red Ribbon Week and Anti-Bullying presentations that support prevention of violence and drug awareness in and around the school. These programs prevent the use of tobacco, alcohol drugs, and foster a safe, drug-free learning environment supporting student achievement. Mater Academy offers a non-violence and anti-drug program to students that incorporate field trips, community service, and guest speakers.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Articulation agreements allow students to earn college credits in high school by creating more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Industry Certifications in various areas such as Early Childhood, Administrative Office Technology, Web Design, and Accounting. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

Vocational courses will provide students with a job skills program that allows students the opportunity to learn how to create a resume, dress for success, perform well during a job interview and receive recognition through participation in competitive events through vocational student organizations.

Other

Coordination and Integration: Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.
RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
The Mater Academy Charter Middle School RtI team is comprised of various members of the administration, faculty and staff.
Administrators: Ensure commitment and allocate resources, provide a common vision for the use of data-based decision-making, conduct assessments of RtI skills of school staff via classroom walkthroughs, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Department Chairs: (Language Arts, English Language Learners (ELL), Mathematics, Science, Electives, and Physical Education): Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities. Engages in classroom observations to assure implementation of the school improvement efforts.
SPED Chair: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching and consultations. Test Chairperson: Provides data to the RtI based on state, district and school-wide based assessments. Media Specialist: Provides assistance to teachers and students in obtaining media and library resources, develops and implements professional development for teachers in the area of technology, aids in the acquisition of support material that enhances instructional intervention specially in the area of research, and endorses cross-curricular activities related to reading..
Instructional Coach(es) Reading and Mathematics: : Provides guidance on K-12 Comprehensive Research-based Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans. 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, evidence-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 implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Data Specialist: Brokers technology necessary to manage and display data; provides professional and technical support to the RtI Team regarding data analysis, management and display,
Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue 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 RtI Leadership Team will meet bi-monthly to discuss how data-driven instruction is impacting the performance of our students and our faculty. During these meetings, the RtI team will review standardized data, classroom based assessment as well as formal and informal observations to:
• Progress monitor data that will identify students who are meeting/exceeding benchmarks, are at moderate risk or at high risk for not meeting standards;
• Monitor the effectiveness of the educational programs (i.e., Carnegie Learning, Journeys, etc.);
• Evaluate school-wide professional development plan and allocate relevant resources;
• Share effective practices;
• Evaluate implementation of the School Improvement Plan;
• Facilitate decision-making regarding building consensus among stakeholders, increasing infrastructure efficacy and make decisions regarding implementation of instructional programs.

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

plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team met with the EESAC and the Principal to help develop the SIP. The team provided data on Tier 1 (in need of enrichment) Tier 2 (Bubble students), and Tier 3 (lower quartile, etc.) targets; standardized examination results (i.e. FCAT, Miami-Dade County Interim Assessments, FAIR ,etc.); academic, social and emotional needs of the institution; aided in setting clear expectation for instruction (Rigor, Relevance, Relationship); facilitated the development of the systematic continuum of teaching based on designing lessons that target high order level thinking skills; and aligned processes and procedures with the Next Generation Sunshine State Standards as well as subject area scope and sequence.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to :
• Adjust the delivery of curriculum and instruction to meet the specific needs of students
• Adjust the delivery of behavior management system
• Adjust the allocation of school-based resources
• Drive decisions regarding targeted professional development
• Create student growth trajectories in order to identify and develop interventions.
2. Managed data will include:
Academic
• FAIR Assessment
• Baseline Assessments in Reading, Mathematics, Writing, and Science
• State/District Math and Science Assessments
• FCAT
• Student Grades
• School site specific assessment
• Programmatic Assessments (Voyager Benchmark Exams)
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

Describe the plan to train staff on MTSS.

Professional Development will be provided during designated professional development days, during small sessions (i.e. department meetings, PLC meetings, etc.) and faculty meetings. A school-wide PD session regarding the effective implementation of the RtI team will take place in August with a subsequent follow-up in October. To that end, the RtI Leadership Team will continuously evaluate staff professional development during the bi-monthly meetings.

The district professional development and support will include:
1. Training for all administrators in the RtI problem solving, data analysis process;
2. Providing support for school staff to understand basic RtI principles and procedures; and
3. Providing a network of ongoing support for RtI organized through feeder patterns

Describe the plan to support MTSS.

The district professional development and support will include:
• Training for all administrators in the RtI problem solving, data analysis process;
• Providing support for school staff to understand basic RtI principles and procedures; and
• Providing a network of ongoing support for RtI organized through feeder patterns

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is an extension of the school's leadership team and was developed to enhance the efforts of the school's RtI team, specifically, in the area of literacy. The following are the members of the LLT who were chosen for their ability to ensure commitment to common goals and for their ability to build support of literacy initiatives among all faculty and staff members.
Judith Marty, Principal
Teresa Santalo, Assistant Principal
Gil Lora, Assistant Principal
Jose Nunez, Assistant Principal
Elaine Clemente, Assistant Principal
Fiorella Dongo, Activities Director
Trishia Castillo, Student Services Chair
Kismet Ulloa, Assistant Principal
Silvina Macho, Media Specialist
Yolanda Alonso, Language Arts Chair
Elizabeth Kemper, Science Co-chair
Natalie Ledoux, Science Co-chair
Maria Montero, Math Chair
Idelsy Llanes, Social Studies Chair
Corey Stephens, Physical Education Chair
Maria Alvarez, Practical Arts Chair
Mildred Fonteriz, Performing Arts Chair
Emilio Leonard, TV Production Teacher
Adalyn Saladrigas, Program Specialist

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

The school-based LLT meets once a month during common planning time, usually, on the first B day of the second week of each month. Subcommittees are developed for each literacy initiative and roles are defined and assigned to match each member's strength under each subcommittee. The LLT functions as the schools' main source for developing and implementing school-wide literacy initiatives. It mainly serves the purpose of implementing the K-12 Comprehensive Research-based Reading Plan with fidelity. Through administrator Reading Walk Throughs and Data Talks, faculty and staff will engage in reflective dialogue to enhance the use of data as well as to ensure the use of research-based reading strategies. The LLT communicates school literacy functions and successes to all stakeholders through the Data Talks, the SIP, and the EESAC.

