

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MATER ACADEMY OF INTERNATIONAL STUDIES

District Name: Dade

Principal: Mr. Robert Blanch/Beatriz Morris

SAC Chair: Elizabeth Sauri

Superintendent: Mr. Albert M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

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
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Ms. Beatriz Morris	B.A in Elem. Education; M.S in Elem. Education; EDS in Leadership Certificate in K-6; Certificate in Educational Leadership.	3	12	'12 '11 '10 '09 '08 School Grade AYP/AMO C A A High Standards Rdg. 50% 76% 75% High Standards Math 53% 54% 59% Lrng Gains-Rdg. 70% 76% 79% Lrng Gains-Math 65% 54% 58% Gains-Rdg-25% 79% 84% 79% Gains-Math-25% 57% 55% 58%

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	Tannia Rodriguez	Bachelors of Education (K-6) ELL Endorsement	4	1	N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with Principal and Lead Teacher 2. Partnering new teachers with veteran teachers 3. Charter School Job Fairs and recruiting at Universities and Colleges 4. Listing with the Teachers-Teachers.com from the FLDO 5. Soliciting referrals from current employees and those employed by our Charter School family.	1.Principal 2.Principal 3.Principal 4.Principal 5.Principal	1.June 3, 2013 2.June 3,2013 3.April 6, 2013 4.June 3, 2013 5.June 3, 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
32%[10]	<ul style="list-style-type: none"> Teachers have been placed on temporary waivers and are to complete required classes in the corresponding timeframe. Teachers will also be receiving in-house professional development opportunities on ELL strategies.

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
31	12.9%(4)	48.4%(15)	35.5%(11)	3.2%(1)	22.6%(7)	67.7%(21)	16.1%(5)	0.0%(0)	64.5%(20)

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
		Mentor will be used as a support system to new teacher. Mentor is an	

Eleida Bello	Kristen Rodriguez	experienced teacher with knowledge and skills pertaining to the corresponding grade level.	Classroom Management and Curriculum Planning
Jessica Navarro	Susana Sanchez Dayami Fernandez	Mentor will be used as a support system to new teacher. Mentor is an experienced teacher with knowledge and skills pertaining to the corresponding grade level.	Classroom Management and Curriculum Planning
Martha Diaz	Tatiana Arguello	Mentor will be used as a support system to new teacher. Mentor is an experienced teacher with knowledge and skills pertaining to the corresponding grade level.	Classroom Management and Curriculum Planning
Wara Pineiro	Lisa Perez Stephanie Santagati Ena Garcia	Teachers have been moved into an upper grade. Mentor can help guide and assist the teachers into the new transition.	Classroom Management and Curriculum Planning
Miriam Barrios	Sabrina Martinez Lia Agamez	Teachers have been moved into an upper grade. Mentor can help guide and assist the teachers into the new transition.	Classroom Management and Curriculum Planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Mater Academy Elementary of International Studies provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and

implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program. Supplemental Educational Services are provided to the at-risk and ELL student population.

Title I, Part C- Migrant

Mater Academy Elementary of International Studies provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

N/A

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Services are provided through district for education materials and ELL district support services to improve the education of immigrant and English language Learners.

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

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

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

Title X- Homeless

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

Mater Academy of International Studies will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation and use it to provide tutorial programs before and after school as well as Saturday school.

Violence Prevention Programs

- Mater Academy of International Studies promotes The Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
- Red Ribbon Week is a week dedicated to school-wide events to spread awareness and address issues in relation to drugs and violence. Students at Mater Academy of International Studies come together to pledge to be drug free.

Nutrition Programs

- Mater Academy of International Studies will participate in State funded Title I Free/ Reduced meal program.
- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
 - 2) Nutrition education, as per state statute, is taught through physical education.
 - 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
 - 4) The school's physical education teacher implements a school walking club to promote healthy habits through exercise and nutrition.
 - 5) School coaches will incorporate healthy living routines through the implementation of after school extracurricular activities.

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title 1 schools and/or communities. Joint activities, including professional development and transition processes are shared.
Mater Academy of International Studies receives students from the Head Start program and provides their parents with orientations and professional developments that helps facilitate them through the school process.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

- Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center 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 Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
- 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' schedule as part of 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.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
SPED Program Specialist
General Education Teacher
Lead Teacher
Reading Instructional Leader
Math Instructional Leader
Grade Level Chairperson
Counselor

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?

Principal: Provides a common vision for the use of data-based decision making and ensures that the school based team is implementing the MTSS/RtI, ensures adequate professional development to support implementation.

SPED Program Specialist: Provides assistance to general education teachers to implement accommodations and strategies for children with exceptional needs or "at-risk". Consults monthly with teachers, administrators, and students. Works closely with reading and math instructional leaders to monitor the effectiveness of intervention programs and assist students in Tier 2 and 3. Consults with parents as to the needs of their students with exceptionalities.

General Education Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction, collaborates with other staff to implement Tier 2 Interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Lead Teacher: Conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, communicates with parents regarding school –based MTSS/RtI plans and activities.

Reading Instructional Leader: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. 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.

Math Instructional Leader: Provides guidance on K-12 mathematics instruction; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. 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.

Grade Level Chairperson: Provide assistance to general education teachers to help aid teachers in the MTSS/RtI process through small group professional development meetings.

Counselor: Provide assistance to general education teachers to help aid teachers in the MTSS/RtI process through small group professional development meetings. Counselor will also be involved in the monitoring of the MTSS/ RtI program and will provide support to teachers and students undergoing the process.

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

1. The Leadership Team will meet monthly to disseminate the academic data and review/determine behavioral goals. The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?
2. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
3. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
4. The Leadership Team will provide levels of support and interventions to students based on data.
5. The Leadership Team will meet to identify those students meeting or exceeding benchmarks, based on gathered information, the team will identify professional development and resources.
6. The Leadership Team will review universal screening data and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and are at moderate risk or at high risk for not meeting benchmarks.
7. The Leadership Team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
8. The Leadership Team will also facilitate the process of building consensus, increasing infrastructure, and make decisions about implementation.

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

The data sources and management systems used to summarize data at each tier for reading, mathematics, science, writing, and behavior are the following:

Academic

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

Behavior

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic RtI principles and procedures. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year.
3. providing a network of ongoing support for RtI organized through feeder patterns. The MTSS/RtI team will evaluate additional staff PD needs during the monthly MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Ms. Beatriz Morris
Lead Teacher: Ms. Arley Blanco
Reading Instructional Leader: Ms. Tannia Rodriguez
Grade Level Chairs: Ms. Eleida Bello, Ms. Jessica Ruiz
Ms. Wara Pineiro, Ms. Miriam Barrios
Ms. Marta Estrada
Media Specialist: Ms. Norma Ramirez

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

Principal: Selection of team members within the LLT; ensuring members are highly qualified. Reinforces the positive and convincing students, parents and teachers that all children can learn and improve academically. Promote the school's common vision in promoting literacy development.

Lead Teacher: Assist and facilitate in providing support to teachers and reading instructional leader in assessing, formulating lessons, analyzing data, progress monitoring, and the implementation of literacy strategies throughout the year.

Reading Instructional Leader: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. 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.

Grade Level Chairperson: Assist and facilitate in providing support to teachers and reading instructional leader in assessing, formulating lessons, analyzing data, progress monitoring, and the implementation of literacy strategies throughout the year.

Media Specialist: Assists in promoting literacy, exposing children to different genres and literary strategies. She works with the Literacy Leadership Team in working with students on reading software.

The LLT team will meet monthly to:

1. Gather and analyze data at all Tiers to determine areas of focus in order to provide professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
2. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Develop lesson studies to focus on developing and implementing instructional routines that use complex text and incorporate text-dependent questions.
4. Develop lessons that provide students with opportunities for research and incorporate writing throughout.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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

Mater Academy of International Studies' Literacy Leadership Team will:

- Initiate a school-wide instructional focus calendar that incorporates reading strategies and best practices from evidence based research to be taught in every content area.
- Implement a writing plan across the curriculum
- Incorporate a school-wide reading initiative as an incentive system to use with Accelerated Reader to encourage and motivate students to read independently.
- Implementing reading intervention programs through Voyager
- Hosting two Scholastic Book Fairs to promote literacy
- Hosting school-wide literacy nights (Reading Under the Stars)
- Monitor and implement literacy software programs
- Facilitate the use of the media center as a location to indulge in reading activities

*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.

Students from Pre-schools visited the school during ½ day orientation session. At this time they met the principal, participated in classroom activities, and had a snack in the cafeteria.

At Mater Academy of International Studies, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, using the Brigance will be used to assess basic academic skill development and academic school readiness of incoming students. The OLPS-R assessment will be used to ascertain oral language skills of incoming students.

Screening data will be collected and aggregated prior to September 4th, 2012. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills. Social skills instruction will occur daily for 20 minutes and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. A questionnaire will provide information for the instruction/ intervention regarding social behavior.

Within the first 40 days of school and ongoing throughout the year, all Kindergartners are administered FAIR to determine school readiness and to assist its appropriate placement for a positive and productive learning experience.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading test indicated that 28% of the students achieved a level 3 of proficiency. Our goal for the 2012-2013 school year is to increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(42)	31%(46)

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	Our deficiency as reflected on the 2012 FCAT Reading was in Reporting Category 2: Reading Application	Students will use grade-level appropriate texts that include identifiable author's purpose and author's perspective in text. Students should be able to identify main idea; causal relationships imbedded in text, and must be familiar with text structures using graphic organizers, basal activities, literacy computer programs and other research-based resources to support evidence-based responses.	MTSS/RtI Team Literacy Leadership Team	<p>The MTSS/RtI and LL Teams will meet monthly to review the effectiveness of the strategies.</p> <p>The teams will analyze and disseminate corresponding data from weekly assessments, interim and baseline assessments, and computer software reports to ensure progress is being made and adjust instruction as needed.</p> <p>Based on the findings from the data, the team will brainstorm other strategies that may be useful in the implementation of the process.</p> <p>Quarterly professional developments can be planned and implemented by the team if need be.</p>	<p>Formative: FAIR Baseline Assessments Benchmark (Interim) Assessments Reports generated from FCAT Explorer, Reading Plus and Achieve 3000</p> <p>Summative: Results from 2013 FCAT Reading Assessment</p>

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

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 2012 FCAT Reading test indicated that 21% of the students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school years is to increase level 4 and 5 proficiency by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(31)	22% (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	Our deficiency as reflected on the 2012 FCAT Reading was in Reporting Category 2: Reading Application.	Students will be involved in enrichment activities that expose them to making inferences and drawing conclusions through the use of collaborative groups, Literature circles, use of task cares, and technology.	MTSS/RtI Team LL Team	<p>The MTSS/RtI and LL Teams will meet monthly to review the effectiveness of the strategies.</p> <p>The teams will analyze and disseminate corresponding data from weekly assessments, interim and baseline assessments, and computer software reports to ensure progress is being made and adjust instruction as needed.</p> <p>Based on the findings from the data, the team will brainstorm other strategies that may be useful in the implementation of the process.</p> <p>Quarterly professional developments can be planned and implemented by the team if need be.</p>	<p>Formative: FAIR Baseline Assessments Benchmark (Interim) Assessments Reports generated from FCAT Explorer, Reading Plus and Achieve 3000</p> <p>Summative: Results from 2013 FCAT Reading Assessment</p>

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

2b. Florida Alternate Assessment:	
-----------------------------------	--

Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The result of the 2012 FCAT Reading Test indicates that 70% of students made learning gains. Our Goal for the 2012-2013 school year is to increase student achieving learning gains by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(64)	75%(68)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our deficiency as reflected on the 2012 FCAT Reading was in Reporting Category 2: Reading Application	Students will use grade-level appropriate texts that include identifiable author's purpose and author's perspective in text. Students should be able to identify main idea; causal relationships imbedded in text, and must be familiar with text structures using graphic organizers, basal activities, literacy computer programs and other research-based resources to support evidence-based responses. Students will practice using the Enrichment activities provided by the teacher and curriculum during small group instruction.	MTSS/RtI Team LL Team	The MTSS/RtI and LL Teams will meet monthly to review the effectiveness of the strategies. The teams will analyze and disseminate corresponding data from weekly assessments, interim and baseline assessments, and computer software reports to ensure progress is being made and adjust instruction as needed. Based on the findings from the data, the team will brainstorm other strategies that may be useful in the implementation of the process. Quarterly professional developments can be	Formative: FAIR Baseline Assessments Benchmark (Interim) Assessments Reports generated from FCAT Explorer, Reading Plus and Achieve 3000 Summative: Results from 2013 FCAT Reading Assessment

planned and implemented by the team if need be.

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 the 79% of students in the lowest 25% made learning Gains. Our goal for the 2012-2013 school years is to increase the lowest 25% achieving learning gains by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (N<30)	84%(N<30)

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	Our deficiency as reflected on the 2012 FCAT Reading was in Reporting Category 2: Reading Application	Students will use CRISS strategies and graphic organizers to assist them with identifying main idea and details and encourage them to justify their answers using details from the text. Students will identify the author's purpose in text and how an author's perspective influences text using the PIE chart and other resources. Teachers will be observed on the strategies used. Students will receive 30	MTSS/RtI Team LL Team	The MTSS/RtI and LL Teams will meet monthly to review the effectiveness of the strategies. The teams will analyze and disseminate corresponding data from weekly assessments, Voyager reports, interim and baseline assessments, and computer software reports to ensure progress is being made and adjust instruction as needed.	Formative: FAIR Benchmark Assessments Reports generated from FCAT Explorer, Achieve 3000 and Reading Plus. Summative: Results from 2013 FCAT Reading Assessment

	minutes of additional reading instruction daily.	Based on the findings from the data, the team will brainstorm other strategies that may be useful in the implementation of the process. Quarterly professional developments can be planned and implemented by the team if need be.
--	--	---

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate the 46% of students in the Hispanic Subgroup achieved proficiency. Our goal for the 2012-2013 school years is to increase student proficiency by 7%. The results of the 2012 FCAT Reading Test indicate the 56% of students in the Black Subgroup achieved proficiency. Our goal for the 2012-2013 school years is to increase student proficiency by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 56%(9) Hispanic: 46%(58) Asian: N/A American Indian: N/A	White: N/A Black: 58% (9) Hispanic: 53% (67) Asian: N/A American Indian: 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
1	White: N/A Black: N/A Hispanic: The area of deficiency as noted on the 2012 administration of FCAT Reading Test was Reporting Category 2: Reading Application Asian: N/A American Indian: N/A	Students will use CRISS strategies and graphic organizers to assist them with identifying main idea and details and encourage them to justify their answers using details from the text. Students will identify the author's purpose in text and how an author's perspective influences text. Teachers will be observed on the strategies used.	MTSS/RtI Team LL Team	The MTSS/RtI and LL Teams will meet monthly to review the effectiveness of the strategies. The teams will analyze and disseminate corresponding data from weekly assessments, interim and baseline assessments, and computer software reports to ensure progress is being made and adjust instruction as needed. Based on the findings from the data, the team	Formative: FAIR Benchmark Assessments Reports generated from FCAT Explorer, Achieve 3000 and Reading Plus. Summative: Results from 2013 FCAT Reading Assessment

			will brainstorm other strategies that may be useful in the implementation of the process. Quarterly professional developments can be planned and implemented by the team if need be.
--	--	--	---

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 39% of students in the ELL Subgroup did not meet AMO. Our goal for the 2012-2013 school years is to increase AMO by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (18)	46%(21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of FCAT Reading Test was Reporting Category 2: Reading Application	Teachers will use a variety of ELL strategies to assist with the understanding of story structure. Other ELL strategies that will be used are think-pair-share, brainstorming, activating prior knowledge, reciprocal teaching and using illustrations and diagrams. Through small group instruction, students will receive additional opportunities to acquire skills.	MTSS/RtI Team LL Team	The MTSS/RtI and LL Teams will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Reading Instructional Leader and LLT the students' ongoing progress and effectiveness of strategies in expanding students' awareness of story structure, author's purpose/perspective and text structures, making adjustments to instruction as needed. Quarterly professional developments can be planned and implemented by the team if need be.	Formative: FAIR Benchmark Assessments Reports generated from FCAT Explorer, Achieve 3000 and Reading Plus. Summative: Results from 2013 FCAT 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:	According to the data presented in the AMO report our school shows no data for the subgroups for the 2011-2012 FCAT Reading Test.
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
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate the 47% of students in the Economically Disadvantaged Subgroup achieved proficiency. Our goal for the 2012-2013 school years is to increase student proficiency by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (61)	54%(70)

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	As noted on the administration of the 2012 FCAT Reading test, the Economically Disadvantaged subgroup did not make AMO. The area of deficiency as noted on the 2012 administration of FCAT Reading Test was Reporting Category 2: Reading Application	Students will use CRISS strategies and graphic organizers to assist with the understanding of story structure. Through small group instruction students will receive additional opportunities to acquire skills.	MTSS/RtI Team LL Team	The MTSS/RtI and LL Teams will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Reading Instructional Leader and LLT the students' ongoing progress and effectiveness of strategies in expanding students' awareness of story structure, author's purpose/perspective and text structures, making adjustments to instruction as needed. Quarterly professional developments can be planned and implemented by the team if need be.	Formative: FAIR Benchmark Assessments Reports generated from FCAT Explorer, Achieve 3000 and Reading Plus. Summative: Results from 2013 FCAT 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
Elevated Standards of Performance in Reading	K-5	Ron Clark	K-5 Teachers	August 13, 2012	Walk through	Administrators
Achieve 3000 Program	K-5	Rafael Villanueva	K-5 Teachers	August 13, 2012	Generate Reports	Administrators
PLC will focus on vocabulary development	K-5 Reading	Tannia Rodriguez	K-5 Teachers	August 16, 2012	Walk through and Word Walls	Administrators
Common Core Standards	K-5	Leadership Team	K-5 Teachers	August 16, 2012	Walk through	Administrators
Accelerated Reader	K-5	Kay Fillmere	K-5 Teachers	September 20, 2012	Generate Reports	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Due to our students' deficiencies in the areas of application of the reading and research process and limited vocabulary, we will provide intervention to targeted small groups based on their needs.	Voyager Passport- Small group packets	Operational	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Due to our students' deficiencies in the areas of application of the reading and research process and limited vocabulary, we will provide intervention to targeted small groups based on their needs.	Achieve 3000	Operational	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Due to our students' limited vocabulary, we will provide intervention to targeted small groups based on their needs to increase their use of vocabulary strategies.	Manuals	Operational	\$350.00
			Subtotal: \$350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring Services	Triumph Learning Materials Success Academy	Title I	\$500.00
			Subtotal: \$500.00
			Grand Total: \$6,850.00

End of Reading 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 2011-2012 CELLA tests indicated that 47% of the students achieved proficiency in Listening and Speaking. Our goal for the 2012-2013 school year is to increase by 2%.
---	--

2012 Current Percent of Students Proficient in listening/speaking:

47%(107)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Our deficiency as reflected on the 2012 Exam was speaking and listening.	1.1. Students will practice listening and speaking in the English language in their core classes through a variety of activities: language experience approach, modeling, teacher-led groups, cooperative grouping and role playing.	1.1. Reading and Language Arts teachers MTSS/RtI and ELL Chairpersons	1.1. MTSS/RtI team and ESOL Chairs will meet monthly to review and monitor progress. Reading and Language Arts teachers are to review formative weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	1.1 Results from 2013 CELLA and teacher weekly assessments.

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 2011-2012 CELLA tests indicated that 33% of the students achieved proficiency in Reading. Our goal for the 2012-2013 school year is to increase by 2%.
--	---

2012 Current Percent of Students Proficient in reading:

33%(75)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Our deficiency as reflected on the 2012 Exam was reading.	2.1 Students will practice reading in the English language in their core classes in a variety of different activities: graphic organizers, cooperative learning, and vocabulary with context clues, Reader's Theatre, task cards and the explanation of key concepts.	2.1 Reading and Language Arts teachers MTSS/RtI and ELL Chairpersons	2.1 MTSS/RtI team and ESOL Chairs will meet monthly to review and monitor progress. Reading and Language Arts teachers are to review formative weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	2.1 Results from 2013 CELLA and teacher weekly assessments.

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 2011-2012 CELLA tests indicated that 35% of the students achieved proficiency in Writing. Our goal for the 2012-2013 school year is to increase by 2%.

2012 Current Percent of Students Proficient in writing:

35%(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	3.1 Our deficiency as reflected on the 2012 Exam was writing.	3.1 Students will practice writing in the English language in their core classes using reading response journals, process writing, letter writing, writing prompts, spelling strategies and graphic organizers.	3.1 Reading and Language Arts teachers MTSS/RtI and EL Chairpersons	3.1 MTSS/RtI team and ESOL Chairs will meet monthly to review and monitor progress. Reading and Language Arts teachers are to review formative weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	3.1 Results from 2013 CELLA and teacher weekly assessments.

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The result of the 2012 FCAT Mathematics Test indicates that 30% of students achieved Level 3. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(44)	35%(52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Our deficiency as reflected on the 2012 FCAT Math was in Reporting Category 2: Fractions	1.1. Students will develop an understanding of fractions and fraction equivalence. Students should be able to represent, compare and order fractions, including fractions greater than 1, using area, set, and linear models. Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of fractions. Teachers will also use math manipulatives to enhance instruction (fractions cards/ tiles)	1.1 Leadership Team	1.1. The MTSS/RtI team and Leadership team will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions. Math Teachers will attend Professional Learning Communities quarterly within the Mater District.	1.1. Formative: Bi-Weekly benchmark tests Reports generated from IXL Summative: Results from 2013 FCAT Math Assessment

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

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

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	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 23% of students achieved Level 4 & 5. Our goal for the 2012-2013 school year is to increase Level 4& 5 student proficiency by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (34)	25% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of FCAT Math Test was Reporting Category 2: Fractions	2.1. Students will increase a further understanding of fractions, fraction equivalence and begin to simplify fractions. Students should also be able to add and subtract fractions and develop the relationship between fractions and decimals. Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of fractions. Students will also through small group instruction receive enrichment within this area.	2.1. Leadership Team	2.1 The Leadership team will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions. Math Teachers will attend PLC days within the Mater District.	2.1 Formative: Bi-Weekly benchmark tests Reports generated from IXL Summative: Results from 2013 FCAT Math Assessment
2	2a.2. An area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of FCAT Math Test was Reporting Category 3: Geometry and Measurement	2a.2. Students will develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations. They will also be able to describe three-dimensional shapes, analyzing their properties including volume and surface area. Students will also be able to compare, contrast and convert units of measures with the same dimension to solve word problems. Students will be provided opportunities to engage	2a.2. Leadership Team	2a.2. The Leadership team will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions. Math Teachers will attend PLC days within the Mater District.	2a.2. Formative: Bi-Weekly benchmark tests Reports generated from IXL Summative: Results from 2013 FCAT Math Assessment

	with real-world objects and manipulate them to identify geometric concepts. Through math dialogues they will analyze and interpret their different methodologies. Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of geometry.		
--	---	--	--

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT Mathematics test 65% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(59)	70%(64)

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
	3.1. The area deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category 2:	3.1. Provide grade level appropriate activities that promote the understanding of fractions and fraction	3.1. Leadership Team	3.1. The Leadership team will meet monthly to review the effectiveness of the strategies.	3.1. Formative: Bi-Weekly benchmark tests Reports generated from IXL

1	Fractions	<p>equivalence. Students should be able to represent, compare and order fractions, including fractions greater than 1, using area, set, and linear models.</p> <p>Engage students' activities that use manipulatives including fraction bars, fraction walls, paper strips, and other everyday objects to enable them to make real-world connections. Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of fractions.</p>		<p>During Grade level meetings teachers will collaborate to discuss with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions.</p> <p>Math Teachers will attend PLC days within the Mater District.</p>	Summative: Results from 2013 FCAT Math Assessment
2	3a.2. The area deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category 3: Geometry and Measurement	<p>3a.2. Students will develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations. They will also be able to describe three-dimensional shapes, analyzing their properties including volume and surface area. Students will also be able to compare, contrast and convert units of measures with the same dimension to solve word problems.</p> <p>Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of fractions. Students will also through small group instruction receive on level support within this area.</p>	3a.2. Leadership Team	<p>3a.2. The Leadership team will meet monthly to review the effectiveness of the strategies.</p> <p>During Grade level meetings teachers will collaborate to discuss with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions.</p> <p>Math Teachers will attend PLC days within the Mater District.</p>	3a.2. Formative: Bi-Weekly benchmark tests Reports generated from IXL Summative: Results from 2013 FCAT Math Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	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
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT Mathematics test 57% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation in order to improve the percent of students in the lowest 25 percent making learning gains by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(N<30)	67%(N<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The area deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category 2: Fractions	4a.1. Provide grade level appropriate activities that promote the understanding of fractions and fraction equivalence. Students should be able to represent, compare and order fractions, including fractions greater than 1, using area, set, and linear models. Engage students' activities that use manipulatives including fraction bars, fraction walls, paper strips, and other everyday objects to enable them to make real-world connections. Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of fractions. Students will receive an additional 30 minutes of mathematical instruction outside of class on a daily basis.	4a.1. MTSS/RtI team	4a.1. The Leadership team and the MTSS/RtI team will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions. Math Teachers will attend PLC days within the Mater District.	4a.1. Formative: Bi-Weekly benchmark tests Reports generated from IXL Summative: Results from 2013 FCAT Math Assessment
	4a.2. The area deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category 3: Geometry and Measurement	4a.2. Students will develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations. They will also be able to describe	4a.2. MTSS/RtI team	4a.2. The Leadership team will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Math	4a.2. Formative: Bi-Weekly benchmark tests Reports generated from IXL Summative: Results from 2013 FCAT Math Assessment

2		<p>three-dimensional shapes, analyzing their properties including volume and surface area. Students will also be able to compare, contrast and convert units of measures with the same dimension to solve word problems.</p> <p>Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of geometry. Students will receive an additional 30 minutes of mathematical instruction outside of class on a daily basis.</p>	<p>Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions.</p> <p>Math Teachers will attend PLC days within the Mater District.</p>
---	--	---	---

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>The results of the 2012 FCAT Math Test indicate the 52% of students in the Hispanic Subgroup did not make AMO. Our goal for the 2012-2013 school years is to increase AMO by 8%</p> <p>The results of the 2012 FCAT Math Test indicate the 50% of students in the Black Subgroup did not make AMO. Our goal for the 2012-2013 school years is to increase AMO by 18%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: N/A</p> <p>Black: 50%(8)</p> <p>Hispanic: 52%(66)</p> <p>Asian: N/A</p> <p>American Indian: N/A</p>	<p>White: N/A</p> <p>Black: 68% (11)</p> <p>Hispanic: 60%(76)</p> <p>Asian: N/A</p> <p>American Indian: N/A</p>

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>5B.1.</p> <p>White:</p> <p>Black:</p> <p>Hispanic: The area deficiency as noted on the 2012 administration of the FCAT Math Test was</p> <p>Reporting Category 2:</p>	<p>5B.1.</p> <p>Provide grade level appropriate activities that promote the understanding of fractions and fraction equivalence. Students should be able to represent, compare and</p>	<p>5B.1.</p> <p>Leadership Team</p>	<p>5B.1.</p> <p>The Leadership team will meet monthly to review the effectiveness of the strategies.</p> <p>During Grade level meetings teachers will collaborate to discuss</p>	<p>5B.1.</p> <p>Formative: Bi-weekly assessments</p> <p>Reports generated from IXL and FCAT Explorer</p> <p>Summative: Results from 2013</p>

1	Fractions Asian: American Indian:	order fractions, including fractions greater than 1, using area, set, and linear models. Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of fractions. Students will also through small group instruction receive on level support within this area.		with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions. Math Teachers will attend PLC days within the Mater District.	FCAT Math Assessment
2	5B.2. 5B.1. White: Black: Hispanic: The area deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category 3: Geometry and Measurement Asian: American Indian:	5B.2. Students will develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations. They will also be able to describe three-dimensional shapes, analyzing their properties including volume and surface area. Students will also be able to compare, contrast and convert units of measures with the same dimension to solve word problems. Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of fractions. Students will also through small group instruction receive on level support within this area.	5B.2. Leadership Team	5B.2. The Leadership team will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions. Math Teachers will attend PLC days within the Mater District.	5B.2. Formative: Bi-weekly assessments Reports generated from IXL and FCAT Explorer Summative: Results from 2013 FCAT Math Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:			The results of the 2012 FCAT Math Test indicate that 46% of students in the ELL Subgroup did not make AMO. Our goal for the 2012-2013 school years is to increase AMO by 7%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
46%(21)			53%(24)		
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
	5C.1. The area deficiency as noted on the 2012	5C.1. Provide grade level appropriate activities	5C.1. Leadership Team	5C.1 The Leadership team will meet monthly to review	5C.1. Formative: Bi-weekly

1	administration of the FCAT Math Test was Reporting Category 2: Fractions	that promote the understanding of fractions and fraction equivalence. Students should be able to represent, compare and order fractions, including fractions greater than 1, using area, set, and linear models. Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of fractions. Students will also through small group instruction receive on level support within this area.		the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions. Math Teachers will attend PLC days within the Mater District.	assessments Reports generated from IXL and FCAT Explorer Summative: Results from 2013 FCAT Math Assessment
2	5C.2. The area deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category 3: Geometry and Measurement	5C.2. Students will develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations. They will also be able to describe three-dimensional shapes, analyzing their properties including volume and surface area. Students will also be able to compare, contrast and convert units of measures with the same dimension to solve word problems. Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of fractions. Students will also through small group instruction receive on level support within this area.	5C.2. Leadership Team	5C.2. The Leadership team will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions. Math Teachers will attend PLC days within the Mater District.	5C.2. Formative: Bi-weekly assessments Reports generated from IXL and FCAT Explorer Summative: Results from 2013 FCAT Math 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 mathematics. Mathematics Goal #5D:	The AMO report did not provide data for any subgroup for our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Math Test indicate that 52% of students in the ELL Subgroup did not make AMO. Our goal for the 2012-2013 school years is to increase AMO by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(68)	60%(78)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category 2: Fractions	5D.1. Provide grade level appropriate activities that promote the understanding of fractions and fraction equivalence. Students should be able to represent, compare and order fractions, including fractions greater than 1, using area, set, and linear models. Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of fractions. Students will also through small group instruction receive intervention within this area.	5D.1. Leadership Team	5D.1. The Leadership team will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions. Math teachers will attend PLC days within the Mater District.	5D.1. Formative: Bi-weekly assessments Reports generated from IXL and FCAT Explorer Summative: Results from 2013 FCAT Math Assessment
2	5E.2. The area deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category 3: Geometry and Measurement	5E.2 Students will develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations. They will also be able to describe three-dimensional shapes, analyzing their properties including volume and surface area. Students will also be able to compare, contrast and convert units of measures with the same dimension to solve word problems.	5E.2. Leadership Team	5E.2. The Leadership Team will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Math Instructional Leader to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of fractions. Math teachers will attend PLC days within the Mater District.	5E.2. Formative: Bi-weekly assessments Reports generated from IXL and FCAT Explorer Summative: Results from 2013 FCAT Math Assessment

		Engage students' activities to use technology such as IXL that include visual stimulus to develop conceptual understanding of fractions. Students will also through small group instruction receive on level support within this area.		
--	--	--	--	--

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
Differentiated Instruction using math strategies	K-5 Math	Barry LeMaitre	K-5 Math teachers	Early Release starting September 2012- June 1	Math small group schedule	Administrators
Gizmos	K-5 Math	Barry LeMaitre	K-5 Math teachers	September 17, 2012	Reported from computer assisted program	Administrators
Mater Math Dialogues	K-5 Math	Maria Montero	K-5 Math teachers	Once meeting every semester (grading period)	Reported from computer assisted program	Administrators
IXL	K-5 Math	Barry LeMaitre	K-5 Math teachers	September 2012	Reported from computer assisted program	Administrators

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
Due to our students' deficiencies in the areas of Algebraic Thinking, Geometry, and Data Analysis the usage of computer based learning programs will support the students' understanding of Algebraic Thinking, Geometry, and Data Analysis.	IXL	Operational	\$4,000.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Due to our students' deficiencies in the areas of Algebraic Thinking, Geometry, and Data Analysis, teachers need training in using computer based learning programs to meet their students' needs and be able to analyze data reports.	Digital Resource in-house training (IXL)	Operational	\$500.00
			Subtotal: \$500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Due to our students' deficiencies in the areas of Algebraic Thinking, Geometry, and Data Analysis, teachers need training in using data reports to identify and address their student's individual needs.	Differentiated Instruction using math strategies (in-house training)	Operational	\$50.00
Tutoring Services	Triumph Learning Materials Success Academy	Title I	\$500.00
			Subtotal: \$550.00
			Grand Total: \$5,050.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012 administration of the Science FCAT, 17% of students achieved proficiency (FCAT Level 3.) The expected level of performance for 2013 is 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(7)	22%(9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area deficiency as noted on the 2012 administration of the FCAT Science Test was Earth and Space.	1.1. Provide a variety of hands on and technology based inquiry learning opportunities for students to analyze, draw appropriate conclusions, and apply instructional concepts through the experience of the scientific method. Students will also use technology through Gizmos	1.1. Leadership Team	1.1. The Leadership Team will meet monthly to review the effectiveness of the strategies. The teams will analyze and disseminate corresponding data from weekly assessments, interim and baseline assessments, and computer software reports to ensure progress is being made and adjust instruction as needed. Science teachers will be involved in PLC's within the Mater Inc. district.	1.1. Formative: Bi-weekly assessments , Reports generated from Gizmos and FCAT Explorer Summative: Results from 2013 FCAT Science Assessment
	1a.2. The area deficiency as noted on the 2012 administration of the FCAT Science Test	1a.2. Provide students with activities to design and develop science and engineering based	1a.2. Leadership Team	1a.2. The Leadership Team will meet monthly to review the effectiveness of the	1a.2. Formative: Bi-weekly assessments , Reports

2	was Physical Science.	inquiry learning. Instruction involves teacher based demonstrations. Students will also use technology through Gizmos.		strategies. The teams will analyze and disseminate corresponding data from weekly assessments, interim and baseline assessments, and computer software reports to ensure progress is being made and adjust instruction as needed. Science teachers will be involved in PLC's within the Mater Inc. district	generated from Gizmos and FCAT Explorer Summative: Results from 2013 FCAT Science Assessment
---	-----------------------	--	--	---	--

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	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
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 administration of the Science FCAT 10% of the students achieved proficiency (FCAT Level 4 and 5).The expected level of performance for 2013 is 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10%(4)	12%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1. The area deficiency as noted on the 2012 administration of the FCAT Science Test	2.1 Provide opportunities for students to develop scientific process' skills through	2.1 Leadership Team	2.1. The Leadership Team will meet monthly to review the effectiveness of the	2.1. Formative: Bi-weekly assessments , Reports

1	was Earth and Space.	scientific projects. Students will question, evaluate, compose data, and synthesize results from their projects and use research strategies to provide support to their reasoning. Students will also use technology through Gizmos.		strategies. The teams will analyze and disseminate corresponding data from weekly assessments, interim and baseline assessments, and computer software reports to ensure progress is being made and adjust instruction as needed. Science teachers will be involved in PLC's within the Mater Inc. district	generated from Gizmos and FCAT Explorer Summative: Results from 2013 FCAT Science
2	2a.2. The area deficiency as noted on the 2012 administration of the FCAT Science Test was Physical Science.	2a.2. Provide opportunities for students to work cooperatively in groups where they conduct lab activities and connect mathematical computations within the science concepts. Students will also use technology through Gizmos.	2a.2. Leadership Team	2a.2. The Leadership Team will meet monthly to review the effectiveness of the strategies. The teams will analyze and disseminate corresponding data from weekly assessments, interim and baseline assessments, and computer software reports to ensure progress is being made and adjust instruction as needed. Science teachers will be involved in PLC's within the Mater Inc. district	2a.2. Formative: Bi-weekly assessments , Reports generated from Gizmos and FCAT Explorer Summative: Results from 2013 FCAT Science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		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
Technology Integration	K-5 Science	Elizabeth Sauri	K-5 Grade Science Teachers	Early Release September 2012	Walk Through and Observations	Administrators
Material Science Dialogues	K-5 Science	Barry LeMaitre	K-5 Grade Science Teachers	Twice a year on Professional Development Days	Walk through and Observations Reflections Technology Reports	Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Due to our students' deficiencies in the areas of Scientific Thinking and Earth and Space Science, students will utilize computer-based learning to develop higher order thinking skills.	Brain Pop and Gizmos	Operational	\$1,500.00
			Subtotal: \$1,500.00
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
Due to our students' deficiencies in the areas of Scientific Thinking and Earth and Space Science, teachers will be trained in using inquiry based instruction to increase their students' higher order thinking skills.	Inquiry based instructional training materials	EESAC	\$75.00
			Subtotal: \$75.00
			Grand Total: \$1,575.00

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:	In the administration of the 2012 FCAT Writing, 57% of the students achieved proficiency in writing. Our goal for the 2012-2013 school year is to increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(30)	61%(32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Writing FCAT were focus and elaboration of narrative and expository essays that contain at least three paragraphs and a topic sentence ,supporting details , and relevant information	1.1. Our school will implement a school – wide word of the week, in which students will use the word of the week in their Journal writing. Also, the school will implement a monthly writing prompt. Students will edit and correct the draft for standard language conventions during small group instruction. Through a school-wide writing initiative, students will be completing weekly writing prompts where they are expected to use process writing all week. Lastly, the reading instructional leader will create a school wide Scholastic blog.	1.1. Reading / Language Arts teachers, Reading Instructional Leader and the Literacy Leadership Team.	1.1. The MTSS/RtI and LL Teams will meet monthly to review the effectiveness of the strategies. During Grade level meetings teachers will collaborate to discuss with the Reading Instructional Leader and LLT to discuss students' ongoing progress and effectiveness of strategies in expanding students' awareness of story structure, figurative language and text features. Quarterly professional developments can be planned and implemented by the team if need be.	1.1. Formative: District Baseline data and monthly writing prompts. Summative: 2013 FCAT Writing Test

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	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
1	N/A	N/A	N/A	N/A	N/A

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
Melissa Forney Writing Workshop	K-5 Writing	Melissa Forney	K-5 grade teachers	August 14 & 15, 2012	Weekly writing prompt scores	Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Melissa Forney Writing Workshop	Workshop	Operational	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal this year is to increase attendance to 97.46% by creating a climate where parents, students and faculty feel welcomed and appreciated. In addition, our goal for the 2012-2013 school year is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.96%(451)	97.46%(453)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
84	80				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
70	67				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The anticipated barrier in meeting our goal is parental cooperation in making sure that students are present every day and on time to school.	1.1. Students who may be developing a pattern of nonattendance or excessive tardiness will be identified and be a part on the truancy prevention program. Parents of students who are tardy or absent to school will be contacted via Connect Ed.	Principal and/ or designee	1.1. The Leadership team will meet monthly to monitor attendance rosters.	Logs and attendance rosters

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
PLC will focus on	K-5	Daisy Perez	All Staff	Monthly reports	Implement program from first day of school	Teachers and Daisy Perez

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In order to meet our school's goal for the 2012-2013 school year we will utilize Connect Ed to facilitate communication with parents.	Connect Ed	ESSAC	\$1,000.00

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

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 years is to maintain or decrease the number of suspensions.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
2		2			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
2		2			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
21		19			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
12		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	1.1. The anticipated barrier in meeting our school's goal is the parents and student's lack of understanding of the student code of conduct	1.1. The school's guidance counselor and the community involvement specialist will contact parents of the students who have been placed on indoor suspension to	Administration team	1.1. The Leadership Team/Principal will monitor parent contact logs for evidence of communication with parents of students who have been placed	1.1. Parent communication log Suspension Log

		conduct a meeting.		on indoor suspension. Teachers will keep a suspension log within their grade book folder to assist in tracking at-risk students.	
--	--	--------------------	--	---	--

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
PLC will focus on Student Code of Conduct Contract	K-5	All staff	All grades and subjects school-wide	August 16, 2012	Monitor SCAMS and referrals	Teachers and principal
Ron Clark Workshop	K-5	Ron Clark	All grades and subjects school-wide	August 13, 2012	Classroom Observations	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
In order to meet our school's goal for the 2012-2013 we will have an orientation meeting for parents and students on the Student Code of Conduct.	Printing of the student/ parent handbook	Operational	\$50.00
			Subtotal: \$50.00
			Grand Total: \$50.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A Title I, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
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
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 for the 2012-2013 school year is to integrate STEM through student participation in activities such as the Science Fair, integrated technology across the curriculum and multimedia technology use in science and math.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry based learning in science and math	1.1. Provide a variety of hands on and technology based inquiry learning opportunities for students to analyze, draw appropriate conclusions, and apply instructional concepts through the experience of the scientific method. Students will also use technology through classroom projects. Each grade will be assigned an on-going project assignment throughout the year that will integrate across the curriculum.	1.1. Leadership Team	1.1. Review formative weekly assessment data reports to ensure progress is being made and adjust instruction as needed	1.1. Formative: Bi-weekly assessments , Reports generated from Gizmos and FCAT Explorer

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

Math/Science Chats	K-5	Mater Schools	Science and Math teachers K-5	September 2012- June 2013	Review reports	Administrators, Department Chairs, Teachers
--------------------	-----	---------------	-------------------------------	---------------------------	----------------	---

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Using supplemental materials to enhance instruction	Triumph learning Publications	Operational Account	\$2,139.62
Using manipulatives to embed mathematical concepts	Go Math! Manipulative Kits	Operational Account	\$5,890.00
			Subtotal: \$8,029.62
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: \$8,029.62

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Due to our students' deficiencies in the areas of application of the reading and research process and limited vocabulary, we will provide intervention to targeted small groups based on their needs.	Voyager Passport- Small group packets	Operational	\$1,000.00
STEM	Using supplemental materials to enhance instruction	Triumph learning Publications	Operational Account	\$2,139.62
STEM	Using manipulatives to embed mathematical concepts	Go Math! Manipulative Kits	Operational Account	\$5,890.00
				Subtotal: \$9,029.62
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Due to our students' deficiencies in the areas of application of the reading and research process and limited vocabulary, we will provide intervention to targeted small groups based on their needs.	Achieve 3000	Operational	\$5,000.00
Mathematics	Due to our students' deficiencies in the areas of Algebraic Thinking, Geometry, and Data Analysis the usage of computer based learning programs will support the students' understanding of Algebraic Thinking, Geometry, and Data Analysis.	IXL	Operational	\$4,000.00
Science	Due to our students' deficiencies in the areas of Scientific Thinking and Earth and Space Science, students will utilize computer-based learning to develop higher order thinking skills.	Brain Pop and Gizmos	Operational	\$1,500.00
Attendance	In order to meet our school's goal for the 2012-2013 school year we will utilize Connect Ed to facilitate communication with parents.	Connect Ed	ESSAC	\$1,000.00
				Subtotal: \$11,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Due to our students' limited vocabulary, we will provide intervention to targeted small groups based on their needs to increase their use of vocabulary strategies.	Manuals	Operational	\$350.00
Due to our students'				

Mathematics	deficiencies in the areas of Algebraic Thinking, Geometry, and Data Analysis, teachers need training in using computer based learning programs to meet their students' needs and be able to analyze data reports.	Digital Resource in-house training (IXL)	Operational	\$500.00
Writing	Melissa Forney Writing Workshop	Workshop	Operational	\$1,000.00
				Subtotal: \$1,850.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring Services	Triumph Learning Materials Success Academy	Title I	\$500.00
Mathematics	Due to our students' deficiencies in the areas of Algebraic Thinking, Geometry, and Data Analysis, teachers need training in using data reports to identify and address their student's individual needs.	Differentiated Instruction using math strategies (in-house training)	Operational	\$50.00
Mathematics	Tutoring Services	Triumph Learning Materials Success Academy	Title I	\$500.00
Science	Due to our students' deficiencies in the areas of Scientific Thinking and Earth and Space Science, teachers will be trained in using inquiry based instruction to increase their students' higher order thinking skills.	Inquiry based instructional training materials	EESAC	\$75.00
Suspension	In order to meet our school's goal for the 2012-2013 we will have an orientation meeting for parents and students on the Student Code of Conduct.	Printing of the student/parent handbook	Operational	\$50.00
				Subtotal: \$1,175.00
				Grand Total: \$23,554.62

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> 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
SAC funds will be used to purchase Connect Ed program.	\$1,000.00

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

SAC will gather for monthly meetings to assist with the implementation and review of the Student Improvement Plan.

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 OF INTERNATIONAL STUDIES 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	77%	61%	34%	241	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	58%	47%			105	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	53% (YES)			100	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					446	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District MATER ACADEMY OF INTERNATIONAL STUDIES 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	76%	83%	37%	255	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	58%	67%			125	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	67% (YES)			125	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					505	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested