
2013-2014 SCHOOL IMPROVEMENT PLAN

Imater Preparatory Academy High School

651 WEST 20TH ST
Miami, FL 33010
305-805-5722

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 82%
Alternative/ESE Center No	Charter School Yes	Minority Rate 100%

School Grades History

2013-14 C	2012-13	2011-12	2010-11
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Imater Preparatory Academy High School

Principal

Judith Marty/Board Chair - Robert Blanche

School Advisory Council chair

Patricia Tellechea

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Judith Marty	Principal
Teresa Santalo	Vice Principal
Edward Gorriz	Assistant Principal
Patricia Tellechea	Program Specialist/Test Chair/ESOL Chair
Yolanda Alonso	Reading Coach
Alicia Miguelez	Language Arts/Reading Department Chair
Carla Crotts	Mathematics Department Chair
Gretel Costa	Science Department Chair
Barbara Almaguer	Social Sciences Department Chair
Melissa Zulueta	Electives Department Chair/Activities Director
Wilmer Matos	Athletic Director
Erika Chirionos	Student Services Department Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal: 1

Assistant Principal: 1

Teachers: 3

Alternate Teacher: 3
 Educational Support Employee: 1
 Alternate Educational Support Employee: 1
 Parents: 6
 Alternate Parent: 1
 Students: 1
 Alternate Student: 1
 BCR: 2
 BOD: 2

Involvement of the SAC in the development of the SIP

The School Advisory Council has an important function in the success of iMater Preparatory Academy High School. Listed below are some of the functions for the SAC:

1. Assist in the development and monitor the implementation of the School Improvement Plan.
2. Reach out to the community to obtain more partners.
3. Sponsor drives to increase parent involvement.
4. Assist the school to create and analyze school climate surveys for parents and students.

Activities of the SAC for the upcoming school year

1. Finalize, monitor and approve the School Improvement Plan .
2. Revise and edit changes to the School Improvement Plan based on data.
3. Reach out to community to obtain more partners.
4. Plan school-wide events.
5. Plan fund raising activities to enhance internal accounts.

Projected use of school improvement funds, including the amount allocated to each project

Educational Field Trips \$1,000.00
 Informational Brochures for parents and students \$2,500.00
 Incentives for students \$3,000.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Judith Marty/Board Chair - Robert Blanche

Principal

Years as Administrator: 38

Years at Current School: 11

Credentials

BA - Elementary Education, Newark State College
 MS - Education, University of Miami
 Educational Specialist - Educational Leadership, University of Miami
 Certification:
 Educational Leadership, (All Levels)
 Elementary Education, (Grades 1 - 6)

Performance Record

2013
 Rdg. Proficiency, 72%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, __ points
 Math Lrg. Gains, __ points
 Rdg. Imp. of Lowest 25% - __ points
 Math Imp. of Lowest 25% - __ points
 Rdg. AMO 73%
 Math AMO-76%
 2012
 Rdg. Proficiency, 68%
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 83 points
 Rdg. Imp. of Lowest 25% - 66 points
 Math Imp. of Lowest 25% - 82 points
 2011
 Rdg. Proficiency, 75%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 72 points
 2010
 Rdg. Proficiency, 75%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 68% points
 Math Lrg. Gains, 69% points
 Rdg. Imp. of Lowest 25% - 67% points
 Math Imp. of Lowest 25% - 70% points
 2009
 Rdg. Proficiency, 71%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 72% points
 Math Imp. of Lowest 25% - 72% points

Teresa Santalo

Asst Principal

Years as Administrator: 6

Years at Current School: 0

Credentials

BS - Elementary Education, Florida International University
 MS - Educational Leadership, NOVA Southeastern University
 Certification:
 Educational Leadership, (All Levels)
 Elementary Education, (Grades 1 - 6)
 Gifted, Endorsement
 Mathematics, (Grades 5 - 9)

Performance Record

2013
 Rdg. Proficiency, 72%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, __ points
 Math Lrg. Gains, __ points
 Rdg. Imp. of Lowest 25% - __ points
 Math Imp. of Lowest 25% - __ points
 Rdg. AMO 73%
 Math AMO-76%
 2012
 Rdg. Proficiency, 68%
 Math Proficiency, 76%
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 Math Imp. of Lowest 25% - 72 points
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 Rdg. Proficiency, 75%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 68% points
 Math Lrg. Gains, 69% points
 Rdg. Imp. of Lowest 25% - 67% points
 Math Imp. of Lowest 25% - 70% points
 2009
 Rdg. Proficiency, 71%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 72% points
 Math Imp. of Lowest 25% - 72% points

Edward Gorriz

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

BA - Sports Management, Florida International University
 MS - Educational Leadership, Grand Canyon University
 Certification:
 Educational Leadership, (All Levels)
 Physical Education, (Grades K - 12)

Performance Record

2013
 Rdg. Proficiency, 72%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, __ points
 Math Lrg. Gains, __points
 Rdg. Imp. of Lowest 25% - __ points
 Math Imp. of Lowest 25% - __ points
 Rdg. AMO 73%
 Math AMO-76%
 2012
 Rdg. Proficiency, 68% %
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 83 points
 Rdg. Imp. of Lowest 25% - 66 points
 Math Imp. of Lowest 25% - 82 points
 2011
 Rdg. Proficiency, 75%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 72 points
 2010
 Rdg. Proficiency, 75%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 68% points
 Math Lrg. Gains, 69% points
 Rdg. Imp. of Lowest 25% - 67% points
 Math Imp. of Lowest 25% - 70%points
 2009
 Rdg. Proficiency, 71%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 72% points
 Math Imp. of Lowest 25% - 72% points

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Yolanda Alonso**

Part-time / District-based

Years as Coach: 4

Years at Current School: 0

Areas

Reading/Literacy

Credentials

BS - English Education, NOVA Southeastern University

MS - Reading, NOVA Southeastern University

Certification:

English, (Grades, 6 - 12)

Reading, (Grades K - 12)

Performance Record

2013

Rdg. Proficiency, 72%

Math Proficiency, 70%

Rdg. Lrg. Gains, __ points

Math Lrg. Gains, __ points

Rdg. Imp. of Lowest 25% - __ points

Math Imp. of Lowest 25% - __ points

Rdg. AMO 73%__

Math AMO-76%

2012

Rdg. Proficiency, 68%

Math Proficiency, 76%

Rdg. Lrg. Gains, 71 points

Math Lrg. Gains, 83 points

Rdg. Imp. of Lowest 25% - 66 points

Math Imp. of Lowest 25% - 82 points

2011

Rdg. Proficiency, 75%

Math Proficiency, 80%

Rdg. Lrg. Gains, 71 points

Math Lrg. Gains, 70 points

Rdg. Imp. of Lowest 25% - 76 points

Math Imp. of Lowest 25% - 72 points

2010

Rdg. Proficiency, 75%

Math Proficiency, 77%

Rdg. Lrg. Gains, 68% points

Math Lrg. Gains, 69% points

Rdg. Imp. of Lowest 25% - 67% points

Math Imp. of Lowest 25% - 70% points

2009

Rdg. Proficiency, 71%

Math Proficiency, 68%

Rdg. Lrg. Gains, 67 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 72% points

Math Imp. of Lowest 25% - 72% points

Classroom Teachers**# of classroom teachers**

11

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

11, 100%

ESOL endorsed

1, 9%

reading endorsed

0, 0%

with advanced degrees

4, 36%

National Board Certified

0, 0%

first-year teachers

1, 9%

with 1-5 years of experience

4, 36%

with 6-14 years of experience

6, 55%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

iMater Charter Middle School establishes and implements processes to recruit, employ, retain, mentor, and develop, and evaluate qualified professional and support staff to fulfill assigned roles and responsibilities:

RECRUITMENT PROCESS

- Employs teachers to match the criteria needed, offers comparable salaries to other local districts, and uses equivalent pay scales based on years of experience and degrees earned;
- Partners with local universities to attract qualified graduates and participates in their job fairs;
- Provides the opportunity to apply on-line at the school's website: www.imater.org
- Locates qualified candidates on sites such as Teachers-Teachers.com and Teachers.net;
- Advertises on local web-based newspapers;
- Partners with the Spanish Ministry of Education to assist with the hiring of highly qualified dual language educators;
- Recruits international teachers through Education Partner International LLC; and
- Actively hosts job fairs at select Mater school locations

EMPLOYMENT PROCESS

- Resumes are reviewed and applicants are prequalified according to job description, state certification, federal guidelines and other criteria;
- Candidates are contacted for an initial interview;
- The initial interview may consist of a panel made up of a designated administrator, subject department chair, and a support staff member (e.g. reading coach, math coach, etc.);
- On successful completion of an initial interview, select candidates meet with the principal for a second interview;
- Principals may not employ an individual who is not qualified for certification or does not meet highly qualified status if another applicant has applied who meets the requirement; and
- The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening.

RETAINMENT PROCESS

- Offers annual salaries in line with other local districts, a 401-K Plan which offers matching funds, tuition reimbursement, and a full medical package that includes medical, vision and dental benefits;
- Offers paid life insurance and disability plan;
- Provides teachers the ability to receive and accrue sick days;
- Offers educational assistance/tuition reimbursement which encourages personal development through formal education so employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs with the School.
- Rewards instructional personnel and administrators Merit Award Pay (MAP) following Florida Department of Education guidelines;
- Boosts teach morale through positive feedback, staff gatherings and social events, and a "Teacher Appreciation Week";
- Encourages optional professional development opportunities; and
- Conducts walkthroughs, Midyear Reviews, Yearly Observations, and Summative Evaluations, conducted to assist the teacher with their professional growth.

MENTORING PROCESS

- Beginning/New Teacher Orientation is held before the commencement of each school year; beginning teachers, teachers new to the school, and those in need of improvement are assigned mentors. These individuals assist with their acculturation to the school's mores and are accessible to aid with any school related or other issues.
- All faculty and staff, as part of the continuous improvement process, are offered professional growth opportunities to further enhance their individual professionalism.

DEVELOPMENT OF STAFF

- Faculty members will complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for person targeted professional growth, including the identification of

strategies for obtaining specified goals, and a timeframe in which it can occur. These IPDPs are then reviewed by an administrator, and therein an opportunity exists for additional recommendations to be made as well as there is an opportunity to discuss and commit to said plan; and

- Observation of new and challenged teachers by veteran teachers may be conducted and support strategies will be implemented as applicable;
- Staff will participate in school-initiated and other relevant and necessary workshops for professional development, and with the intent of consistent and continuous improvement to educators as professionals;
- Teachers will meet with administrators periodically to interpret data from district and/or state assessments. Quantitative and qualitative data will be used to help plan and improve classroom instructions by targeting students' weak areas;
- Faculty meetings will be held monthly by school administrators to discuss day-to-day school activities in order to facilitate support, and encourage communication;
- Department meetings will be held monthly to discuss any concerns within the department, and to keep abreast of current trends in the particular subject area;
- Team meetings may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs;

EVALUATION OF FACULTY

- The administrative team will each conduct a minimum of 15 walkthroughs daily to provide feedback on objective, setting, grade level appropriateness of lessons, use of higher-order questioning, appropriate use of resources; on-task behavior, as well as classroom management;
- Each teacher will be formally observed a minimum of once in the school year using the Instructional Performance Evaluation and Growth System (IPEGS) which focuses on 8 Standards: (1)Learner Progress, (2)Knowledge of Learners, (3)Instructional Planning, (4)Instructional Delivery, (5)Assessment, (6)Communication, (7)Professionalism, and (8)Learning Environment. Number of observations will be based on number of years of teaching experience.

Staffing responsibilities lie with Teresa Santalo, Vice Principal.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentee Name: Michael Mitrani

Mentor Name: Melissa Zulueta

Rational for Pairing: Ms. Zulueta has been a teacher for the past 7 years. She is the Department Chair for the electives department. She is extremely organized and has excellent classroom management.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Rtl Leadership Team will meet bi-monthly to discuss how data-driven instruction is impacting the performance of our students and our faculty. During these meetings, the Rtl team will review standardized

data, classroom based assessment as well as formal and informal observations to:

- Progress monitor data that will identify students who are meeting/exceeding benchmarks, are at moderate risk or at high risk for not meeting standards;
- Monitor the effectiveness of the educational programs (i.e., Reading Plus, Achieve 3000, Triumph Learning, etc.);
- Evaluate school-wide professional development plan and allocate relevant resources;
- Share effective practices;
- Evaluate implementation of the School Improvement Plan;
- Facilitate decision-making regarding building consensus among stakeholders, increasing infrastructure efficacy and make decisions regarding implementation of instructional programs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

The iMater Preparatory Academy High School Rtl team is comprised of various members of the administration, faculty and staff.

Administrators: Ensure commitment and allocate resources, provide a common vision for the use of databased

decision-making, conduct assessments of Rtl skills of school staff via classroom walkthroughs, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Department Chairs: (Language Arts, English Language Learners (ELL), Mathematics, Science, Electives, and

Physical Education): Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities. Engages in classroom observations to assure

implementation of the school improvement efforts.

SPED Chair: Participates in student data collection, integrates core instructional activities/materials into Tier

3 instruction, and collaborates with general education teachers through such activities as co-teaching and consultations.

Test Chairperson: Provides data to the Rtl based on state, district and school-wide based assessments.

Instructional Coach - Reading: : Provides guidance on K-12 Comprehensive Researchbased Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding database instructional planning;

supports the implementation of Tier I, Tier II, and Tier III intervention plans. Develops, leads, and evaluates

school core content standards/ programs; identifies and analyzes existing literature on scientifically

based

curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need

while working with district personnel to identify appropriate, evidence-based intervention strategies; assists

with whole school screening programs that provide early intervening services for children to be considered

“at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Data Specialist: Brokers technology necessary to manage and display data; provides professional and technical support to the RtI Team regarding data analysis, management and display,

Student Services Personnel: Provides quality services and expertise on issues ranging from program design

to assessment and intervention with individual students. In addition to providing interventions, school social

workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social Success.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The RtI Leadership Team meet with the EESAC and the Principal to help develop the SIP. The team provides

data on Tier 1 (in need of enrichment) Tier 2 (Bubble students), and Tier 3 (lower quartile, etc.) targets; standardized examination results (i.e. FCAT, Miami-Dade County Interim Assessments, FAIR ,etc.); academic, social and emotional needs of the institution; aids in setting clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of the systematic continuum of teaching based

on designing lessons that target high order level thinking skills; and aligns processes and procedures with

the Next Generation Sunshine State Standards, the newly adopted Common Core Standard, as well as subject area scope and sequence.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

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

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

2. Managed data will include:

Academic

- FAIR Assessment
- Baseline Assessments in Reading, Mathematics, Writing, and Science
- State/District Math and Science Assessments
- FCAT
- Student Grades
- School site specific assessment

Behavior

a. Progressive Discipline Plan followed

- b. Referrals
- c. Detentions/suspensions
- d. Team climate surveys
- e. Attendance reports

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development will be provided during designated professional development days, during small sessions and faculty meetings. A school-wide PD session regarding the effective implementation of the Rtl

team will take place in August with a subsequent follow-up in October. To that end, the Rtl will continuously

evaluate staff PD during bi-monthly meetings.

Parent Academies will be offered to familiarize parents with the Parent Portal, how it can be accessed, used, and show how their child's data is visible, and what it means. EESAC Meetings will further discuss the school's data has a whole and what plans are being implemented based on the data.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,380

All students will benefit from the before and tutoring programs offered at iMater Preparatory Academy High School. The before and after school tutoring program will remediate all students not meeting high standards in Math, Reading, and Science.

Math teachers will begin tutoring as early as 6:30 a.m. to offer assistance to students needing remediation in mathematics. After school tutoring will begin in early October and end in April. This program will be offered as a remediation tutoring in Reading, Math, and Science, Monday through Thursday for 90 minutes per day.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected quarterly after each administration of the Interim Assessment. Classroom teachers will meet by subject area during lunch and analyze the growth and areas of concern. Instructional decisions based on data will be made at the time. Instructional focus calendars will be adjusted to meet the needs of the students.

Who is responsible for monitoring implementation of this strategy?

The Rtl team is responsible for collecting and analyzing the data.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Judith Marty	Principal
Teresa Santalo	Vice Principal
Edward Gorriz	Assistant Principal
Patricia Tellechea	Program Specialist/Test Chairperson/ESOL Chair
Erika Chirinos	Student Services Department Chair
Yolanda Alonso	Reading Coach
Alicia Miguelez	Language Arts/Reading Department Chair
Carla Crotts	Mathematics Department Chair
Gretel Costa	Science Department Chair
Barbara Almaguer	Social Science Department Chair
Melissa Zulueta	Electives Department Chair/Activities Director
Wilmer Matos	Athletic Director
Frances Gutierrez	Reading Teacher
Maria Jeannette Perez	Reading Teacher

How the school-based LLT functions

The school-based Literacy Leadership team is an extension of the school's leadership team and was developed to enhance the efforts of the school's RtI team, specifically, in the area of literacy. The following are the members of the LLT who were chosen for their ability to ensure commitment to common goals and for their ability to build support of literacy initiatives among all faculty and staff members.

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

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Common Core Standards will be fully implemented this year across all subject areas. CCCS will be infused into History, Science and the technical subjects. Furthermore, the Instructional Focus Calendar will guide instruction in all content areas classes. Research-based reading strategies will be applied throughout all content areas. Teachers will incorporate strategies daily within lessons using graphic organizers and research-based technology programs. Administrative walk-throughs will monitor implementation of reading strategies. Benchmark and Interim Assessment data will be disaggregated during RtI meetings and Professional Learning Communities.

Students will utilize reciprocal teaching and question/answer relationships during reading activities in Language Arts and Social Studies classes. Students will use these research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Language Arts teachers will use College Board Springboard curriculum to incorporate the strategies.

The school will implement the Reading Plus program in all Intensive reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical reading. Reporting Category, Informational Text/Research Process will be the main focus of the Social Studies department. Social Studies teachers will use new supplemental material and other resources such as Document Based Questions (DBQ's) and offer various research based strategies to organize synthesize and evaluate information.

Teachers will emphasize instruction that helps students build stronger arguments to support their answers by using instructional strategies such as opinion proofs. Students will explore shades of meaning to better identify

nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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

Strategies for improving student readiness for the public postsecondary level

Counsel students pushing them toward Advanced Placement/College-Preparatory courses. Increase the number of students taking Dual Enrollment courses.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		57%		
American Indian		65%		
Asian		79%		
Black/African American		39%		
Hispanic		59%		
White		77%		
English language learners		37%		
Students with disabilities		28%		
Economically disadvantaged		50%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53736	25%	28%
Students scoring at or above Achievement Level 4	63108	30%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	646	25%	28%
Students scoring at or above Level 7	1090	43%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	36450	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20670	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19913	28%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45208	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	635	68%	71%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		59%		
American Indian		65%		
Asian		85%		
Black/African American		45%		
Hispanic		61%		
White		76%		
English language learners		49%		
Students with disabilities		31%		
Economically disadvantaged		52%		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	847	33%	36%
Students scoring at or above Level 7	820	32%	33%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		67%	70%
Students in lowest 25% making learning gains (EOC)		65%	69%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11861	39%	41%
Students scoring at or above Achievement Level 4	8310	27%	28%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	7681	29%	32%
Students scoring at or above Achievement Level 4	7930	30%	32%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	106	34%	36%
Students scoring at or above Level 7	115	37%	37%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	9807	38%	40%
Students scoring at or above Achievement Level 4	6401	25%	26%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	39425	10%	9%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	4966	18%	17%
Students with grade point average less than 2.0	16096	16%	15%
Students who fail to progress on-time to tenth grade	346	1%	1%
Students who receive two or more behavior referrals	54722	15%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	36259	10%	9%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2947	3%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	17574	76%	78%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	3244	57%	59%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	19251	72%	74%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

In the 2013-14 School Year parental involvement is a focus through PTSO meetings, Orientation Meetings, Open House, Quarterly Parent-Teacher Conferences, EESAC meetings, and Parent Academies.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Orientation Meetings			
PTSO			
Open House			
Quarterly Parent-Teacher Conferences			
EESAC			
Parent Academies			

Goals Summary

- G1.** The results of the 2012-2013 FCAT 2.0 indicate that 25% of students achieved a Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase Level 3 proficiency to 28%.
- G2.** On the 2013 administration of the FCAT Writing Test, 59% of the students in the 10th grade scored Level 3.5 or above. Our goal, given instruction based on the NGSSS, the percentage of 10th grade students scoring a level 3.5 or above will increase to 61%
- G3.** The results of the 2012-2013 Geometry EOC Test indicate that 30% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 2 percentage point to 32%.
- G4.** The results of the 2012-2013 Algebra I EOC Test indicate that 33% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 2 percentage point to 35%..
- G5.** The results of the 2013 Biology EOC Assessment indicate that 32% of students scored at a level 3 or above. Our goal is to increase student proficiency by 3 percentage points to 35% on the 2014 Biology EOC.
- G6.** In order to engage students in the problem solving process we will increase the number of students participating in Project Based Learning in STEM by 10%.
- G7.** The school will increase CTE course participation by 10%.
- G8.** iMater Preparatory Academy High School recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed t

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 indicate that 25% of students achieved a Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase Level 3 proficiency to 28%.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- The Springboard Curriculum is implemented in all Language Arts courses
- All Level 1 and Level 2 students are enrolled in an intensive reading course.
- Reading Plus is implemented in all Reading classes as well as in the after school tutoring program.
- Achieve 3000 is implemented in Reading, Science, and Social Studies courses. Teachers are trained for reading in the content area.
- After-School and Saturday tutoring provides students with remediation and enrichment as needed.
- A certified Reading Coach models lessons to teachers and conducts professional development to properly implement the Comprehensive Reading Plan.
- FAIR assessment data is used to differentiate instruction.
- FCAT Task Cards will be incorporated in all ELL classes.
- The Springboard Curriculum is implemented in all Language Arts courses

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains was minimal. Students are in need of additional reading intervention and acceleration. Students require a structured computer program implemented with fidelity.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains was minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress
- As noted on the administration of the CELLA Listening/Speaking Test, the need for additional Professional development on differentiated instructional based on ESOL strategies data hindered progress. Students have a limited exposure to English vocabulary.
- As noted on the administration of the CELLA Reading Test, students experienced difficulty in determining the meanings of words and phrases as used in text.
- The Hispanic, White, Black, and Economically Disadvantaged subgroups tend to score low on the FCAT Reading Test on Reporting Category 4. Informational Text/Research Process. Students seem to lack the ability to synthesize and evaluate information to be successful readers.
- The area of deficiency for students scoring a Level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.
- As noted on the administration of the CELLA Writing Test, students lack the ability to use spelling rules, orthographic patterns in English.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Quarterly Interim Assessments. Summative: 2014 FCAT 2.0 Reading Assessment

G2. On the 2013 administration of the FCAT Writing Test, 59% of the students in the 10th grade scored Level 3.5 or above. Our goal, given instruction based on the NGSSS, the percentage of 10th grade students scoring a level 3.5 or above will increase to 61%

Targets Supported

- Writing

Resources Available to Support the Goal

- Springboard
- FCAT 2.0 Anchor Papers
- New Writing Standards

Targeted Barriers to Achieving the Goal

- Students lack appropriate and thorough support in their writing samples.
- Students lack a variety of sentence structures in their writing.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Mid-Year Writing Sample and FCAT 2.0 Writing Assessment and administrative walkthroughs.

Person or Persons Responsible

MTSS/Rtl/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Monthly Mini-Prompt Assessments Summative: 2014 FCAT Writing

G3. The results of the 2012-2013 Geometry EOC Test indicate that 30% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 2 percentage point to 32%.

Targets Supported

- Math (High School)
- Geometry EOC

Resources Available to Support the Goal

- Pearson Mathematics is the textbook used in Geometry.
- Before, after, and Saturday school tutoring is available for students taking Geometry.
- Math XL is the technology component used for Geometry.

Targeted Barriers to Achieving the Goal

- Students experience difficulty to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties geometric shapes.
- Students need more experience finding measures and determining characteristics of geometric shapes. The results of the 2013 Geometry EOC indicate that students had significant difficulties with the reporting category: Two-Dimensional Geometry.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and Geometry EOC and administrative walk-throughs

Person or Persons Responsible

Rti Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: 2014 Geometry EOC Formative: Quarterly Interim Assessments

G4. The results of the 2012-2013 Algebra I EOC Test indicate that 33% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 2 percentage point to 35%..

Targets Supported

- Math (High School)
- Algebra 1 EOC

Resources Available to Support the Goal

- Pearson Mathematics is the Algebra 1 textbook.
- Math XI is used as a technology resource.

Targeted Barriers to Achieving the Goal

- Students experienced difficulty with real world situations with functions & equations using multiple representations (graphical, tabular, algebraic, and verbal) and to finding ways to combine those perspectives to reach deeper conclusions and connections.
- Students tend to have difficulty in the area of quadratic functions and radical equations, especially identifying the correct operation for each step. According to the 2013 Algebra EOC, students had the most difficulty with the reporting category: Rational, Radicals, Quadratics, and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and Algebra 1 EOC and administrative walkthroughs

Person or Persons Responsible

Rti Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: 2014 Algebra 1 EOC Formative: Quarterly Interim Assessments

G5. The results of the 2013 Biology EOC Assessment indicate that 32% of students scored at a level 3 or above. Our goal is to increase student proficiency by 3 percentage points to 35% on the 2014 Biology EOC.

Targets Supported

- Science
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- After school and Saturday tutoring sessions
- FCAT Explorer
- Brainpop
- USA Test Prep
- FCAT Coach
- Lab resource materials

Targeted Barriers to Achieving the Goal

- Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.
- Students taking Biology I have varying backgrounds and interests in science

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and Biology EOC and administrative walkthroughs.

Person or Persons Responsible

Rti Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports
Summative: 2014 Biology EOC

G6. In order to engage students in the problem solving process we will increase the number of students participating in Project Based Learning in STEM by 10%.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- SECME
- Science Fair
- Bridge building competition
- Fairchild Challenge
- Math Bowl
- Ecology Club

Targeted Barriers to Achieving the Goal

- Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fair, etc.

Plan to Monitor Progress Toward the Goal

Administrators and Science Chair will look for increased participation in school site STEM competitions.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: Number of students participating in STEM events.

G7. The school will increase CTE course participation by 10%.

Targets Supported

- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students may not have space in their schedule to take an elective course.
- Middle and high school teachers may not have common planning periods.
- Licenses are costly and the availability of licenses will depend on the budget given to the CTE Department. Some students qualified to test may not be enrolled in CTE courses and miss deadlines.

Plan to Monitor Progress Toward the Goal

Practice tests will be given periodically Tutorial programs will be provided to insure that students maintain the required GPA.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: Industry Certification Exam

G8. iMater Preparatory Academy High School recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed t

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- Assistant Principal in charge of enforcing both discipline and attendance.

Targeted Barriers to Achieving the Goal

- Students seem to be unaware of the consequences in the Miami-Dade County Public School's Code of Student Conduct, Attendance Policy, and the iMater Academy Middle School's Parent Contract.

Plan to Monitor Progress Toward the Goal

The Student Services department will progress monitor the academic performance of at-risk students and report finding to MTSS/Rtl team for further assistance.

Person or Persons Responsible

Student Services

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Suspension Reports and Attendance Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012-2013 FCAT 2.0 indicate that 25% of students achieved a Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase Level 3 proficiency to 28%.

G1.B1 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains was minimal. Students are in need of additional reading intervention and acceleration. Students require a structured computer program implemented with fidelity.

G1.B1.S1 The school will implement the Reading Plus 4.0 and Achieve 3000 programs in all language arts and reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Action Step 1

Reading teachers will use the Reading Plus and Achieve 3000 to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G1.B2 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains was minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress

G1.B2.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.

Action Step 1

Students will benefit from working with vocabulary word maps that are semantically related. These will help students practice prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G1.B3 As noted on the administration of the CELLA Listening/Speaking Test, the need for additional Professional development on differentiated instructional based on ESOL strategies data hindered progress. Students have a limited exposure to English vocabulary.

G1.B3.S1 Modeling Think Aloud Use Task Cards Focus on Key Vocabulary Vocabulary with Context Clues Use Multiple Meaning Words Interactive Word Walls Word Banks/Vocabulary Notebooks Heritage Language/English Dictionary

Action Step 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G1.B4 As noted on the administration of the CELLA Reading Test, students experienced difficulty in determining the meanings of words and phrases as used in text.

G1.B4.S1 Modeling Brainstorming Activate Prior Knowledge Reading Response Journal/Log, Use Task Cards, Chunking, Heritage Language/English Dictionary, Think/Pair/Share, and Summarizing

Action Step 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach/ESOL Department Chair

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G1.B5 The Hispanic, White, Black, and Economically Disadvantaged subgroups tend to score low on the FCAT Reading Test on Reporting Category 4. Informational Text/Research Process. Students seem to lack the ability to synthesize and evaluate information to be successful readers.

G1.B5.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

Language Arts teachers will use the College Board Springboard Curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Science teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LTT leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s): Formative: Quarterly Interim Assessments, SpringBoard Embedded Assessments
Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LTT and Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessments. Summative: 2014 FCAT Reading Assessment

G1.B6 The area of deficiency for students scoring a Level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.

G1.B6.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated assessments

Facilitator:

Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessments; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quarterly Interim Assessments; classroom based assessments; technology reports

G1.B7 As noted on the administration of the CELLA Writing Test, students lack the ability to use spelling rules, orthographic patters in English.

G1.B7.S1 Graphic Organizers, Verbal Clues/Pictures, Reciprocal Teaching, Story Maps, Writing Prompts, Question-Answer-Relationship (QAR), Cooperative Learning , and Heritage Language/English Dictionary

Action Step 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach/ESOL Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G2. On the 2013 administration of the FCAT Writing Test, 59% of the students in the 10th grade scored Level 3.5 or above. Our goal, given instruction based on the NGSSS, the percentage of 10th grade students scoring a level 3.5 or above will increase to 61%

G2.B1 Students lack appropriate and thorough support in their writing samples.

G2.B1.S1 Student self-assessment using rubric and anchor papers. Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

Action Step 1

Teachers will use the NGSSS to implement the writing process to address both persuasive and expository prompts, as well as to respond to literature in preparation for the Common Core Standards

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment

Facilitator:

Reading Coach

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Monthly Writing Assessments; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Monthly Writing Assessment; classroom based assessments; technology reports

G2.B2 Students lack a variety of sentence structures in their writing.

G2.B2.S1 Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

Action Step 1

Teachers will use the NGSSS to implement the writing process to address both persuasive and expository prompts, as well as to respond to literature in preparation for the Common Core Standards.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment.

Facilitator:

Reading Coach

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G3. The results of the 2012-2013 Geometry EOC Test indicate that 30% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 2 percentage point to 32%.

G3.B1 Students experience difficulty to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties geometric shapes.

G3.B1.S1 Provide enrichment opportunities for students to apply geometric concepts in modeling real-world situation.

Action Step 1

Provide opportunities for students to practice the content so they will be able to: •Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. •Use properties of congruent and similar polygons to solve mathematical or real-world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Math Department Chair

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rti Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G3.B2 Students need more experience finding measures and determining characteristics of geometric shapes. The results of the 2013 Geometry EOC indicate that students had significant difficulties with the reporting category: Two-Dimensional Geometry.

G3.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. • Use properties of congruent and similar polygons to solve mathematical or real-world problems.

Action Step 1

Teachers will encourage and facilitate students' use manipulatives and real life applications.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Math Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G3.B2.S1

Follow FCIM, using data from Interim and Geometry EOC and administrative walkthroughs.

Person or Persons Responsible

Rti Team/Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports Summative: 2014 Geometry EOC

G3.B2.S2 Pull-out tutoring will be implemented to target specific students.

Action Step 1

Students will be targeted that would benefit from pull-out tutoring.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

March - May

Evidence of Completion

Walk-through log and formative assessment data

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Tutors will be given a roster of students with skills they need to reinforce.

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

Daily

Evidence of Completion

Formative assessment data as well as walk-thorough logs

Plan to Monitor Effectiveness of G3.B2.S2

Formative assessments will be given to determine attainment of skills.

Person or Persons Responsible

Tutors

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessment Data

G4. The results of the 2012-2013 Algebra I EOC Test indicate that 33% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 2 percentage point to 35%..

G4.B1 Students experienced difficulty with real world situations with functions & equations using multiple representations (graphical, tabular, algebraic, and verbal) and to finding ways to combine those perspectives to reach deeper conclusions and connections.

G4.B1.S1 Provide enrichment opportunities for students to model real world situations with functions & equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Provide opportunities for students to: •Solve real-world problems using quadratic equations. •Solve algebraic problems in real-world and mathematical contexts by Add, subtract, multiply, and divide radical expressions and simplify the results.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Math Department Chair

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G4.B2 Students tend to have difficulty in the area of quadratic functions and radical equations, especially identifying the correct operation for each step. According to the 2013 Algebra EOC, students had the most difficulty with the reporting category: Rational, Radicals, Quadratics, and Discrete Mathematics.

G4.B2.S1 Provide opportunities for students to: • Solve real-world problems using quadratic equations. • Solve algebraic problems in real-world and mathematical contexts by Add, subtract, multiply, and divide radical expressions and simplify the results.

Action Step 1

Teachers will encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Math Department Chair

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Follow FCIM, using data from Interim and Algebra 1 EOC and administrative walkthroughs

Person or Persons Responsible

Rti Team/Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: 2014 Algebra 1 EOC Formative: Quarterly Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Rtl team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G5. The results of the 2013 Biology EOC Assessment indicate that 32% of students scored at a level 3 or above. Our goal is to increase student proficiency by 3 percentage points to 35% on the 2014 Biology EOC.

G5.B1 Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

G5.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications.

Action Step 1

Schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students. Biology Teachers, Weekly

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Science Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments. The Science Department Chair and Co-chair will monitor will review lab reports for fidelity and Interim Assessment data.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Lab Reports; District Interim Assessment Data

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Rti Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G6. In order to engage students in the problem solving process we will increase the number of students participating in Project Based Learning in STEM by 10%.

G6.B1 Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fair, etc.

G6.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME, Science Fair, Fairchild Challenge, Math Bowl, Robotics Competitions).

Action Step 1

Science teachers will offer science fair workshops on a weekly basis to offer opportunities for students to get individualized guidance with their projects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Science Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Administrators and Science Chair will look for increased participation in school site STEM competitions.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: Number of students participating in STEM events.

Plan to Monitor Effectiveness of G6.B1.S1

Science Chair and Science Fair Coordinator will monitor over Science teachers to ensure fidelity of STEM related student projects.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work and site generated assessments

G7. The school will increase CTE course participation by 10%.

G7.B1 Students may not have space in their schedule to take an elective course.

G7.B1.S1 Courses will be promoted by CTE teachers and counselors through parent open houses

Action Step 1

Emphasis will be placed on the importance of industry certification and the opportunity to obtain a Gold Seal on high school diploma

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Practice tests will be given periodically Summative: Industry Certification Exam

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Practice tests will be given periodically Tutorial programs will be provided to insure that students maintain the required GPA.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Practice Tests for Industry Certification Summative: Industry Certification Exam

Plan to Monitor Effectiveness of G7.B1.S1

CTE teachers and counselors will monitor course selection to ensure program completion

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Practice Test for Industry Certification Summative: Industry Certification Exam

G7.B2 Middle and high school teachers may not have common planning periods.

G7.B2.S1 Allow release time for teachers to attend FLDOE NGCATER Content ARea REading in CTE

Action Step 1

Enroll CTE teachers in content area reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Professional Development dates

Evidence of Completion

PD registration

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Instructional committee creates expectations and monitoring timeline for integration of CCCS into CTE instruction

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Data

Plan to Monitor Effectiveness of G7.B2.S1

Instructional committee creates expectations and monitoring timeline for integration of CCCS into CTE instruction

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Data

G7.B3 Licenses are costly and the availability of licenses will depend on the budget given to the CTE Department. Some students qualified to test may not be enrolled in CTE courses and miss deadlines.

G7.B3.S1 Teachers enhance intermediate and advanced CTE curriculum using Project Based Learning

Action Step 1

Teachers enhance intermediate and advanced CTE curriculum using Project Based Learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of students enrolled

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Academy committee sets up timeline of plan, meets regularly to monitor and review implementation of academies and plan for new academies.

Person or Persons Responsible

Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Academy assessment tool

Plan to Monitor Effectiveness of G7.B3.S1

Monitor and review student schedules to ensure building pipeline for intermediate and advanced level courses

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Academy assessment tools

G8. iMater Preparatory Academy High School recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed t

G8.B1 Students seem to be unaware of the consequences in the Miami-Dade County Public School's Code of Student Conduct, Attendance Policy, and the iMater Academy Middle School's Parent Contract.

G8.B1.S1 The administration will continue to implement the Progressive Discipline Plan and monitor the attendance reports.

Action Step 1

The Student Services department will progress monitor the academic performance of at-risk students and report finding to MTSS/Rtl team for further assistance.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension Reports and Attendance Reports

Plan to Monitor Fidelity of Implementation of G8.B1.S1

A reward system will be established to recognize students for perfect attendance and behavior.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Suspension Reports

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, quarterly data reports from COGNOS will be reviewed.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension Reports and Attendance Reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A iMater Preparatory Academy High School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Tutoring or summer school). The Miami-Dade Public School district coordinates with Title II and Title III in ensuring staff development needs are provided. Title I funds will be used to employ key Title One personnel such as paraprofessionals and a Community Involvement Specialist. Paraprofessionals will provide instructional support to students in the core areas as well as provide small group tutoring during the instructional day. A Community Involvement Specialists will support and solicit family involvement of children being served in activities funded by Title I. These funds will also be used to provide support for an after-school tutoring and Saturday tutoring program for Reading, Math, Writing and Science. Title I funds will also be used to purchase supplemental materials and technology for core subjects such as Reading, Math, and Science in order to improve instructional focus. Other components that are integrated into the school-wide program will include an extensive Parental Program that requires parents to complete volunteer hours. Opportunities will be created for parents to become involved through the Parent Academy that will offer conferences on education and social issues.

Title II

The Miami-Dade district uses supplemental funds for improving basic education as follows:

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

Title III

iMater Preparatory Academy High School will receive Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and provide tutorial programs.

Title X- Homeless

In cases of homeless students, the Title I Community Involvement Specialist will gather resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act, eliminating barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The Student Services Department will coordinate drug and violence prevention activities such as Red Ribbon Week and Anti-Bullying presentations that will support prevention of violence and drug awareness in and around the school. These programs will help to prevent the use of tobacco, alcohol, and drugs. And will foster a safe, drug-free learning environment supporting student achievement. iMater Preparatory Academy High School will offer a non-violence and anti-drug program to students that incorporates field trips, community service, and guest speakers. The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

District Policy Against Bullying and Harassment

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or

volunteers. Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report. All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis. Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

iMater Preparatory Academy High School will adhere to and implement the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, will be taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, will follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education

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

Articulation agreements will allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post-secondary degrees.

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

Job Training

Career and Research Courses taken in the 8th grade will provide students with a job skills program that allows students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

Coordination and Integration: Parent Academies 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 will impact our goal to empower parents and build their capacity for involvement. We will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit them to the Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, will be completed by parents/families annually in May. The Survey's results will be used to assist with revising our Title I parental documents for the following school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The results of the 2012-2013 FCAT 2.0 indicate that 25% of students achieved a Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase Level 3 proficiency to 28%.

G1.B1 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains was minimal. Students are in need of additional reading intervention and acceleration. Students require a structured computer program implemented with fidelity.

G1.B1.S1 The school will implement the Reading Plus 4.0 and Achieve 3000 programs in all language arts and reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

PD Opportunity 1

Reading teachers will use the Reading Plus and Achieve 3000 to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B2 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains was minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress

G1.B2.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.

PD Opportunity 1

Students will benefit from working with vocabulary word maps that are semantically related. These will help students practice prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships.

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B3 As noted on the administration of the CELLA Listening/Speaking Test, the need for additional Professional development on differentiated instructional based on ESOL strategies data hindered progress. Students have a limited exposure to English vocabulary.

G1.B3.S1 Modeling Think Aloud Use Task Cards Focus on Key Vocabulary Vocabulary with Context Clues Use Multiple Meaning Words Interactive Word Walls Word Banks/Vocabulary Notebooks Heritage Language/English Dictionary

PD Opportunity 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B4 As noted on the administration of the CELLA Reading Test, students experienced difficulty in determining the meanings of words and phrases as used in text.

G1.B4.S1 Modeling Brainstorming Activate Prior Knowledge Reading Response Journal/Log, Use Task Cards, Chunking, Heritage Language/English Dictionary, Think/Pair/Share, and Summarizing

PD Opportunity 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Facilitator

Reading Coach/ESOL Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B5 The Hispanic, White, Black, and Economically Disadvantaged subgroups tend to score low on the FCAT Reading Test on Reporting Category 4. Informational Text/Research Process. Students seem to lack the ability to synthesize and evaluate information to be successful readers.

G1.B5.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

PD Opportunity 1

Language Arts teachers will use the College Board Springboard Curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Science teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B6 The area of deficiency for students scoring a Level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.

G1.B6.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

PD Opportunity 1

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated assessments

G1.B7 As noted on the administration of the CELLA Writing Test, students lack the ability to use spelling rules, orthographic patters in English.

G1.B7.S1 Graphic Organizers, Verbal Clues/Pictures, Reciprocal Teaching, Story Maps, Writing Prompts, Question-Answer-Relationship (QAR), Cooperative Learning , and Heritage Language/English Dictionary

PD Opportunity 1

Teachers will use the CELLA data to differentiate instruction in Language Arts Through ESOL and Developmental Courses. Teachers will meet to discuss CELLA data and plan for differentiated instruction using evidence-based interventions within a Language Arts Through ESOL and Developmental Courses Block.

Facilitator

Reading Coach/ESOL Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G2. On the 2013 administration of the FCAT Writing Test, 59% of the students in the 10th grade scored Level 3.5 or above. Our goal, given instruction based on the NGSSS, the percentage of 10th grade students scoring a level 3.5 or above will increase to 61%

G2.B1 Students lack appropriate and thorough support in their writing samples.

G2.B1.S1 Student self-assessment using rubric and anchor papers. Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

PD Opportunity 1

Teachers will use the NGSSS to implement the writing process to address both persuasive and expository prompts, as well as to respond to literature in preparation for the Common Core Standards

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment

G2.B2 Students lack a variety of sentence structures in their writing.

G2.B2.S1 Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

PD Opportunity 1

Teachers will use the NGSSS to implement the writing process to address both persuasive and expository prompts, as well as to respond to literature in preparation for the Common Core Standards.

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment.

G3. The results of the 2012-2013 Geometry EOC Test indicate that 30% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 2 percentage point to 32%.

G3.B1 Students experience difficulty to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties geometric shapes.

G3.B1.S1 Provide enrichment opportunities for students to apply geometric concepts in modeling real-world situation.

PD Opportunity 1

Provide opportunities for students to practice the content so they will be able to: •Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. •Use properties of congruent and similar polygons to solve mathematical or real-world problems.

Facilitator

Math Department Chair

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G3.B2 Students need more experience finding measures and determining characteristics of geometric shapes. The results of the 2013 Geometry EOC indicate that students had significant difficulties with the reporting category: Two-Dimensional Geometry.

G3.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. • Use properties of congruent and similar polygons to solve mathematical or real-world problems.

PD Opportunity 1

Teachers will encourage and facilitate students' use manipulatives and real life applications.

Facilitator

Math Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G4. The results of the 2012-2013 Algebra I EOC Test indicate that 33% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 2 percentage point to 35%..

G4.B1 Students experienced difficulty with real world situations with functions & equations using multiple representations (graphical, tabular, algebraic, and verbal) and to finding ways to combine those perspectives to reach deeper conclusions and connections.

G4.B1.S1 Provide enrichment opportunities for students to model real world situations with functions & equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

PD Opportunity 1

Provide opportunities for students to: •Solve real-world problems using quadratic equations. •Solve algebraic problems in real-world and mathematical contexts by Add, subtract, multiply, and divide radical expressions and simplify the results.

Facilitator

Math Department Chair

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G4.B2 Students tend to have difficulty in the area of quadratic functions and radical equations, especially identifying the correct operation for each step. According to the 2013 Algebra EOC, students had the most difficulty with the reporting category: Rational, Radicals, Quadratics, and Discrete Mathematics.

G4.B2.S1 Provide opportunities for students to: • Solve real-world problems using quadratic equations. • Solve algebraic problems in real-world and mathematical contexts by Add, subtract, multiply, and divide radical expressions and simplify the results.

PD Opportunity 1

Teachers will encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Facilitator

Math Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G5. The results of the 2013 Biology EOC Assessment indicate that 32% of students scored at a level 3 or above. Our goal is to increase student proficiency by 3 percentage points to 35% on the 2014 Biology EOC.

G5.B1 Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

G5.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications.

PD Opportunity 1

Schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students. Biology Teachers, Weekly

Facilitator

Science Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G6. In order to engage students in the problem solving process we will increase the number of students participating in Project Based Learning in STEM by 10%.

G6.B1 Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fair, etc.

G6.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME, Science Fair, Fairchild Challenge, Math Bowl, Robotics Competitions).

PD Opportunity 1

Science teachers will offer science fair workshops on a weekly basis to offer opportunities for students to get individualized guidance with their projects.

Facilitator

Science Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 indicate that 25% of students achieved a Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase Level 3 proficiency to 28%.	\$36,000
G2.	On the 2013 administration of the FCAT Writing Test, 59% of the students in the 10th grade scored Level 3.5 or above. Our goal, given instruction based on the NGSSS, the percentage of 10th grade students scoring a level 3.5 or above will increase to 61%	\$8,000
G4.	The results of the 2012-2013 Algebra I EOC Test indicate that 33% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 2 percentage point to 35%..	\$7,000
G5.	The results of the 2013 Biology EOC Assessment indicate that 32% of students scored at a level 3 or above. Our goal is to increase student proficiency by 3 percentage points to 35% on the 2014 Biology EOC.	\$3,000
Total		\$54,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
Operating Account & Implementation Grant	\$44,000	\$0	\$44,000
Operating Account	\$3,000	\$7,000	\$10,000
Total	\$47,000	\$7,000	\$54,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The results of the 2012-2013 FCAT 2.0 indicate that 25% of students achieved a Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase Level 3 proficiency to 28%.

G1.B1 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains was minimal. Students are in need of additional reading intervention and acceleration. Students require a structured computer program implemented with fidelity.

G1.B1.S1 The school will implement the Reading Plus 4.0 and Achieve 3000 programs in all language arts and reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Action Step 1

Reading teachers will use the Reading Plus and Achieve 3000 to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Resource Type

Evidence-Based Program

Resource

Springboard text

Funding Source

Operating Account & Implementation Grant

Amount Needed

\$8,000

G1.B2 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains was minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress

G1.B2.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.

Action Step 1

Students will benefit from working with vocabulary word maps that are semantically related. These will help students practice prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships.

Resource Type

Evidence-Based Program

Resource

Springboard

Funding Source

Operating Account & Implementation Grant

Amount Needed

\$8,000

G1.B5 The Hispanic, White, Black, and Economically Disadvantaged subgroups tend to score low on the FCAT Reading Test on Reporting Category 4. Informational Text/Research Process. Students seem to lack the ability to synthesize and evaluate information to be successful readers.

G1.B5.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

Language Arts teachers will use the College Board Springboard Curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Science teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

Resource Type

Evidence-Based Program

Resource

Springboard Curriculum & Training

Funding Source

Operating Account & Implementation Grant

Amount Needed

\$8,000

G1.B6 The area of deficiency for students scoring a Level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.

G1.B6.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

Resource Type

Evidence-Based Program

Resource

Reading Plus

Funding Source

Operating Account & Implementation Grant

Amount Needed

\$12,000

G2. On the 2013 administration of the FCAT Writing Test, 59% of the students in the 10th grade scored Level 3.5 or above. Our goal, given instruction based on the NGSSS, the percentage of 10th grade students scoring a level 3.5 or above will increase to 61%

G2.B2 Students lack a variety of sentence structures in their writing.

G2.B2.S1 Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

Action Step 1

Teachers will use the NGSSS to implement the writing process to address both persuasive and expository prompts, as well as to respond to literature in preparation for the Common Core Standards.

Resource Type

Evidence-Based Program

Resource

Springboard Curriculum & Trainings

Funding Source

Operating Account & Implementation Grant

Amount Needed

\$8,000

G4. The results of the 2012-2013 Algebra I EOC Test indicate that 33% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 2 percentage point to 35%..

G4.B2 Students tend to have difficulty in the area of quadratic functions and radical equations, especially identifying the correct operation for each step. According to the 2013 Algebra EOC, students had the most difficulty with the reporting category: Rational, Radicals, Quadratics, and Discrete Mathematics.

G4.B2.S1 Provide opportunities for students to: • Solve real-world problems using quadratic equations. • Solve algebraic problems in real-world and mathematical contexts by Add, subtract, multiply, and divide radical expressions and simplify the results.

Action Step 1

Teachers will encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Resource Type

Technology

Resource

Pearson Algebra 1 Textbooks & Math XL Technology Component

Funding Source

Operating Account

Amount Needed

\$7,000

G5. The results of the 2013 Biology EOC Assessment indicate that 32% of students scored at a level 3 or above. Our goal is to increase student proficiency by 3 percentage points to 35% on the 2014 Biology EOC.

G5.B1 Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

G5.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications.

Action Step 1

Schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students. Biology Teachers, Weekly

Resource Type

Evidence-Based Program

Resource

Common Core Trainings

Funding Source

Operating Account

Amount Needed

\$3,000