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

One of the major initiatives of the LLT will be to aid the Response to Intervention (RtI) Team in the development of a new Instructional Focus Calendar (IFC) based on the Next Generation Sunshine State Standards (NGSSS) in order to ensure that the faculty and staff are familiar with and implement these new standards using research-based reading strategies throughout the curriculum and across subject areas. The LLT will foster reading leadership in faculty and staff members by providing mentoring, lesson studies, and model classrooms for novice or struggling teachers. Recognizing and affirming teachers' successes in the area of literacy is also a top priority as well as promoting a positive culture of reading and literacy throughout the school campus and community by developing such activities as literacy week, a book fair with a parent night, and the initiation of a book club.

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Instructional Focus Calendar will guide instruction in all content areas classes. Research-based reading strategies will be applied throughout all content areas. Teachers will incorporate strategies daily within lessons using graphic organizers and Jamestown Timed Readers. Administrative walkthroughs will monitor implementation of reading strategies. Benchmark and Interim Assessment data will be disaggregated during RtI meetings and Professional Learning Communities.

*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?

Mater Academy Charter High School offers various vocational courses that lead to Industry Certification. Courses in fields such as Early Childhood and Computers help students understand the relevance of school to work and career planning. In addition, the school offers courses such as Law, Accounting, and other Business related courses to facilitate students' transitions from school to work by providing them with the necessary tools for success.

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

The Mater Academy Student Services Department develops a yearly Curriculum Bulletin that provides students as well as parents with the courses offered along with a brief description of each course. The Curriculum Bulletin indicates several options for academies and tracks for students to choose from. School counselors conduct presentations to all students by class and grade levels and assist students in the selection of courses by completing the Subject Selection Form. In addition, counselors review ePEPs to assure that students are enrolled in courses that align with the students' future career goals.

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

Mater Academy Charter High School provides students with a rigorous college prep curriculum. Mater Academy High School meets and exceeds the requirements of the Florida State University Systems. The school requires students to graduate with 4 levels of English, Math and Science and Social Sciences therefore, 100% of students are enrolled in a college prep curriculum. Students are encouraged to take courses that are the most challenging for their level. In 2010, 30% of the graduating class completed at least one Dual Enrollment course. Furthermore, 43 % of seniors scored 3 or higher on at least one AP Exam during their respective high school career. In addition, 21% scored 3 or higher on at least one AP Exam this year. In 2010, 51.6 % of high school students took at least one AP exam. Teachers and the College Advisory Program Counselor (CAP) promote enrollment in these courses in order to prepare them for post secondary education. In addition to encouraging students to enroll in AP and DE courses, the CAP Advisor persuades students to apply and meet the requirements for Bright Futures Scholarships. In 2010, 36% of the graduating class was awarded Bright Futures Scholarships.

In conjunction with a rigorous college-prep curriculum, Mater Academy High School encourages students to enroll in SAT/ACT prep courses after-school. Recent data demonstrates that 35 % of our senior class score above college level in SAT Math and 47 % of students in our senior class score above college level in SAT Verbal. ACT data demonstrates that 38 % of our senior class score above college level in ACT English, 44 % of our senior class score above college level in reading and 25 % of the same class score above college level in ACT Math.

The SAT Online Prep Program and the ACT Online Prep Program will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post secondary academia. Every student will receive an individual password to access the programs from home and/or school.

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 2012 FCAT Reading Test indicate that 28 % (158) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage points to 30% (172).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (158)	30% (172)

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 Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.	1A.1. Students will utilize Reciprocal Teaching and Question-And-Answer Relationships during reading activities in Language Arts and Social Studies classes. Students will use these research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Language Arts teachers will use College Board Springboard curriculum to incorporate the strategies. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical reading.	1A.1. RtI/MTSS Leadership Team	1A.1. The administrators, the RTI/MTSS Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	1A.1. Formative: Baseline Assessment and Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment
2					

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

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 Test indicate that 34% (197) of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 36% (207).
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (197).	36% (207)

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 which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT was Reporting Category 4, Informational Text/Research Process. These students lack the ability to use the critical thinking strategies needed to assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.	2A.1. Teachers will emphasize instruction that helps students build stronger arguments to support their answers by using instructional strategies such as opinion proofs. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Reporting Category , Informational Text/Research Process will be the main focus of the Social Studies department. Social Studies teachers will use new supplemental material and other resources such as Document Based Questions (DBQ's) and offer various research based	2A.1. RtI/MTSS Leadership Team	2A.1. The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	2A.1. Formative:Baseline Assessments and Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

		strategies to organize synthesize and evaluate information.			

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 Reading Test indicate that 76% (406) of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage point 81% (433)..
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (406)	81% (433

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	Technology options in Language Arts classes were limited; therefore, students require a structured computer program implemented with fidelity	The school will implement the Achieve 3000 program in all Reading and Social Studies classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to	RtI/MTSSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative: Achieve 3000 Programmatic Assessments, Baseline and Quarterly Interim Assessments Summative: 2012 FCAT 2.0 Reading Assessment

		ensure silent reading practice is effective and leads to proficiency.			

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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 Test indicate that 80% (112) of students in the lowest 25 % achieved learning gains proficiency. Our goal for the 2012-2013 school year is to increase learning gains in the lowest 25% by 5 percentage points to 85% (119).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (112)	85% (119).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack fluency and comprehsion.	. Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using Reading Plus as the evidence-based interventions within the Reading Block.	RtI/MTSSS Leadership Team	4A.1. The administrators, the RTI/MTSSS Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative: Reading Plus Data; Baseline and Quarterly Interim Assessments Summative: 2012 FCAT 2.0 Reading Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : Our goal from 2011-2017 is 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
	62	66	69	73	76	

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 2011 - 2012 FCAT 2.0 Reading Test indicate that 53% of students in the White subgroup achieved proficiency. Our goal is to increase student proficiency by 18 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 53% (8)	White: 71% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: The 2011 FCAT indicates that there is a weakness in Reporting Category: Literary Analysis.	Teachers will implement and emphasize should be placed on recognizing implicit meaning or the details within a text that support inferencing. Teachers will encourage students to read a variety of texts.	RtI/MTSSS Leadership Team	RtI/MTSS Leadership team will meet monthly to monitor student progress and the effectiveness of program delivery using data from Quarterly Interim Assessment, FAIR, and prescribed interventions. Intervention teachers will meet bi-weekly to discuss data from prescribed interventions	Formative: FAIR, assessment data from intervention programs, and Baseline Quarterly Interim Assessment data. Summative: FCAT Reading 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011 - 2012 FCAT 2.0 Reading Test indicate that 26% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 23 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 26% (16)	ELL: 49% (30)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The ELL subgroup lack the necessary vocabulary and reading comprehension skills in English Language needed to achieve proficiency.	Title 1 and Title 3 funds will be used to enroll all ELL students in an after-school tutorial program 3 times per week using FCAT coach books.	RtI/MTSSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative: Baseline and Quarterly Interim Assessments Summative: FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT Reading Test indicate that 60% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 60%(268)	ED: 64%(285)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The 2012 FCAT indicates that there is a weakness in Reporting Category: Literary Analysis.	Teachers will implement and emphasize should be placed on recognizing implicit meaning or the	RtI/MTSSS Leadership Team	RtI/MTSSS Leadership team will meet monthly to monitor student progress and the	Formative: FAIR, assessment data from intervention programs, and

1		details within a text that support inferencing. Teachers will encourage students to read a variety of texts.		effectiveness of program delivery using data from Quarterly Interim Assessment, FAIR, and prescribed interventions. Intervention teachers will meet bi-weekly to discuss data from prescribed interventions.	Baseline and Quarterly Interim Assessment data. Summative: FCAT 2.0 Reading Assessment

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Curriculum Mapping	RtI/MTSSS Leadership Team	Reading Coach	RtI/MTSSS Leadership Team	August 14th, 2012	Meet to discuss results of Interim Assessment data	Administrator
SpringBoard Training	9-12 Language Arts Faculty	SpringBoard Trainer	9-12 Language Arts Faculty	August 8, 2012 – August ,10 2012	Administrative Walkthroughs	Administration/Reading Coach
Data Disaggregation	9-12 Faculty	Reading Coach	9-12 Faculty	September 28th, 2012	Meet to discuss FCAT data and Quarterly Interim Assessment data. Adjust strategies based on results	RtI/MTSS Leadership Team
Achieve 3000	9-12 Language Arts Faculty	Reading Coach	9-12 Language Arts Faculty	August 14th, 2012	Reports generated through Achieve 3000	RtI/MTSS Leadership Team
Social Studies/Reporting Category 4	9-12 Faculty	Reading Coach	9-12 Language Arts/Social Studies Faculty	September 17th, 2012	Interim assessment data and administrative walkthroughs	RtI/MTSS Leadership Team/ Reading Coach

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1A.1. Students will utilize Reciprocal Teaching and Question-And- Answer Relationships during reading activities in Language Arts and Social Studies classes. Students will use these research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Language Arts teachers will use College Board Springboard curriculum to	Spring Board Curriculum	FTE	$28,000.00

incorporate the strategies. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical reading.			
			Subtotal: $28,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
3A.1. The school will implement the Reading Plus program in all Intensive reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.	Reading Plus	FTE	$12,375.00
2A.1. Teachers will emphasize instruction that helps students build stronger arguments to support their answers by using instructional strategies such as opinion proofs. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Reporting Category , Informational Text/Research Process will be the main focus of the Social Studies department. Social Studies teachers will use new supplemental material and other resources such as Document Based Questions (DBQ's) and offer various research based strategies to organize synthesize and evaluate information.	Achieve 3000	FTE	$35,000.00
			Subtotal: $47,375.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
1A.1. Students will utilize Reciprocal Teaching and Question-And- Answer Relationships during reading activities in Language Arts and Social Studies classes. Students will use these research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Language Arts teachers will use College Board Springboard curriculum to incorporate the strategies. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical reading.	SpringBoard Training	FTE	$3,000.00
			Subtotal: $3,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
3A.1. The school will implement the Reading Plus program in all Intensive reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading	Incentive for students for Reading Plus completion	EESAC	$2,000.00

practice is effective and leads to proficiency.	
	Subtotal: $2,000.00
	Grand Total: $80,375.00

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 Test indicate that 40 % (43) of students achieved proficiency in the Listening/Speaking portion of the test. Our goal is to increase student proficiency by 3 percentage points to 42 % (45) by providing remediation.
2012 Current Percent of Students Proficient in listening/speaking:	
40% (43)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Besides lack of knowledge of the English language, students lack cultural backgrounds and basic vocabulary.	1.1. For Listening: Use Simple, Direct Language: Monitor and adapt speech to ELL students: In using English with ELL students. For Speaking Cooperative Learning (Group Reports/Projects) Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative: CELLA Online Initial Assessment : Summative:2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Test indicate that 31 % (33) of students achieved proficiency in the Reading portion of the test. Our goal is to increase student proficiency by 2 percentage points to 33%(35) by providing remediation.
2012 Current Percent of Students Proficient in reading:	
31% (33)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Besides lack of knowledge of the English language, students lack cultural backgrounds and basic vocabulary. Students lack reading strategies such as the ability to analyze informational text and research as well as critical thinking.	For Reading: Chunking This upper level reading comprehension is provided as a means for students to improve their vocabulary skills through looking for “chunks” of appropriate language.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers’ instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative: CELLA Online Assessment; FAIR; Baseline and Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment; 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Test indicate that 36 % (38) of students achieved proficiency in the Writing portion of the test. Our goal is to increase student proficiency by 2 percentage points to 38% (40) by providing remediation.
2012 Current Percent of Students Proficient in writing:	
36% (38)	

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	Besides lack of knowledge of the English language, students lack cultural backgrounds and basic vocabulary. Students lack reading strategies such as the ability to analyze informational text and research as well as critical thinking. Students struggle with structure of essay, English mechanics, punctuation, and rhetorical skills.	For Writing: Process Writing: Students write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative: 2013 CELLA Online Assessment Summative: 2013 CELLA Assessment

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

Florida Alternate Assessment High School Mathematics Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

High School Mathematics AMO Goals

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%.	Mathematics Goal # 5A : Our goal from 2011-2017 isto 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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra I EOC Exam indicate that 54% (94)of students scored a level 3 in Algebra.. Our goal is to increase student proficiency by 1 percentage point to 55% (95) by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (94)	55%(95)

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	On the Algebra I EOC Examination, the areas of weakness were the Rationals, Radicals, Quadratics and Discrete Math Content Area	Use the Prentice Hall Successnet text book and software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Use the Carnegie Learning Cognitive Tutor Computer software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase exposure to Polynomial and Discrete Math Questions through Afterschool Tutoring Programs, Saturday Tutoring Programs, Pull-out Tutoring and Department-wide Problems of the Day.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Algebra I will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions.	Formative: Baseline and Quarterly Interim Interim Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. Springboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Algebra 1 End of Course Exam
	On the Algebra I EOC Examination an overall area of weakness was the students comfort level with taking the exam using a computer-based format.	Use Technology resources such as IXL Math and USA Testprep and FCAT Explorer to provide greater practice using the Computer Based Model.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback.	Formative: Baseline and Quarterly Interim Interim Assessments Carnegie Learning Cognitive Tutor Computer

2				RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Algebra I will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions.	Completion Reports. Springboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Algebra 1 End of Course Exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the Algebra I EOC Exam indicate that 25% (43)of students scored a level 4 or 5 in Algebra.. Our goal is to increase student proficiency by 0 percentage point to maintain 25% (43) by providing appropriate interventions and remediation
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (43)	25% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the Algebra I EOC Examination, the areas of weakness were the Rationals, Radicals, Quadratics and Discrete Math Content Area.	Use the Carnegie Learning Cognitive Tutor Computer software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase exposure to Polynomialand Discrete Math Questions through Afterschool Tutoring Programs, Saturday Tutoring Programs, Pull-out Tutoring and Department-wide Problems of the Day. Use Specific the College board Springboard Strategies and Program in all classes to promote higher order thinking and problem	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Algebra I will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the	Formative: Baseline and Quarterly Interim Interim Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. Springboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Algebra 1 End of Course Exam

		solving. Use the Prentice Hall Successnet text book and software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase rigor by implementing on higher order questioning strategies		benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions	
2	On the Algebra I EOC Examination an overall area of weakness was the students comfort level with taking the exam using a computer-based format.	Use the Carnegie Learning Cognitive Tutor Computer software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Use Technology resources such as IXL Math and USA Testprep and FCAT Explorer to provide greater practice using the Computer Based Model.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Algebra I will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions	Formative: Baseline and Quarterly Interim Interim Assessments Carnegie Learning Cognitive Tutor, IXL, USA TestPrep and FCAT Explorer Computer Completion Reports Springboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Algebra 1 End of Course Exam

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry Baseline Assessment indicate that 30% (73) of students score in the upper 3rd. Our goal is to increase student proficiency by 2 percentage point to 32% (77) by providing appropriate interventions and remediation
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (73)	32% (77)

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	On the Geometry EOC Baseline, the areas of weakness were the Trigonometry and Discrete Math Content Area	Use the Prentice Hall Successnet text book and software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Use the Carnegie Learning Cognitive Tutor Computer software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase exposure to Polynomial and Discrete Math Questions through Afterschool Tutoring Programs, Saturday Tutoring Programs, Pull-out Tutoring and Department-wide Problems of the Day.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Geometry PLC will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions.	Formative: Baseline and Quarterly Interim Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. Springboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Geometry End of Course Exam
2	On the Geometry EOC Examination an overall area of weakness was the students comfort level with taking the exam using a computer-based format.	Use the Carnegie Learning Cognitive Tutor Computer software in all Geometry classrooms to provide students with greater practice with Discrete Math Questions Use Technology resources such as IXL Math and USA Testprep and FCAT Explorer to provide greater practice using the Computer Based Model.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Geometry PLC will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions.	Formative: Baseline and Quarterly Interim Assessments Carnegie Learning Cognitive Tutor, IXL, USA TestPrep and FCAT Explorer Computer Completion Reports. Springboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Geometry End of Course Exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC assessments indicate that 44%(108) of studetns score in the upper 3rd. Our goal is to increase student proficiency by 1 percentage point to 45% (110) by providing appropriate interventions and remediations.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(108)	45%(110)

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Carnegie Learning Cognitive Tutor, IXL, USA TestPrep and FCAT Explorer Computer Completion Reports.	9-12 Faculty	PLC Leaders (grade specific)	All Grade 9-12 Mathematics Teachers	October 25, 2012 November 6, 2012 December 13, 2012 January 17, 2013 February 1, 2013 February 14, 2013 May 2, 2013	Bi-weekly PLC Meeting Monthly Math Department Meetings	Math Department Chair Administration
Prentice Hall and District Professional Development Training for Textbooks, Successnet and MathIXL	9-12 Faculty	District Facilitators and Prentice Hall Representatives	All 9-10 Mathematics Teachers	June 13-17,2012 August 8, 2012	Bi-weekly PLC Meeting Monthly Math Department Meetings	Math Department Chair Administration

Mathematics Budget:

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

IXL Computer Software	Site License for Computer Software	FTE	$15,000.00
			Subtotal: $15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Technology	Carnegie Learning Cognitive Tutor Program Training for New and Advanced Teachers	FTE	$20,000.00
			Subtotal: $20,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $35,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology Baseline Assessment indicate that 35% of students score in the middle 3rd. Our goal is to increase student proficiency by 3 percentage point to 38% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (87)	38% (93)

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	Based on Biology Baseline exam, we anticipate our barrier to be the interdependence of living things.	Students will use weekly hands on labs and technology such as Gizmos and USA Test Prep to increase student performance on labs and mini-assessments.	Leadership team, Science Department Chair, Biology PLC team leader..	Team will use Edusoft for assessments and data analysis to monitor student progress.	Formative:Biology Baseline and Interim Assessments School-site assessments. Summative: 2012 Biology EOC
2	Students with low reading scores have trouble with science vocabulary retention.	Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.	RtI/MTSS Leadership Team	Data Chats will be conducted between administration and Biology teachers, teachers and students following baseline, mini and Interim Assessments. These data chats will take place quarterly.	Formative Assessments:Biology Baseline and Interim Assessments Biology Lab Journals Summative: 2013 Biology EOC
3	Students fail to relate biological concepts to everyday experiences.	Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences.	RtI/MTSS Leadership Team	Monitor student understanding through the use of lab reports. Students writing lab conclusions is required when checking their comprehension.	Formative Assessments:Biology Baseline and Interim Assessments Biology Lab Journals Summative: 2013 Biology EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	On the 2012 administration of the Biology EOC, 33% of students enrolled in Biology scored in the upper third. Our goal is to maintain proficiency at 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (80)	33% (80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the 2012 Biology EOC, the areas of weakness for these students were the Molecular and Cellular Biology Content Area with an average mean score of 57%.	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Life Science	RtI/MTSS Leadership Team	Science Fair Projects will be reviewed using a rubric to ensure student progress and that adjustments are made as needed. Each science teacher will submit their top 5 student projects to the school's Science Fair	Formative: 2012-2013 Baseline and Quarterly Biology Interim Assessments, Number of participants attending the Regional Science Fair. Summative: 2013 Biology EOC
2	Students need additional support to develop further understanding of science concepts through independent experimental projects.	Identify students scoring 4 or 5 on the Reading and of the 2012 FCAT and mentor these students in the development of independent experimental projects	RtI/MTSS Leadership Team	Projects will be reviewed using a rubric to ensure student progress and that adjustments are being made as needed. Each science teacher will submit their top 5 student projects to the school's Science Fair	Formative: School developed Rubric; Baseline and Quarterly Interim Assessments Summative: 2013 Reading FCAT 2.0

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
Explore Learning GIZMO Training	All science courses	Science Chair	All Science teachers	August 15, 2012	Data usage reports from company	Leadership team, Science Department Chair
Physical Science Curriculum and Pacing	9th Grade Physical Science	District	Physical Science Teachers	August 13-14, 2012	Lesson Plans, Classroom observations	Leadership team, Science Department Chair
Biology EOC Planning	9th grade Biology	District	Biology teachers	June 11-14, 2012 early release	Lesson Plans, Classroom observations	Leadership team, Science Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000	Designed as a supplement to complement science lessons. The program provides a standards-based science curriculum with embedded recommendations to support STEM literacy initiatives.	FTE	$5,000.00
Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences.	Laboratory supplies and equipment to be used for inquiry-based learning in all science classes including after school and Saturday tutoring.	Lab Fees	$5,000.00
			Subtotal: $10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student Laptops	30 laptops provided specifically for student research and interactive activities during class time will enhance and support science lessons	FTE	$10,000.00
Explore Learning GIZMO	Interactive simulations in science for teachers and students to utilize in grades 6-10 that is designed as supplemental curriculum materials that support state standards.	Science Lab Fees	$1,200.00
BrainPOP	BrainPOP offers animated, curricular content that engages students and supports educators. The content is mapped to Common Core and aligned to academic standards.	Science Lab Fees	$950.00
USA Test Prep	USATestprep, Inc. is an online resource to help high school and students understand their state's required standards and prepare them for high-stakes, standardized tests.	Science Lab Fees	$300.00
			Subtotal: $12,450.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical and Chemical Sciences.	Time to meet with other science teachers to develop and implement strategies. (ie. Early release days or Teacher Planning days)	FTE	$1,000.00
Identify students scoring 4 or 5 on the Reading and Mathematics portion of the 2012 FCAT and mentor these students in the development of independent experimental projects.	Science Fair workshops for teachers and students	Title 1 funds	$3,000.00
			Subtotal: $4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences.	Educational Field Trips	EESAC	$1,000.00
Provide inquiry-based, hands-			

on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences	Incentives for Students	EESAC	$1,500.00
			Subtotal: $2,500.00
			Grand Total: $28,950.00

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:	On the 2012 administration of the FCAT Writing Test, 89% (240) of the students in the 10th grade scored Level 3.0 or above. Given instruction based on the Sunshine Standards, the percentage of 10th grade students scoring a level 3.0 or above on the 2013 administration of the FCAT Writing Test will be increased by 1 percentage point to 90% (243).
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (240)	90% (243)

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	On the 2012 administration of the FCAT Writing Test, 89% of the students in the 10th grade scored Level 3.0 or above. Given instruction based on the Sunshine Standards, the percentage of 10th grade students scoring a level 3.0 or above on the 2013 administration of the FCAT Writing Test will be increased. Students still lack a variety of sentence structures and cohesion in their writing.	The students will use prewriting strategies to generate ideas and formulate a plan. They will develop and maintain a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. The student develops and demonstrates technical writing that provides information related to real-world tasks: they will be assigned to do written responses to different kinds of genres, focusing on supporting details from the different types of texts.	Administration	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas	Formative: District Interim Assessments and Monthly Mini-Prompt Assessments Summative: 2013 FCAT Writing
2					

3					

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

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
FCAT Writing Strategies and Resources	9-12 Language Arts	Reading Coach	Language Arts Department	September 19, 2012; October 17, 2012; November 21, 2012; December 19, 2012; January 23, 2013; February 20,2013; March 20, 2013; April 17, 2013; May 15, 2013	Portfolio of Monthly Writing Samples	Reading Coach
Holistic Scoring of FCAT Writing Samples	9-12 Language Arts	Language Arts Department Chair	Language Arts Department	October 25, 2012	Portfolio of Monthly Writing Samples	Language Arts Department Chair
Writing Workshop for FCAT Writing	9-12 Language Arts	Language Arts Department Chair	Language Arts Department	September 26, 2012	Portfolio of Monthly Writing Samples	Language Arts Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The students will use prewriting strategies to generate ideas and formulate a plan. They will develop and maintain a Writer's			

Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. The student develops and demonstrates technical writing that provides information related to real-world tasks: they will be assigned to do written responses to different kinds of genres, focusing on supporting details from the different types of texts.	SpringBoard Curriculum	FTE	$2,000.00
			Subtotal: $2,000.00

Technology

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

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Given instruction of the NGSSS the percentage of students achieving a level 3 will increase by 10 percentage points from 0% to 10% as evidenced by the U.S. History EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student knowledge of relevant U.S. History terminology.	Provide activities whicch help students develop an understanding of the content-specific vocabulary taught in	RtI/MTSS Leadership Team	Data is reviewed by administrator and department chairperson in conjunction with classroom teahcer. The data is used to adapt	Formative: Baseline and Quarterly Interim Assessments and Classroom based assessments

		history.		instruction based on findings.	Summative: U.S. History EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Given instruction of the NGSSS, the percentage of the students achieving a score of level 3 will increase by 10 percentage points from 0% to 10% as evidenced by the U.S. History EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of readiness analyzing relevant primary and secondary sources.	Provide activities which encourage in depth analysis of primary and secondary sources i.e. Document Based Questions.	RtI/MTSS Leadership Team	Data is reviewed by administrator and department chair in conjunction with the classroom teacher. The data is used to adapt instruction based on findings.	Formative: Baseline and Quaterly Interim Assessments, Classroom based assessments Summative: U.S. History EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Textbook technology	11	McGraw Hill representative	11th grade	August 8 and 9, 2012	Common planning	Social Studies department Chair
Map technology	11	Nystrom representative	11th grade	August 8 and 9, 2012	Lesson plans	Social Studies department chair
Model United Nations	9-11	Karen Roberts, teacher	High School Wide	August - December, 2012	Participation in simulation	Social studies department chair

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students as opportunity to participate in content rich activities.	U.S History (textbook)	FTE	$25,000.00
			Subtotal: $25,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timeline, political cartoons, and other graphic representations.	Map and Chart technology	FTE	$1,000.00
Provide students as opportunity to participate in content rich activities.	U.S. History technology training	FTE	$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
Provide students as opportunity to participate in content rich activities	Field Trips to governmental institutions	EESAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $28,000.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our attendance rates will be increased by .5 percentage points. Our absences will be reduced by 5 absences. Our tardies will be reduced by 18 tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.96% (1256)	95.46% (1263)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
500	475
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
367	349

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	Increased budget constraints limiting the ability to monitor individual as well as overall attendance.	Attendance committee. This committee will share responsibilities amongst members including Assistant Principal, Counselors, CIS. 1.1 Connect ED	Administration	Assistant Principal will run Attendance Rates report and discuss with CIS and Attendance clerk to determine whether the process implemented is decreasing absenteeism.	Formative: Daily attendance bulletins 1.1 Parent Contact log sheets Summative: Attendance Rates per nine week period
2	Continued Student absenteeism due to trips to their native countries	Mail letter to parents when unexcused absenses reach 4. 1.2 Increase parent contact by Community Involvement Specialist via phone and home visits. 1.2 Require parents to meet with administration concerning absences per nine weeks. 1.2 Connect ED	Administration	Assistant Principal will run Attendance Rates report and discuss with CIS and Attendance clerk to determine whether the process implemented is decreasing absenteeism.	Attendance Reports/Rates 1.2.Daily attendance bulletins 1.2 Parent Contact log sheets
3	Continued student tardies due to students not waking up early enough	Follow tardy center consequences starting with warnings, detentions and parent conferences. 1.3 Student with excessive tardies will meet with counselor for strategies to improve.	Administration; Counselors	CIS will run tardy center lists and will submit names to counselors when necessary.	CIS will run tardy center lists and will submit names to counselors when necessary.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Policy Procedures Review	9-12	Asst. Principal	Teachers/Counselors	October 25, 2012	Communication Logs and Grade Book Reports	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increased Parent Contact	Hand Outs/ Attendance	Title 1	$1,000.00
Increased Parental Contact	Community Involvement Specialist	Title 1	$2,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increased Parental Contact	Connect ED	Title 1	$2,588.00
			Subtotal: $2,588.00
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: $5,588.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012 – 2013 school year is to reduce our suspension rates by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
174	157
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
125	113
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
62	56
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
55	50

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unaware of the consequences.	1.1. Classroom Management PD 1.2. Continued Implementation of progressive school discipline plan. 1.3. Increase Parental involvement	Dean of Discipline and Assistant. Principal	1.1. Weekly Administrative meeting to discuss referral activity. 1.2. Weekly Discipline log that will monitor the number of students being worked with and steps taken to deter behavior.	1.1. Discipline log sheet 1.2. Bi-Monthly review of processed referrals/referral activity.

				1.3. Call Log of home contact and parental involvement in order to determine number of contacts.	

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
Classroom Management Skills PD	9 – 12	Asst. Principal	High School Teachers	One (1) Early Release Session 10/29/12	Survey	Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Management PD	Handouts/Strategy Teaching	EESAC	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who*	Our goal is to decrease our dropout rate by 0.01 percentage point. Our goal maintain graduation rate at 96.7%.

dropped out during the 2011-2012 school year.	
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0.15%(2)	0.14% (2)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
96.7% (354)	96.7% (451)

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	Continued economic hardship at home of student.	Identification of students with specific needs and development of monitoring and mentoring plan for students.	Student Services Chairperson/Administration	Dropout Rate	Student Survey

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						

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A: Title 1 School: See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A: Title 1 School: See PIP	N/A: Title 1 School: See PIP

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents work schedules impede them from volunteering during school hours or events.	Create additional opportunities for parents to volunteer in extracurricular activities and evening events.	Administration	Administration will review STOP data to monitor parent volunteer hours on a 9 week basis.	Summative: Title 1 Parent Sign-In Sheets and STOP data.

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our goal is to increase enrollment in AP courses, Dual Enrollment courses, Honors Courses, SECME, Science Fair participants,and the Fairchild Tropical Garden Challenge

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students tend to choose Science Fair topics that have a difficulty level way below their grade level.	Provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions. Provide students with Science Fair project scoring rubric.	RtI/MTSS Leadership Team	Projects will be reviewed using a rubric to ensure student progress and that adjustments are being made as needed. Each science teacher will submit their top 5 student projects to the school's Science Fair	Formative: Science Fair held at school. Summative: Number of participants attending the Regional Science Fair.
2	Students lack the ability to relate science concepts to real world circumstances.	Provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life	RtI/MTSS Leadership Team	Progress Monitoring of student lab reports through the use of laboratory journals	Formative: 2012-2013 Science Interim Assessments Summative: \2013 Biology EOC

		experiences, and explain and write about their results and their experiences			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair Coordinator Training	High School Science	District Led	Science Fair Coordinator	September 2012	Judging of Science Fair held at school	Science Fair Coordinator, Science Chair, Leadership team
SECME Sponsor Training	High School Science	District Led	SECME Sponsor	September 2012	Review of SECME meeting agenda and notes	Science Chair
Biology Content and Pacing	Biology	District	Biology teachers	July, 2012	Monitor and Analyze data from Interim Assessments	Leadership team, Science Chair

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 Provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions. Provide students with Science Fair project scoring rubric.	Science lab equipment and supplies.	Science Lab Fees	$5,000.00
Provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.	Science lab equipment and supplies.	Science Lab Fees	$5,000.00
			Subtotal: $10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 Provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers			

incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions. Provide students with Science Fair project scoring rubric.	Science Fair workshops (tutoring)	Title 1	$3,000.00
Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	Biology Content and Pacing for Biology teachers	FTE	$800.00
			Subtotal: $3,800.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $13,800.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	The goal for the 2012-2013 are to incresase the number of students enrolled in Business courses and child care courses that lead to industry certification. In addition, the goal is to increase the number of CTE courses offered for students.

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	A partnerships with Men's Wearhouse allowed students to obtain part-time position while in school with opportunities for permanent position after graduation. Due to transportation issues, the On the Job Training Program will not be offered during the 2012-2013 school year. To make up for this, the school will make a conscious effort to secure more partnerships for the next school year. As a result of budget constraints, there may not be enough money to purchase the licenses necessary in order to test all students who the faculty feels is ready to be industry certified. The licenses (tests) used during the 2011-2012 school year were	Program leading to industry certification will be offered during the 2012-2013 school year (Child Care, Information Technology, Digital Design and Accounting). *The Digital Design Program did not certify anyone during the 2011 – 2012 school year 2. Meeting will continue to take place on a monthly basis to discuss articulation related to CTE. 3. Counselors will meet with CTE students during subject selection week to increase the percentage of students enrolled in dual enrollment CTE courses for college credit. *The inability to obtain professors to teach college credit courses has been a deterrent to the program.	RtI/MTSS Leadership Team	A number of potential program completers will be identified at the beginning of the e2012-2013 school year and their progress in the CTE Programs will be monitored by teachers, department head and assistant principal. The process will take place during the first, second and third grading periods and students identified should be able to successfully complete their industry certification by the month of May. Using the FCIM results, we will determine which students have not have mastered a level of readiness prior to industry certification testing and may benefit from tutoring. Additional assistance will be offered to these student	A calendar will be kept where articulation meetings between feeder middle and high schools will be recorded. A monthly meeting is planned for the 2013 school year.

	provided free of charge by MDCPS.	4. Working with additional partners will allow CTE students to participate in internships and externships. Work is in progress with the City of Hialeah Gardens to facilitate this effort.			

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
Best Practices for CTE	9-12	Department Chair	All Practical Arts Teachers	October 25, 2012; December 13, 2012; February 14, 2013; May 2, 2013	Review minutes of meetings	Department Chair and Administrator

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Licenses (Microsoft Office)	FTE	$4,900.00
			Subtotal: $4,900.00
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: $4,900.00

End of CTE Goal(s)

Additional Goal(s)

Graduation Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Graduation Goal Graduation Goal #1:	Our graduation rate of 97% will be maintained.
2012 Current level:	2013 Expected level:
94.87% (370)	94.87% (370)

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						

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 Graduation Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1A.1. Students will utilize Reciprocal Teaching and Question-And- Answer Relationships during reading activities in Language Arts and Social Studies classes. Students will use these research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Language Arts teachers will use College Board Springboard curriculum to incorporate the strategies. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical reading.	Spring Board Curriculum	FTE	$28,000.00
Science	Achieve 3000	Designed as a supplement to complement science lessons. The program provides a standards-based science curriculum with embedded recommendations to support STEM literacy initiatives.	FTE	$5,000.00
Science	Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences.	Laboratory supplies and equipment to be used for inquiry-based learning in all science classes including after school and Saturday tutoring.	Lab Fees	$5,000.00
Writing	The students will use prewriting strategies to generate ideas and formulate a plan. They will develop and maintain a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. The student develops and demonstrates technical writing that provides information related to real-world tasks: they will be assigned to do written responses to different kinds of genres, focusing on supporting details from	SpringBoard Curriculum	FTE	$2,000.00

	the different types of texts.			
U.S. History	Provide students as opportunity to participate in content rich activities.	U.S History (textbook)	FTE	$25,000.00
Attendance	Increased Parent Contact	Hand Outs/ Attendance	Title 1	$1,000.00
Attendance	Increased Parental Contact	Community Involvement Specialist	Title 1	$2,000.00
Suspension	Classroom Management PD	Handouts/Strategy Teaching	EESAC	$2,000.00
STEM	1.1 Provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions. Provide students with Science Fair project scoring rubric.	Science lab equipment and supplies.	Science Lab Fees	$5,000.00
STEM	Provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.	Science lab equipment and supplies.	Science Lab Fees	$5,000.00
				Subtotal: $80,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	3A.1. The school will implement the Reading Plus program in all Intensive reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.	Reading Plus	FTE	$12,375.00
	2A.1. Teachers will emphasize instruction that helps students build stronger arguments to support their answers by using instructional strategies such as opinion proofs. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete			

Reading	understanding of the skills being assessed. Reporting Category , Informational Text/Research Process will be the main focus of the Social Studies department. Social Studies teachers will use new supplemental material and other resources such as Document Based Questions (DBQ's) and offer various research based strategies to organize synthesize and evaluate information.	Achieve 3000	FTE	$35,000.00
Mathematics	IXL Computer Software	Site License for Computer Software	FTE	$15,000.00
Science	Student Laptops	30 laptops provided specifically for student research and interactive activities during class time will enhance and support science lessons	FTE	$10,000.00
Science	Explore Learning GIZMO	Interactive simulations in science for teachers and students to utilize in grades 6-10 that is designed as supplemental curriculum materials that support state standards.	Science Lab Fees	$1,200.00
Science	BrainPOP	BrainPOP offers animated, curricular content that engages students and supports educators. The content is mapped to Common Core and aligned to academic standards.	Science Lab Fees	$950.00
Science	USA Test Prep	USATestprep, Inc. is an online resource to help high school and students understand their state's required standards and prepare them for high-stakes, standardized tests.	Science Lab Fees	$300.00
U.S. History	Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timeline, political cartoons, and other graphic representations.	Map and Chart technology	FTE	$1,000.00
U.S. History	Provide students as opportunity to participate in content rich activities.	U.S. History technology training	FTE	$1,000.00
Attendance	Increased Parental Contact	Connect ED	Title 1	$2,588.00
CTE	1.1	Licenses (Microsoft Office)	FTE	$4,900.00
				Subtotal: $84,313.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
	1A.1. Students will utilize Reciprocal Teaching and Question-And- Answer Relationships during reading activities in Language Arts and Social Studies classes. Students will use these			

Reading	research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Language Arts teachers will use College Board Springboard curriculum to incorporate the strategies. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical reading.	SpringBoard Training	FTE	$3,000.00
Mathematics	Use of Technology	Carnegie Learning Cognitive Tutor Program Training for New and Advanced Teachers	FTE	$20,000.00
Science	Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical and Chemical Sciences.	Time to meet with other science teachers to develop and implement strategies. (ie. Early release days or Teacher Planning days)	FTE	$1,000.00
Science	Identify students scoring 4 or 5 on the Reading and Mathematics portion of the 2012 FCAT and mentor these students in the development of independent experimental projects.	Science Fair workshops for teachers and students	Title 1 funds	$3,000.00
STEM	1.1 Provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions. Provide students with Science Fair project scoring rubric.	Science Fair workshops (tutoring)	Title 1	$3,000.00
STEM	Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	Biology Content and Pacing for Biology teachers	FTE	$800.00
				Subtotal: $30,800.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
	3A.1. The school will implement the Reading Plus program in all Intensive reading classes. The structured program will be used for intervention and			

Reading	acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.	Incentive for students for Reading Plus completion	EESAC	$2,000.00
Science	Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences.	Educational Field Trips	EESAC	$1,000.00
Science	Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences	Incentives for Students	EESAC	$1,500.00
U.S. History	Provide students as opportunity to participate in content rich activities	Field Trips to governmental institutions	EESAC	$1,000.00
				Subtotal: $5,500.00
				Grand Total: $200,613.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	○ Prevent	● NA

Are you a reward school: ○ Yes ○ No

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Educational Field Trips	$2,000.00
Informational Brochures for parents and students	$2,000.00
Incentives for students	$3,500.00

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

School Advisory Council has an important function in the success of Mater Academy Middle Charter School.
Listed below are some of the functions for the SAC:
• Monitor implementation of School Improvement Plan
• Reach out to community to obtain more partners.
• Sponsor drives to increase parent involvement.
• Assist the school to create and analyze school climate for parents and students.
• Assist the school to create and analyze school climate surveys for parents and students

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 CHARTER HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	81%	86%	46%	265	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	59%	81%			140	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?	56% (YES)	74% (YES)			130	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					535	
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 CHARTER HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	84%	90%	40%	269	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	61%	84%			145	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?	55% (YES)	81% (YES)			136	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					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested