# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
## 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MATER ACADEMY EAST CHARTER

District Name: Dade

Principal: Roberto Blanch (director)

SAC Chair: Jenny Casal

Superintendent: Alberto M. Carvalho

Date of School Board Approval: pending

Last Modified on: 10/17/2012

# PART I: CURRENT SCHOOL STATUS

## STUDENT ACHIEVEMENT DATA

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

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

## ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|---|---|---|---|---|---|
| Principal | Beatriz Riera | Bachelor's Degree (Elementary Education, K-6 with ESOL Endorsement<br><br>Master's Degree in Educational Leadership, K-12<br><br>Certified in all areas above | 13 | 13 | 12'11' 10' 09' 08<br>School Grade<br>A A A A A<br>High Standards Rdg<br>74% 83% 88% 82% 81%<br>High Standards Math<br>90% 95% 91% 93% 94%<br>Lrng Gains-Rdg.<br>84% 63% 83% 71% 67%<br>Lrng Gains-Math<br>68% 60% 50% 64% 83%<br>Gains-Rdg-25%<br>87% 70% 94% 61% 65%<br>Gains-Math-25%<br>68% 60% 50% 64% 83% |
| Assis Principal | Jenny Casal | Bachelor's Degree (Special Education with ESOL Endorsement)<br><br>General | 8 | 3 | 12'11' 10' 09' 08<br>School Grade<br>A A A A A<br>High Standards Rdg<br>74% 83% 88% 82% 81%<br>High Standards Math<br>90% 95% 91% 93% 94%<br>Lrng Gains-Rdg. |

| | | Education K-6 | | | 84% 63% 83% 71% 67% Lrng Gains-Math 68% 60% 50% 64% 83% Gains-Rdg-25% 87% 70% 94% 61% 65% Gains-Math-25% 68% 60% 50% 64% 83% |
| | | Certified in all areas above | | | |

## INSTRUCTIONAL COACHES

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

| | Name | Degree(s)/ Certification (s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---|---|---|---|---|---|
| No data submitted | | | | | |

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---|---|
| 1 | 1. Competitive Salaries | Principal | June 7, 2012 | |
| 2 | 2. Job Fairs | Community Involvement Specialist | June 7, 2012 | |
| 3 | 3. Partnering new teachers with mentor teachers | Lead Teacher | June 7, 2012 | |
| 4 | 4. Professional Development | Lead Teacher | June 7, 2012 | |

## Non-Highly Effective Instructors

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

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| 15% [5]-Teachers Placed on Out-of Field Waivers 0-No teachers received less than effective rating. | Teachers have been placed on an out of field waiver for ESOL. They are currently taking courses to complete their requirements in order to be highly effective instructors. All instructors are within timeline. |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 33 | 12.1%(4) | 54.5%(18) | 21.2%(7) | 12.1%(4) | 18.2%(6) | 87.9%(29) | 12.1%(4) | 0.0%(0) | 72.7%(24) |

## 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 |
|---|---|---|---|
| Cynthia Alvarez | Nicholas Menendez | Ms.Alvarez is paired with Mr.Menedez because they share the same grade assignment and Ms.Alvarez has extensive knowledge in the core subject areas. | The mentor and mentee meet weekly to discuss best practices and evidence-based strategies for each content-area. Time is given for the feedback, coaching and planning. |
| Jennifer Garcia | Yvette Aguirre | Ms.Garcia is paired with Ms.Aguirre because they share the same grade assignment and Ms.Garcia has extensive knowledge in the core subject areas. | The mentor and mentee meet weekly to discuss best practices and evidence-based strategies for each content-area. Time is given for the feedback, coaching and planning. |
| Jessica Aguilar | Celia Martinez | Ms.Aguilar is paired with Ms.Martinez because they share the same grade assignment and Ms.Aguilar has extensive knowledge in the core subject areas. | The mentor and mentee meet weekly to discuss best practices and evidence-based strategies for each content-area. Time is given for the feedback, coaching and planning. |
| Greg Daughton | Brent Hilsabeck | Mr.Daughton is paired with Mr.Hilsabeck. because Mr. Daughton has extensive knowledge in the core subject area and has been teaching for over 15 years. | The mentor and mentee meet weekly to discuss best practices and evidence-based strategies for each content-area. Time is given for the feedback, coaching and 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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

### Title I, Part C- Migrant

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

### Title I, Part D

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

### Title II

The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL Training and substitute release time for Paraprofessional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

### Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and provide: tutorial programs and reading and supplementary instructional materials (grades 2-5).

### Title X- Homeless

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

### Supplemental Academic Instruction (SAI)

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

### Violence Prevention Programs

N/A

### Nutrition Programs

Nutrition Programs
Mater Academy, Inc. Wellness Policies 2012-2013

Physical Activity and Nutrition Committee Members:
The following committee members are involved in the development of this Policy and its implementation throughout the school year.
•Parents: Alina Hernandez, and Anied Rodriguez
•Students: Nicholas Delgado and Miguel Figuerola
•School food service: Rosa Peramo, Rita Del Puppo, and Vivian Fernandez
•The school board: Robert Blanch
•School administrators: Beatriz Riera, Alex Tamargo, Lourdes Marrero, Judith Marty, Francisco Jimenez, Cecilia Telleria, Beatriz Morris, Sheila Gonzalez, and Marisol Gomez
•Physical Education: Victor Martinez, Gregory Daughton, and Juan Urbina
•Health education: Jessika Martinez, and Victor Martinez,
•Local physicians, dentists, and other health professionals: Dr. Jose Rodriguez
Setting Nutrition Education Goals
Nutrition. Academic performance and quality of life issues are affected by the choice and availability of good foods in our schools. Healthy foods support student physical growth, brain development, resistance to disease, emotional stability and ability to learn.
(a) Nutrition guidelines that require the use of products that are high in fiber, low in added fats, sugar and sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the school's Nutrition Services Department or contracted vendors. Menu and product selection shall utilize student, parent, staff and community advisory groups whenever possible.
(b) Nutrition services policies and guidelines for reimbursable meals shall not be less restrictive than federal and state regulations require. Health Education and Life Skills. Healthy living skills shall be taught as part of the regular instructional program and provides the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.
(a) Each school shall provide for an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks.
(b) Students shall have access to valid and useful health information and health promotion products and services.
(c) Students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.
(d) Students shall be taught communication, goal setting and decision making skills that enhance personal, family and community health.
Nutrition Education:
a)School: Schools will put up Posters throughout the school to promote good eating habits and healthy food options. Other information will be available through the school website, flyers and/or school newsletter.
b) Staff: School staff will attend in-services and/or nutrition trainings.
c) Parent: The school will support parents' effort to provide a healthy diet and daily physical activity for their children. The school will send home nutrition information, post nutrition tips on school website or through school flyers. School should encourage parents to pack healthy lunches and snacks. Such support will also include sharing information about physical activity and physical education through the website, newsletter, take-home materials or physical education homework.
Setting Physical Activity Goals
A. Elementary K-5 grade
1. Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of thirty minutes, three days a week, or the equivalent.
2. Participation in a daily 5 minute morning stretch exercise routine for all students in the kindergarten through grade five.
3. Participation in several physical activity programs throughout the school year for all students in kindergarten through grade five. Programs Activities include:
• Jump Rope For Heart
• Rumba
• Field Day
• Fitness Gram
• Walk to School Program – Oct 9th
• Red Ribbon / Drug Free activity
• DARE Program
• Walk-a-thon
• Cheerleading/Dance Program
• After-School Aerobics Classes
• School Sports Program
• Commit to Fit Program
Nutrition services policies and guidelines for reimbursable meals shall not be less restrictive than federal and state regulations require.
School Meals: Meals served through the National School Lunch and Breakfast
Program will:
a) Be appealing and attractive to children
b) Be served in clean and pleasant setting
c) Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.
d) Serve only low-fat (1%) white, chocolate, or strawberry milk.
Breakfast: To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn.

Setting Goals for Other School-Based Activities Designed to Promote Student Wellness
Staff Wellness The school and each work site shall provide information about wellness resources and services and establish a staff committee to assist in identifying and supporting the health, safety and well being of site staff.
(a) Each school site shall be in compliance with drug, alcohol and tobacco free policies.
(b) Each school site shall provide an accessible and productive work environment free from physical dangers or emotional threat that is as safe as possible and consistent with applicable occupation and health laws, policies and rules.
(c) Employees shall be encouraged to engage in daily physical activity during the workday as part of work breaks and/or lunch periods, before or after work hours in site sponsored programs or as part of discounted membership in local fitness facilities.
Setting Goals for Measurement and Evaluation
The designee will ensure compliance with established nutrition and physical activity wellness policies and will report on the schools compliance to the school principal.
School food service staff, at the school, will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the school principal. In accordance with the Department of Education, Food and Nutrition Dept., an SMI review will be done once every five years and will report all findings and resulting changes to the school.
To help with the initial development of the school's wellness policies, the school will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies, and revise the policies and develop work plans to facilitate their implementation every three years. All records and activity log will be collected for each physical and nutritional activity and stored at the school site in order to ensure that all activities are documented and complied with, using the current wellness policy.
Designated Person/s
The designated person/s assigned to oversee the implementation of the Wellness Policy at each school will be the administrator mentioned below:
• Mater East Elementary: Greg Daughton
• Mater East Middle/High: Alex Tamargo
• Mater Middle/High/Performing Arts: Kenneth Feria
• Mater Gardens Elementary & Middle: Lourdes Marrero
• Mater Lakes Middle & High: Jennifer Share
All activity reports will be submitted to Rosa Peramo - Mater Academy, Inc. Lunch Program Director, two weeks before prescheduled board meetings (4 times a year). She will present it at the scheduled board meetings for its effectiveness and/or
a) any necessary recommendation the board may have to revise the plan.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Title I Statement for 2012-2013
Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the MDCPS Title I Parent/Family Survey, distributed to
schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

## School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> Identify the school-based MTSS leadership team.
> The MTSS/RtI team is comprised of members of the administration, faculty, and staff. Principal, Assistant Principal, and SPED Director: Ensures that the team is implementing MTSS/RtI with fidelity, sets a common vision for the use of data-based decision-making, provides adequate professional development to support implementation, and communicates plans and activities to all stakeholders. Select General Education Teachers: These members will provide information in regards to core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Instructional Coach: Is responsible for developing school standards and leading and evaluating the program; analyzes literature based on scientifically based curriculum/behavior assessment and intervention approaches. Analyzes patterns of student need and works with district personnel to identify appropriate, evidence-based intervention strategies; assists in the screening of early intervention services for children to be considered "at-risk"; facilitates progress monitoring systems, data collection, and data analysis; ensures access to professional development, and provides support for assessment and implementation monitoring. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

> The team meets once a week to engage in the following activities:
> Review data and link to instructional decisions; review progress monitoring data to identify students who are meeting and/or exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Consequently, the team will identify professional development and resources. Additionally, they will share best practices, evaluate the program, and facilitate the process of reaching a consensus

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?

> Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
> The MTSS/RtI Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team will discuss goals, areas of need, and align procedures.

## MTSS Implementation

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

> Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
> Baseline data: Progress Monitoring and Reporting Systems(PMRN), Assessment and Information Management Systems (AIMS web), Florida Assessment for Instruction in reading (FAIR), Florida Comprehensive Assessment Test (FCAT 2.0). Progress Monitoring: PMRN, AIMS web, FCAT 2.0 simulation Midyear: FAIR, Diagnostic Assessment for Reading (DAR) End of year: FAIR, AIMS web, FCAT 2.0
> Frequency of Data Days: Twice a month for data analysis

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; and
>
> 3. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Describe the plan to support MTSS.
Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
The school's LLT is comprised of an Reading Liaison/Jennifer Garcia, Lead Teacher/Jenny Casal, Principal/Beatriz Riera, SPED Director Maggie Estrada,and mentor reading teachers/Ms.Obeso and Dr.Gunawardena.

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The team will meet monthly to engage in the following activities:
Reading liaison and mentor reading teachers will identify professional Lead development opportunities Principal, Teacher, and Instructional Coach will analyze data and connect to instructional needs Reading liaison will ensure programs such as Reading Plus are implemented through reports and logs

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

What will be the major initiatives of the LLT this year?
The LLT will review data from assessments such as FAIR and link to instructional decisions. They will identify professional development and resources. Furthermore, they will ensure programs such as Reading Plus are implemented and utilized with fidelity.

## Public School Choice

### Supplemental Educational Services (SES) Notification
No Attachment

## *Elementary Title I Schools Only: Pre-School Transition

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

At Mater Academy East Charter School, all incoming Kindergarten students are assessed in the English Language Learner (ELL) Assessment prior to or upon entering Kindergarten in order to ascertain in the development of ELL Instructional strategies. In addition, all incoming Kindergarten student from a local VPK/Head Start program take several field trips throughout the year exposing them to daily elementary routines. Students spend a day at our school and are partnered with one of our students thereby allowing them to receive the maximum kindergarten experience. In order to determine placement, assessments such as FLKRS (Florida Kindergarten Readiness Screening) and CELLA (Comprehensive English Language Learner Assessment) will be utilized.

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. Screening tools will be re-administered mid-year and at the end of the year.

## *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.<br><br>Reading Goal #1a: | The results of the 2011-2012 FCAT 2.0 reading test indicate that 18% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 1 percentage point to 19%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 18% (36) | 19% (39) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1A.1.<br><br>The area of difficulty as noted in the 2012 administration of the FCAT 2.0 reading test was Category 2: Reading application. Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose. | 1A.1.<br><br>During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining. | 1A.1.<br><br>Administration and Leadership Team | 1a.1.<br><br>Administration will review ongoing classroom assessment focusing on student's knowledge on Category 2: Reading Application That include (compare and contrast, main idea, plot, author's purpose, and setting) will be administered throughout the year to ensure that benchmark goals are being met. Instruction will be adjusted as needed. | 1a.1.<br><br>Formative: Interim Assessments, Baseline, teacher-made assessments, Summative: Results from the 2013 FCAT Reading Test 2.0 |

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

| Problem-Solving Process to Increase Student Achievement |
|---|

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

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a: | The results for the 2011-2012 FCAT 2.0 reading test indicate that 56% of the students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase student level 4 and 5 proficiency by 1 percentage point to 57%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 56% (115) | 57% (117) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2A.1.<br>The area of difficulty as noted in the 2012 administration of the FCAT 2.0 reading test was Category 1: Vocabulary. Students need to improve their ability to identify the meaning of unknown words in passages. | 2A.1.<br><br>Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused-lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. | 2A.1.<br><br>Administration and Leadership Team | 2A.1.<br>Administration is going to review small group instruction lesson plans to ensure that teachers are meeting the students' literacy needs during differentiated instruction.<br><br>Review the Accelerated Reader and Reading Plus reports to ensure that students are making adequate progress.<br><br>Review the novel units implemented by the teachers in the classrooms.<br><br>Ongoing classroom assessment focusing on student's knowledge on Category 1: Vocabulary | 2A.1.<br>Formative: Interim Assessments, teacher-made assessments, Accelerated Reader reports, and Reading Plus Summative: Results from the 2013 FCAT Reading Test 2.0 |

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

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

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

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

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.<br><br>Reading Goal #3a: | The results of the 2011-2012 FCAT 2.0 reading test indicate that 84% of the students made learning gains. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 89%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 84% (107) | 89% (113) |

| | | Problem-Solving Process to Increase Student Achievement | | |
|---|---|---|---|---|

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 3A.1.<br><br>The area of difficulty as noted in the 2012 administration of the FCAT 2.0 reading test was Category 1: Vocabulary. Students need to improve their ability to identify the meaning of unknown words in passages. | 3A.1.<br><br>Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused-lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards-based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive | 3A.1.<br><br>Administration and Leadership Team | 3A.1.<br><br>Administration will review small group instruction lesson plans to ensure that teachers are meeting the students' literacy needs during differentiated instruction.<br><br>Review the Accelerated Reader and Reading Plus reports to ensure that students are making adequate progress.<br><br>Review the novel units implemented by the teachers in the classrooms.<br><br>Ongoing classroom assessment focusing on student's knowledge on Category 1: Vocabulary | 3A.1.<br><br>Formative: Interim Assessments, teacher-made assessments, FCAT Explorer reports, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2013 FCAT Reading Test 2.0 |

| | tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis. | | | |
|---|---|---|---|---|

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

| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.

Reading Goal #3b: | |
|---|---|
| **2012 Current Level of Performance:** | **2013 Expected Level of Performance:** |
| | |

| Problem-Solving Process to Increase Student Achievement |
|---|

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

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

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.

Reading Goal #4: | The results of the 2011-2012 FCAT 2.0 reading test indicate that 87% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains in the lowest 25% by 5 percentage points to 92%. |
|---|---|
| **2012 Current Level of Performance:** | **2013 Expected Level of Performance:** |
| 87% (30) | 92% (31) |

| 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 |
|---|---|---|---|---|
| 4A.1.

The area of difficulty as noted in the 2012 administration of the FCAT 2.0 reading test was Category 2: Reading application. Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's | 4A.1.

During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing | 4A.1.

Administration and Leadership Team | 4A.1.

Administration will review ongoing classroom assessment focusing on student's knowledge on Category 2: Reading Application assessments that include (compare and contrast, main idea, plot, author's purpose, and setting) will be | 4A.1.

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, |

| | | | | |
|---|---|---|---|---|
| 1 | purpose. | including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also utilize grade-level appropriate text to identify differences between settings, characters, events, and problems between multiple stories. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards-based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis. | | administered throughout the year to ensure that benchmark goals are being met. Implementation of the voyager intervention check point assessments will report student growth.<br><br>Adjust instruction as needed. | Rally 2.0 assessments and Reading Plus Summative: Results from the 2013 FCAT Reading Test 2.0 |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Reading Goal #<br><br>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.<br><br>5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 71 | 73 | 76 | 79 | 81 | |

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.<br><br>Reading Goal #5B: | The results of the 2011-2012 FCAT reading test indicate that 74% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 76%. Additionally, no other subgroups have been reported. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 74% (145) | 76% (149) |

| 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 |
| | 5B.1.<br>The area of difficulty as noted in the 2011-2012 | 5B.1.<br><br>During reading benchmark | 5B.1. | 5B.1.<br><br>Ongoing classroom | 5B.1. |

| | | | | |
|---|---|---|---|---|
| 1 | administration of the FCAT 2.0 reading test was Category 2: Reading application. Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose. | activities, the teacher will have the students compare and contrast elements in the story.<br><br>Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.<br><br>Students will also utilize grade-level appropriate text to identify differences between settings, characters, events, and problems between multiple stories.<br><br>One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards-based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties.<br><br>Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis. | Administration and Leadership Team | assessment focusing on student's knowledge on Category 2: Reading Application assessments that include (compare and contrast, main idea, plot, author's purpose, and setting) will be administered throughout the year to ensure that benchmark goals are being met.<br><br>Implementation of the voyager intervention check point assessments will report student growth. | Formative: Interim Assessments, teacher-made assessments, FCAT Explorer reports, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus<br><br>Summative: Results from the 2013 FCAT Reading Test 2.0 |

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

| 5C. English Language Learners (ELL) not making satisfactory progress in reading.<br><br>Reading Goal #5C: | The results of the 2011-2012 FCAT reading test indicate that 67% of the students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 1 percentage points to 68%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 67% (37) | 68% (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 |
| | 5C.1.<br><br>The area of difficulty as noted in the 2011-2012 administration of the FCAT 2.0 reading test was Category 2: Reading application. Students are lacking the | 5C.1.<br><br>During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. | 5C.1.<br><br><br>Administration and Leadership Team | 5C.1.<br><br><br>Ongoing classroom assessment focusing on student's knowledge on Category 2: Reading | 5C.1.<br><br><br>Formative: Interim Assessments, teacher-made assessments, |

| | | | | Application assessments that include (compare and contrast, main idea, plot, author's purpose, and setting) will be administered throughout the year to ensure that benchmark goals are being met.<br><br>Implementation of the voyager intervention check point assessments will report student growth. | FCAT Explorer reports, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus<br><br>Summative: Results from the 2013 FCAT Reading Test 2.0 |
|---|---|---|---|---|---|

| 1 | skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose. | Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.<br><br>Students will also utilize grade-level appropriate text to identify differences between settings, characters, events, and problems between multiple stories.<br><br>One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards-based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties.<br><br>Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis. | | | |

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.<br><br>Reading Goal #5D: | No data reported |
|---|---|

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| No data reported | No data reported |

| 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.<br><br>Reading Goal #5E: | The results of the 2011-2012 FCAT reading test indicate that 73% of the students in the economically disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase by 1 percentage points to 74%. |
|---|---|
| | |

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

| | 73% (120) | | | 74% (122) | | |
|---|---|---|---|---|---|---|

| | 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 | 5E1.<br><br>The area of difficulty as noted in the 2011-2012 administration of the FCAT 2.0 reading test was Category 2: Reading application.<br>Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose. | 5E1.<br><br>During reading benchmark activities, the teacher will have the students compare and contrast elements in the story.<br><br>Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.<br><br>Students will also utilize grade-level appropriate text to identify differences between settings, characters, events, and problems between multiple stories.<br><br>One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards-based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties.<br><br>Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis. | 5E1.<br><br>Administration and Leadership Team | 5E1.<br><br>Ongoing classroom assessment focusing on student's knowledge on Category 2: Reading Application assessments that include (compare and contrast, main idea, plot, author's purpose, and setting) will be administered throughout the year to ensure that benchmark goals are being met.<br><br>Implementation of the voyager intervention check point assessments will report student growth. | 5E1.<br><br>Formative: Interim Assessments, teacher-made assessments, FCAT Explorer reports, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus<br><br>Summative: Results from the 2013 FCAT Reading Test 2.0 |

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

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

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

| | | | | | | |
|---|---|---|---|---|---|---|
| Reading workshop/dialogue covering all benchmarks | K-5 | Reading liaison | K-5 | | August 2012-May 2013 | Lesson plans, classroom visits/in house assessments and student work folders | RtL leadership team, Lead Teacher, and Reading liaison |
| Effective implementation of common core standards/ pacing guide | K-5 | Reading liaison | K-5 | | August 2012-May 2013 | Lesson plans, classroom visits/in house assessments and student work folders | RtL leadership team, Lead Teacher, and Reading liaison |
| The End of Molasses Classes | K-5 | Ron Clark | K-5 | | August 13,2012 | Formal and In-formal Observations/Class Walk through | RtL leadership team, Lead Teacher, and Reading liaison |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Voyager | intervention materials | operating | $18,000.00 |
| Instructional material used for afterschool tutoring program for all students in grades 3-5 | Rally 2.0 | Operating | $3,500.00 |
| Instructional material used for afterschool tutoring program for all students in grades 3-5 | Florida Coach Standard-Based Instruction | Operating | $3,500.00 |
| | | | Subtotal: $25,000.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Goal Area 1A and 2A | Ron Clark Professional Development | Operating | $7,500.00 |
| Goal Area 1A and 2A | Reading Workshop/Dialogue | Operating | $1,000.00 |
| | | | Subtotal: $8,500.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide remedial instructions to struggling students | FCAT tutoring Program | Operating | $10,000.00 |
| | | | Subtotal: $10,000.00 |
| | | | Grand Total: $43,500.00 |

*End of Reading Goals*

# Comprehensive English Language Learning Assessment (CELLA) Goals

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

| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 1. Students scoring proficient in listening/speaking.<br><br>CELLA Goal #1: | The results of the 2011-2012 CELLA test indicate that 47% of the students were proficient in listening/speaking. Our goal for the 2012-2013 school year is to increase student proficiency in listening/speaking by 10 percentage points to 57%. |

2012 Current Percent of Students Proficient in listening/speaking:

47% (152)

| | 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 majority of the ELL student population at Mater Academy East home language is not English. Therefore, posing a challenge to parents when reinforcing curriculum taught at school. | 1.1. Teacher demonstrates to the ELL learner a task by use of modeling which will often involve thinking out loud and or talking about how to work through a task. Teacher documents on lesson plan ELL strategy that is implemented. | 1.1. Leadership Team and ELL Chairperson | 1.1. Formal and Informal teacher observation Ensuring that teachers are documenting ELL strategies used during classroom instruction in their lesson plans. | 1.1. Formative: Weekly student assessment Summative : CELLA |

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

| 2. Students scoring proficient in reading. CELLA Goal #2: | The results of the 2011-2012 CELLA test indicate that 31% of the students were proficient in reading. Our goal for the 2012-2013 school year is to increase student proficiency in reading by 10 percentage points to 41%. |
|---|---|

2012 Current Percent of Students Proficient in reading:

31% (100)

| | 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 majority of the ELL student population at Mater Academy East home language is not English. Therefore, posing a challenge to parents when reinforcing curriculum taught at school. | 2.1. Teachers will plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed. Teachers will use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers will be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task | 2.1. Leadership Team and ELL Chairperson | 2.1. Formal and Informal teacher observation Ensuring that teachers are documenting ELL strategies used during classroom instruction in their lesson plans. | 2.1. Formative: Weekly student assessment Summative: FCAT Reading test 2.0,CELLA |

| | | easier.<br>Teacher documents on lesson plan ELL strategy that is implemented. | | | |
|---|---|---|---|---|---|

| Students write in English at grade level in a manner similar to non-ELL students. |
|---|

| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | The results of the 2011-2012 CELLA test indicate that 34% of the students were proficient in writing. Our goal for the 2012-2013 school year is to increase student proficiency in writing by 10 percentage points to 44%. |
|---|---|

| 2012 Current Percent of Students Proficient in writing: |
|---|
| 34% (111) |

| 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.<br><br>The majority of the ELL student population at Mater Academy East home language is not English. Therefore, posing a challenge to parents when reinforcing curriculum taught at school. | 2.1.<br>The student and teacher will keep a dialogue journal to communicate on a regular basis. Students write on topics of their choice and the teacher responds with advice, comments, observations, thus, serving as a participant, not an evaluator, in a written conversation. Students can begin by writing a few words and combining them with pictures.<br>Teacher documents on lesson plan ELL strategy that is implemented. | 2.1.<br><br>Leadership Team and ELL Chairperson | 2.1.<br><br>Formal and Informal teacher observation<br><br>Ensuring that teachers are documenting ELL strategies used during classroom instruction in their lesson plans. | 2.1.<br><br>Formative: Weekly writing prompts<br><br>Summative: FCAT Writing Test, CELLA |

CELLA Budget:

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

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

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.<br><br>Mathematics Goal #1a: | The results of the 2011-2012 FCAT math test indicate that 26% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by one percentage point to 27%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26%(54) | 27% (55) |

| Problem-Solving Process to Increase Student Achievement |
|---|

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 1a.1.<br><br>The area of difficulty as noted in the 2012 administration of the FCAT 2.0 math test was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc. | 1a.1.<br><br>Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the Common Core Standards to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. | 1a.1.<br><br>Leadership Team and Math Liason | 1a.1.<br><br>Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. | 1a.1.<br><br>Formative: Interim Assessments, teacher-made assessments, benchmark assessment Summative: Results from the 2013 FCAT 2.0 Assessment in Math |

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:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal #1b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | | Problem-Solving Process to Increase Student Achievement | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | | 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 mathematics.<br><br>Mathematics Goal #2a: | The results 2011-2012 FCAT 2.0 math test indicates that 63% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain levels 4 and 5 student proficiency at 63%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 63% (129) | 63% (129) |

| | | Problem-Solving Process to Increase Student Achievement | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2A.1.<br><br>The area of difficulty as noted in the 2012 administration of the FCAT 2.0 math test was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc. | 2A.1.<br>The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as FCAT Explorer, Gizmos, and Think Central to increase understanding of measurement and geometry taught by teacher. | 2a.1.<br><br>Leadership Team and Math Liason | 2a.1.<br><br>Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year.<br>Conduct grade-level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement. | 2a.1.<br><br>Formative: Interim Assessments, teacher-made assessments, FCAT Explorer reports, Gizmos, Think Central, and benchmark assessment Summative: Results from the 2013 FCAT 2.0 Assessment in Math |

| 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:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| | | | |
|---|---|---|---|
| | | | |

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

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.<br><br>Mathematics Goal #3a: | The results of the 2011-2012 FCAT 2.0 math test indicate that 68% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 73%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 68% (86) | 73% (93) |

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>4a.1.<br><br>The area of difficulty as noted in the 2012 administration of the FCAT 2.0 math test was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.</td>
<td>4a.1.<br><br>Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as FCAT Explorer to increase understanding of measurement and</td>
<td>4a.1.<br>Leadership Team and Math Liason</td>
<td>4a.1.<br>Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year.<br>Conduct grade-level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement. Intervention assessment to ensure progress is being made and adjust intervention as needed.</td>
<td>4a.1.<br><br>Formative: Interim Assessments, teacher-made assessments, FCAT Explorer reports Florida Coach assessments, Rally 2.0 assessments and benchmark assessment Summative: Results from the 2013 FCAT 2.0 Assessment in Math</td>
</tr>
</table>

| | | | | |
|---|---|---|---|---|
| | geometry taught by teacher.<br><br>One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. | | | |

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:<br>Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.<br><br>Mathematics Goal #4: | The results of the 2011-2012FCAT 2.0 math test indicate that 68% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 73%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 68% (N<30) | 73% (N<30) |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| | 4a.1.<br><br>The area of difficulty as noted in the 2012 administration of the FCAT 2.0 math test was Category 3:Geometry/Measurement. | 4a.1.<br><br>Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase | 4a.1.<br>Leadership Team and Math Liason | 4a.1.<br>Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, | 4a.1.<br><br>Formative:<br>Interim Assessments, teacher-made assessments, FCAT Explorer |

| | | | | | |
|---|---|---|---|---|---|
| 1 | Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc. | student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as FCAT Explorer to increase understanding of measurement and geometry taught by teacher.

One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. | | determining the area of shapes, and measurement concepts will be conducted throughout the school year. Conduct grade-level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement. Intervention assessment to ensure progress is being made and adjust intervention as needed. | reports Florida Coach assessments, Rally 2.0 assessments and benchmark assessment Summative: Results from the 2013 FCAT 2.0 Assessment in Math |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal # |
|---|---|
| | Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.<br><br>5A : |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 86 | 88 | 89 | 90 | 91 | |

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

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5B: | The results of the 2011-2012 FCAT math test indicate that 90% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage points to 91%. Additionally, no other subgroups have been reported. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Hispanic: 90% (176) | Hispanic: 91% (178) |

| 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.<br><br>The area of difficulty as noted in the 2012 administration of the FCAT 2.0 math test was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc. | 4a.1.<br><br>Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as FCAT Explorer to increase understanding of measurement and geometry taught by teacher.<br><br>One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. | 4a.1.<br>Leadership Team and Math Liason | 4a.1.<br>Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year.<br>Conduct grade-level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement. Intervention assessment to ensure progress is being made and adjust intervention as needed. | 4a.1.<br><br>Formative: Interim Assessments, teacher-made assessments, FCAT Explorer reports Florida Coach assessments, Rally 2.0 assessments and benchmark assessment Summative: Results from the 2013 FCAT 2.0 Assessment in Math |

| 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.<br><br>Mathematics Goal #5C: | The results of the 2011-2012 FCAT math test indicate that 90% of the students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 1 percentage points to 91%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 90%(50) | 91%(50) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for | Process Used to Determine Effectiveness of | Evaluation Tool |

| | | | Monitoring | Strategy | |
|---|---|---|---|---|---|
| 1 | The area of difficulty as noted in the 2012 administration of the FCAT 2.0 math test was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc. | Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as FCAT Explorer to increase understanding of measurement and geometry taught by teacher.

One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. | Leadership Team and Math Liason | Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. Conduct grade-level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement. Intervention assessment to ensure progress is being made and adjust intervention as needed. | Formative: Interim Assessments, teacher-made assessments, FCAT Explorer reports Florida Coach assessments, Rally 2.0 assessments and benchmark assessment Summative: Results from the 2013 FCAT 2.0 Assessment in Math |

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: | No data reported. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| No data reported. | No data reported. |

| 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 mathematics.<br><br>Mathematics Goal #5E: | The results of the 2011-2012 FCAT math test indicate that 89% of students in the economically disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 prcentage points to 91%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 89% (147) | 91% (150) |

| 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 difficulty as noted in the 2012 administration of the FCAT 2.0 math test was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc. | Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as FCAT Explorer to increase understanding of measurement and geometry taught by teacher.<br><br>One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. | Leadership Team and Math Liason | Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. Conduct grade-level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement. Intervention assessment to ensure progress is being made and adjust intervention as needed. | Formative: Interim Assessments, teacher-made assessments, FCAT Explorer reports Florida Coach assessments, Rally 2.0 assessments and benchmark assessment Summative: Results from the 2013 FCAT 2.0 Assessment in Math |

*End of Elementary School Mathematics Goals*

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Effective implementation of the common core standards and pacing guide | k-5 | Mathematics liaison | All k-5 teachers | August 2012-May 2013 | Modeling of lesson, classroom visits, walkthrough to monitor effectiveness and implementation and training within mathematics block | Mathematics liaison, and administration |
| Math workshop/dialogue covering all benchmarks | k-5 | Mathematics liaison | All k-5 teachers | August 2012-May 2013 | Modeling of lesson, classroom visits, walkthrough to monitor effectiveness and implementation and training within mathematics block | Mathematics liaison, and administration |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Instructional material used for afterschool tutoring program for all students in grades 2-5. | Florida Coach Standard-Based Instruction | Operating | $3,000.00 |
| Instructional material used for afterschool tutoring program for all students in grades 2-5. | Rally 2.0 | EESAC | $3,150.00 |
| | | Subtotal: $6,150.00 | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Netbooks | Supplemental Material | Race to the Top | $19,500.00 |
| | | Subtotal: $19,500.00 | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Math workshops covering all benchmarks for all grade levels | Math Workshops | Operating | $500.00 |
| | | Subtotal: $500.00 | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | Subtotal: $0.00 | |
| Grand Total: $26,150.00 | | | |

*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.<br><br>Science Goal #1a: | The results of the 2011-2012 FCAT 2.0 science test indicate that 35% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 38%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 35% (19) | 38% (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 | 1A.1.<br><br>The area of deficiency according to the 2011-2012 FCAT results was application of the scientific process. Students need to develop higher order thinking and scientific skills in order to increase levels of proficiency with regards to the science big ideas. | 1A.1.<br><br>Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills.<br><br>Implementation of National Geographic and Time for Kids featuring science concepts and technology and age appropriate current events.<br>Provide students with tools for peer tutoring. | 1A.1.<br><br>Leadership Team and Science Chair | 1A.1.<br><br>The creative lab schedule will be implemented with fidelity and monitored by the administration as well as review in house assessment data to monitor student progress. | 1A.1.<br><br>Formative: teacher-made assessments, benchmark assessment, in-house assessments, science experiments with a minimum of 2 per nine weeks, lab journals, Interim Assessments Summative: Results from the 2013 FCAT 2.0 Assessment in Science |
| 2 | 1A.2.<br><br>The area of deficiency according to the 2011-2012 FCAT results was application of the scientific process. Students need to develop higher order thinking and scientific skills in order to increase levels of proficiency with regards to the science big ideas. | 1A.2.<br><br>Students will participate in hands on learning experiences by participating in educational fieldtrips such as the Biscayne Nature Center, as well as participating in planting and maintaining MAE organic garden.<br><br>Implementation of National Geographic and Time for Kids featuring science concepts and technology and age appropriate current events.<br>Provide students with tools for peer tutoring. | 1A.2.<br><br>Leadership Team and Science Chair | 1A.2.<br><br>The creative lab schedule will be implemented with fidelity and monitored by the administration as well as review in house assessment data to monitor student progress. | 1A.2.<br><br>Formative: teacher-made assessments, benchmark assessment, in-house assessments, science experiments with a minimum of 2 per nine weeks, lab journals, Interim Assessments Summative: Results from the 2013 FCAT 2.0 Assessment in 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:

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.<br><br>Science Goal #1b: | |
| --- | --- |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.<br><br>Science Goal #2a: | The results 2011-2012 FCAT 2.0 science test indicate that 22% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage point to 24%. |
| --- | --- |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 22% (12) | 24% (13) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
| --- | --- | --- | --- | --- | --- |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2A.1.<br><br>The area of deficiency according to the 2011-2012 FCAT results was application of the scientific process. Students need to develop higher order thinking and scientific skills in order to increase levels of proficiency with regards to the science big ideas. | 2A.1.<br><br>Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Moreover, students will participate in hands on learning experiences by participating in educational fieldtrips such as the Biscayne Nature Center, as well as participating in planting and maintaining MAE organic garden. Implementation of National Geographic | 2A.1.<br><br>Leadership Team and Science Chair | 2A.1.<br><br>The creative lab schedule will be implemented with fidelity and monitored by the administration as well as review in house assessment data to monitor student progress. | 2A.1.<br><br>Formative: teacher-made assessments, benchmark assessment, inhouse assessments, science experiments with a minimum of 2 per nine weeks, lab journals, Interim Assessments Summative: Results from the 2013 FCAT 2.0 Assessment in Science |

| | and Time for Kids featuring science concepts and technology and age appropriate current events. Provide students with tools for peer tutoring. | | | |
|---|---|---|---|---|

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.<br><br>Science Goal #2b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

### Problem-Solving Process to Increase Student Achievement

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Science Workshops covering all benchmarks | 3-5 | Science Chair and administration | 3-5 grade teachers | August 2012, May 2013 | Walk through to monitor effectiveness and implementation and training with in science block | Administration |
| Effective implementation of the common core standards and pacing guide | 3-5 | District | 3-5th grade teachers | August 2012- May 2013 | Walk through to monitor effectiveness and implementation and training with in science block | Administration |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Use to provide real-world science experience and engaging activities | National Geographic | Operating | $1,300.00 |
| Integrate literacy skills with content area | Time for Kids | Operating | $1,300.00 |
| | | Subtotal: $2,600.00 | |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Use flash drive to save projects and information | Flash Drive | Operating | $2,000.00 |
| | | Subtotal: $2,000.00 | |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Science workshop covering scientific method, higher order thinking and lab activities | Science Workshop | Operating | $200.00 |
| | | Subtotal: $200.00 | |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | Subtotal: $0.00 | |
| | | Grand Total: $4,800.00 | |

*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.<br><br>Writing Goal #1a: | Our goal for the 2012-2013 school year is to maintain at or above FCAT level 3.0 proficiency. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 100% (72) | 100% (72) |

| 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 |
| | 1A.1.<br><br>The area of deficiency noted on the 2012 administration of the FCAT Writing Test was support and conventions. | 1A.1.<br><br>During writing instruction, students will use a graphic organizer to plan their ideas and aid in writing a detailed, clear writing sample with a beginning, middle and end that includes | 1A.1.<br><br>Administration and Leadership Team | 1A.1.<br><br>Administer and score monthly writing prompts in order to ensure adequate mastery in the areas of support and conventions. | 1A.1.<br>Formative: baseline writing assessments, interims, teacher-made assessments, in-house monthly writing assessments Summative: |

| | | elaboration of details. Students will peer edit writing weekly to correct mistakes in grammar and punctuation and meet to confer with the teacher on a weekly basis to discuss corrections to the writing. Additionally, students will participate in in-house monthly writing assessment. | | | Results from the 2013 FCAT 2.0 Assessment in writing |
|---|---|---|---|---|---|
| 1 | | | | | |

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

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

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Writing Institute | K-5 | Melissa Forney | All K-5th grade teachers | August 2012 | Reading liaison/ grade level chair will meet monthly to monitor student progress and the effectiveness of the writing instruction | Reading liaison, grade level chair |
| | | | | | Reading liaison/ grade | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Writing workshops covering primary and intermediate writing | 2-4 | Reading liaison, grade level chair, and workshop facilitator | Administration and second through fourth grade teachers | September 2012 | level chair will meet monthly to monitor student progress and the effectiveness of the writing instruction | Reading liaison, grade level chair |
| Effective implementation of the common core standards and pacing guide | 3-5 | District | All 3rd-5th grade teachers | September 2012- May 2013 | Reading liaison/ grade level chair will meet monthly to monitor student progress and the effectiveness of the writing instruction | Reading liaison, grade level chair |

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 |
| Writing Workshop | Writing workshops covering primary and intermediate writing | Operating | $750.00 |
| Writing Workshop | Forney Educational Writing Conference | Operating | $1,500.00 |
| | | | Subtotal: $2,250.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $2,250.00 |

*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<br><br>Attendance Goal #1: | Our goal for this year is to increase attendance to 96.8% by minimizing absences due to illnesses, truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.<br><br>In addition, our goal for this year is to decrease the number of students with excessive absences and excessive tardiness. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |

| | |
|---|---|
| 96.3% (533) | 96.8% (535) |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 128 | 122 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 65 | 62 |

| 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.<br><br>Student absences/tardies due to illness continues to be an area of concern because parents are not familiar with resources in the community | 1.1.<br><br>Students that have developed a pattern on non-attendance or tardies will be identified and referred to the school counselor in order to better familiarize the students and their parents with the resources in our community.<br>Teach and emulate healthy choices and prevention strategies throughout the curriculum on a weekly basis.<br>Continue the use of "student of the month" which rewards students with perfect attendance.<br>Partnership with Amigo for Kids.<br>Kid Care information provided through-out the school year. | 1.1.<br><br>Administration/ registrar/school counselor | 1.1.<br><br>Administrator will monitor attendance rosters and attendance bulletin, schools environment and ensure/ promote health education and health prevention strategies that are implemented throughout the school. | 1.1.<br><br>Attendance roster /bulletin |

**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 | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|

| Administrators will conduct several parent trainings throughout the school year to promote healthy choices and prevention strategies. | k-5 | Administration/registrar/ school counselor | All teachers, students, parents, administrators, counselor, school registrar | August 2012- May 2013 | Administrator will monitor attendance using the principal's attendance log | Administration/ registrar/ school counselor |
|---|---|---|---|---|---|---|
| | | | | meetings) | | |

---

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Truancy Prevention | Provide Incentives for students with improved attendance and provide parents with training to promote healthy choices and prevention strategies | Operating | $750.00 |
| | | | Subtotal: $750.00 |
| | | | Grand Total: $750.00 |

*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<br><br>Suspension Goal #1: | Our goal for the 2012-2013school year is to maintain the total number of suspensions. |
| 2012 Total Number of In—School Suspensions | 2013 Expected Number of In-School Suspensions |
| 0 | 0 |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |

| 0 | 0 |
|---|---|
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 4 | 4 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 2 | 2 |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Parents are not familiar with descriptions and explanations of the Student Code of Conduct and are unaware of the reasons for their child's suspensions. | 1.1. The schools guidance counselor/ administration will contact parents of students who have been placed on suspension. Parents will be provided with training on building and understanding of the Student Code of Conduct. | 1.1. Administration team/guidance counselor | 1.1. Monitor suspension report rate on a quarterly basis. | 1.1. Parent contact log |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Student Code of Conduct | K-5 | Administrator/ guidance counselor | Parent one-on-one | August 2012-May 2013 | Review parent contact logs to determine the number of contacts made with parents of students who have been placed on suspension. | Administration/ guidance counselor |

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 |
| The school guidance counselor and administration will contact parents of students that have been placed on suspension. Parents will be provided with one-on one training on building an understanding of the Student Code of Conduct. | Printing of the Student Code of Conduct | Operating | $800.00 |
| | | | Subtotal: $800.00 |
| | | | Grand Total: $800.00 |

*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<br><br>Parent Involvement Goal #1:<br><br>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | See PIP |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| See PIP | See PIP |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 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<br><br>STEM Goal #1: | STEM Goal #1:<br><br>Mater Academy East offers opportunities for our students to participate in STEM activities such as science fair, organic garden, hydroponics garden, and use technology across the board. Our goal is to increase student participation to 90% or more in these activities. |

| 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. | 1.1.<br><br>Students will complete | 1.1.<br><br>Administration, Leadership Team, Science Liaison | 1.1.<br>Science experiment student grade as evident by teacher grades/ grade books. | 1.1.<br><br>Percent of students who have turned in a |

| | | | | | |
|---|---|---|---|---|---|
| 1 | A barrier for student participation is the percent of students that have access to technology at home. | a science experiment every 9 weeks leading up to the science fair | | | completed and accurate science experiment as per the steps involved in the scientific method. -log for organic garden -log for hydroponics garden -technology use log |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Science Workshops covering all benchmarks | K-5th grade | Science Chair and administration | K-5th grade | August 2012- May 2013 | Walk through to monitor effectiveness and implementation and training with in science block | Administration |

STEM Budget:

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

*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 | Voyager | intervention materials | operating | $18,000.00 |
| Reading | Instructional material used for afterschool tutoring program for all students in grades 3-5 | Rally 2.0 | Operating | $3,500.00 |
| Reading | Instructional material used for afterschool tutoring program for all students in grades 3-5 | Florida Coach Standard-Based Instruction | Operating | $3,500.00 |
| Mathematics | Instructional material used for afterschool tutoring program for all students in grades 2-5. | Florida Coach Standard-Based Instruction | Operating | $3,000.00 |
| Mathematics | Instructional material used for afterschool tutoring program for all students in grades 2-5. | Rally 2.0 | EESAC | $3,150.00 |
| Science | Use to provide real-world science experience and engaging activities | National Geographic | Operating | $1,300.00 |
| Science | Integrate literacy skills with content area | Time for Kids | Operating | $1,300.00 |
| | | | | Subtotal: $33,750.00 |

## Technology

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Mathematics | Netbooks | Supplemental Material | Race to the Top | $19,500.00 |
| Science | Use flash drive to save projects and information | Flash Drive | Operating | $2,000.00 |
| | | | | Subtotal: $21,500.00 |

## Professional Development

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Goal Area 1A and 2A | Ron Clark Professional Development | Operating | $7,500.00 |
| Reading | Goal Area 1A and 2A | Reading Workshop/Dialogue | Operating | $1,000.00 |
| Mathematics | Math workshops covering all benchmarks for all grade levels | Math Workshops | Operating | $500.00 |
| Science | Science workshop covering scientific method, higher order thinking and lab activities | Science Workshop | Operating | $200.00 |
| Writing | Writing Workshop | Writing workshops covering primary and intermediate writing | Operating | $750.00 |
| Writing | Writing Workshop | Forney Educational Writing Conference | Operating | $1,500.00 |
| | | | | Subtotal: $11,450.00 |

## Other

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Provide remedial instructions to struggling students | FCAT tutoring Program | Operating | $10,000.00 |
| Attendance | Truancy Prevention | Provide Incentives for students with improved attendance and provide parents with training to promote healthy choices and prevention strategies | Operating | $750.00 |
| | The school guidance | | | |

| | counselor and administration will contact parents of students that have been placed on suspension. Parents will be provided with one-on one training on building an understanding of the Student Code of Conduct. | | | |
|---|---|---|---|---|
| Suspension | | Printing of the Student Code of Conduct | Operating | $800.00 |

| | |
|---|---|
| | Subtotal: $11,550.00 |
| | Grand Total: $78,250.00 |

# Differentiated Accountability

School-level Differentiated Accountability Compliance

| ◯ Priority | ◯ Focus | ◯ Prevent | ◉ NA |
|---|---|---|---|

Are you a reward school:  ◯ Yes  ◯ No

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

No Attachment

# School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|---|---|
| The funds will be used to order math Rally 2.0 instructional materials to be used during afterschool tutoring. | $3,150.00 |

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

Develop and monitor the implementation of the School Improvement Plan through ongoing data analysis.
Discuss school-wide decisions and projects.
Develop strategies to address school-wide needs and areas of improvement

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

**Dade School District**
**MATER ACADEMY EAST CHARTER**
**2010-2011**

|  | Reading | Math | Writing | Science | Grade Points Earned |  |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 83% | 95% | 93% | 74% | 345 | 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 | 63% | 60% |  |  | 123 | 3 ways to make gains:<br>• Improve FCAT Levels<br>• Maintain Level 3, 4, or 5<br>• Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 70% (YES) | 60% (YES) |  |  | 130 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned |  |  |  |  | 598 |  |
| Percent Tested = 100% |  |  |  |  |  | Percent of eligible students tested |
| School Grade* |  |  |  |  | A | Grade based on total points, adequate progress, and % of students tested |

**Dade School District**
**MATER ACADEMY EAST CHARTER**
**2009-2010**

|  | Reading | Math | Writing | Science | Grade Points Earned |  |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 88% | 91% | 98% | 64% | 341 | 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 | 83% | 50% |  |  | 133 | 3 ways to make gains:<br>• Improve FCAT Levels<br>• Maintain Level 3, 4, or 5<br>• Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 94% (YES) | 50% (YES) |  |  | 144 | 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 |  |  |  |  | 618 |  |
| Percent Tested = 100% |  |  |  |  |  | Percent of eligible students tested |
| School Grade* |  |  |  |  | A | Grade based on total points, adequate progress, and % of students tested |