



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Academy East Charter

450 SW 4TH ST

Miami, FL 33130

305-324-4667

<http://materacademyhigh.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 87%
Alternative/ESE Center No	Charter School Yes	Minority Rate 99%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
---------------------	---------------------	---------------------	---------------------

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	29
Part III: Coordination and Integration	65
Appendix 1: Professional Development Plan to Support Goals	69
Appendix 2: Budget to Support Goals	80

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

Mater Academy East Charter

Principal

Roberto Blanch/Beatriz Riera

School Advisory Council chair

Jenny Casal

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

Name	Title

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

Our SAC is comprised of 1 Business/Community Representative, 1 educational support employee, 6 parents, 1 principal, 1 student, and 5 teachers.

Involvement of the SAC in the development of the SIP

The SAC members will assist in deciding on the implementation of programs addressing school improvement. They are also actively involved in all aspects of the development of the School Improvement Plan.

Activities of the SAC for the upcoming school year

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

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

The EESAC funds will be used to order reading Rally 2.0 instructional materials to be used during after school tutoring. The amount that will be used is \$3200.00.

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Roberto Blanch/Beatriz Riera

Principal

Years as Administrator: 14

Years at Current School: 14

Credentials

Bachelor's Degree (Elementary Education, K-6 with ESOL Endorsement)
 Master's Degree in Educational Leadership, K-12
 Certified in all areas above

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 77%
 Math Proficiency, 90%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 69points
 Rdg. Imp. of Lowest 25% - 86%
 Math Imp. of Lowest 25% - 69%
 Rdg. AMO –73
 Math AMO–88

2012 – School Grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 90%
 Rdg. Lrg. Gains, 84%
 Math Lrg. Gains, 68%
 Rdg. Imp. of Lowest 25% - 87%
 Math Imp. of Lowest 25% - 68%

2011 – School Grade A
 Rdg. Proficiency, 83%
 Math Proficiency, 95%
 Rdg. Lrg. Gains, 63 %
 Math Lrg. Gains, 60%
 Rdg. Imp. of Lowest 25% - 70%
 Math Imp. of Lowest 25% - 60%

2010 – School Grade A
 Rdg. Proficiency, 88%
 Math Proficiency, 91%
 Rdg. Lrg. Gains, 83%
 Math Lrg. Gains, 50%
 Rdg. Imp. of Lowest 25% - 94%
 Math Imp. of Lowest 25% - 50%

2009 – School Grade A
 Rdg. Proficiency, 82%
 Math Proficiency, 93%
 Rdg. Lrg. Gains, 71%
 Math Lrg. Gains,64%

Rdg. Imp. of Lowest 25% -
61%
Math Imp. of Lowest 25% -
64%

Jenny Casal

Asst Principal

Years as Administrator: 4

Years at Current School: 9

Credentials

Bachelor's Degree (Special Education with ESOL Endorsement)
 General Education K-6
 Certified in all areas above

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 77%
 Math Proficiency, 90%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 69points
 Rdg. Imp. of Lowest 25% -
 86%
 Math Imp. of Lowest 25% -
 69%
 Rdg. AMO –73
 Math AMO–88
 2012 – School Grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 90%
 Rdg. Lrg. Gains, 84%
 Math Lrg. Gains, 68%
 Rdg. Imp. of Lowest 25% -
 87%
 Math Imp. of Lowest 25% -
 68%
 2011 – School Grade A
 Rdg. Proficiency, 83%
 Math Proficiency, 95%
 Rdg. Lrg. Gains, 63 %
 Math Lrg. Gains, 60%
 Rdg. Imp. of Lowest 25% -
 70%
 Math Imp. of Lowest 25% -
 60%
 2010 – School Grade A
 Rdg. Proficiency, 88%
 Math Proficiency, 91%
 Rdg. Lrg. Gains, 83%
 Math Lrg. Gains, 50%
 Rdg. Imp. of Lowest 25% -
 94%
 Math Imp. of Lowest 25% -
 50%
 2009 – School Grade A
 Rdg. Proficiency, 82%
 Math Proficiency, 93%
 Rdg. Lrg. Gains, 71%
 Math Lrg. Gains,64%
 Rdg. Imp. of Lowest 25% -

61%
 Math Imp. of Lowest 25% -
 64%

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

35

receiving effective rating or higher

33, 94%

Highly Qualified Teachers

94%

certified in-field

33, 94%

ESOL endorsed

30, 86%

reading endorsed

4, 11%

with advanced degrees

8, 23%

National Board Certified

0, 0%

first-year teachers

3, 9%

with 1-5 years of experience

15, 43%

with 6-14 years of experience

12, 34%

with 15 or more years of experience

5, 14%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

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

7

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

1. Competitive Salaries- Principal
2. Job Fairs-Community Involvement Specialist
3. Partnering new teachers with mentor teachers- Lead Teacher
4. Professional Development- Lead Teacher

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

Natalie Martinez will be paired up with Nicole Fernandez because they share the same grade assignment and Mrs.Fernandez has Extensive knowledge in the core subject areas. The mentor and mentee meet weekly to discuss best practices and evidence-based strategies for each content area. Time is given for the feedback, coaching and planning.

Melinda Jordan will be paired up with Janine Pujol because they share the same grade assignment and Ms.Pujol has Extensive knowledge in the core subject areas. The mentor and mentee meet weekly to discuss best practices and evidence-based strategies for each content area. Time is given for the feedback, coaching and planning.

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

Based upon the information from http://www.floridarti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

The school's MTSS/RTI is comprised of a Reading Liaison/Jennifer Garcia, Lead Teacher/Jenny Aguirre, Principal/Beatriz Riera, SPED Director Maggie Estrada, Special Programs Administrator/Michelle Rivas and mentor reading teachers/Ms. Obeso, Ms. Jorge and Dr. Gunawardena.

The team will meet monthly to engage in the following activities:

Reading liaison will identify professional Lead development opportunities, Principal, Teacher, and Instructional Coach/Reading Liason will analyze data and connect to instructional needs. Reading liaison will ensure programs such as Reading Plus are implemented through reports and logs.

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

Based upon the information from http://www.floridarti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Leadership Team meets several times throughout the school year to review and discuss student data and ensure student progress. Baseline data: Progress Monitoring and Reporting Systems(PMRN), Assessment and Information Management Systems (AIMS web), Florida Assessment for Instruction in reading (FAIR), Florida

Comprehensive Assessment Test (FCAT 2.0). Progress Monitoring: PMRN, FCAT 2.0 simulation
Midyear: FAIR, End of year: FAIR, FCAT 2.0

Frequency of Data Days: Twice a month for data analysis

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

Based upon the information from http://www.floridarti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

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

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: 7,560

Selected students in 2nd through 5th grade will attend an extended instructional day. These students will be tutored in the areas of reading, math, science and writing by a certified teacher. The teachers will use standards-aligned instructional materials that will help increase student performance on the FCAT 2.0.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

The data will be collected using a diagnostic pre-test and post-test. Subsequently they will take a chapter test after each lesson. A data chat will take place after every chapter test to discuss student progress. The teachers and administration will decide if the strategies being implemented are producing the desired results. If any changes need to be made the changes will be made at the data chat.

Who is responsible for monitoring implementation of this strategy?

The following individuals will monitor the implementation: principal, special programs administrator, and reading liaison.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Beatriz Riera	Principal
Jenny Aguirre	Lead Teacher
Jennifer Garcia	Reading Liaison
Kelly Obeso	Reading Interventionist
Delmi Gunawardena	Reading Interventionist
Xiomara Jorge	Reading Interventionist
Maggie Estrada	SPED Director
Michelle Rivas	Special Programs Administrator

How the school-based LLT functions

The team will meet monthly to engage in the following activities:
 Reading liaison and mentor reading teachers will identify professional development opportunities
 Principal, Teacher, and Instructional Coach/Reading Liaison will analyze data and connect to instructional needs
 Reading liaison will ensure programs such as Reading Plus are implemented through reports and logs

Major initiatives of the LLT

The LLT will review data from assessments such as FAIR and link to instructional decisions. They will identify professional development and resources. Furthermore, they will ensure programs such as Reading Plus are implemented and utilized with fidelity.

Every Teacher Contributes to Reading Instruction

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

N/A

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Mater Academy East Charter School, all incoming Kindergarten students take an entrance exam prior to or upon entering Kindergarten to aid in placement. In addition, all incoming Kindergarten student from a local VPK/Head Start program take several field trips throughout the year exposing them to daily elementary routines. Students spend a day at our school and are partnered with one of our students thereby allowing them to receive the maximum kindergarten experience. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills. Screening tools will be re-administered mid-year and at the end of the year. Additionally, parents and students attend a pre-orientation meeting that is held before the school year to familiarize them with the school's procedures.

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	73%	77%	Yes	76%
American Indian				
Asian				
Black/African American				
Hispanic	73%	77%	Yes	76%
White				
English language learners	64%	71%	Yes	68%
Students with disabilities				
Economically disadvantaged	71%	78%	Yes	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	37%	39%
Students scoring at or above Achievement Level 4	85	40%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)		86%	87%

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)	190	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	124	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	120	34%	41%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	59	88%	89%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	90%	Yes	89%
American Indian				
Asian				
Black/African American				
Hispanic	88%	90%	Yes	89%
White				
English language learners	85%	89%	Yes	87%
Students with disabilities				
Economically disadvantaged	87%	90%	Yes	88%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	22%	23%
Students scoring at or above Achievement Level 4	143	67%	67%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		69%	72%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	25%	26%
Students scoring at or above Achievement Level 4	38	59%	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		
Participation in STEM-related experiences provided for students	5	90%	90%

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	32	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	28	5%	4%
Students who are not proficient in reading by third grade	23	28%	25%
Students who receive two or more behavior referrals	1	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

SEE PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** On the 2013 Reading FCAT the proficiency was 77%. Our goal for the 2014 school year is to maintain reading proficiency at 77% on the FCAT 2.0.
- G2.** On the 2013 Math FCAT the proficiency was 90%. Our goal for the 2014 school year is to maintain math proficiency at 90% on the FCAT 2.0.
- G3.** Our goal for the 2013-2014 school year is to maintain student participation at 90% in STEM activities such as an annual science fair, organic garden, hydroponics garden, and use technology across the board.
- G4.** The results of the 2012-2013 FCAT 2.0 science test indicate that 84% of students achieved proficiency. Our goal for the 2014 school year is to increase student proficiency by 1 percentage point to 26% for students who achieved level 3 proficiency.
- G5.** The results of the 2012-2013 FCAT 2.0 writing test indicate that 88% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase level 3.5-6 student proficiency by 1 percentage points to 89%.
- G6.** Our goal for the 2013-2014 school year is to reduce early warning systems in all the areas where data was provided according to the 2012-2013 school year.

Goals Detail

G1. On the 2013 Reading FCAT the proficiency was 77%. Our goal for the 2014 school year is to maintain reading proficiency at 77% on the FCAT 2.0.

Targets Supported

- Reading (FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students scoring at achievement level 3 in reading was Category 2: Reading application. Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose.
- The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students scoring at or above achievement level 4 in reading was Category 2: Reading application. Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose.
- The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students making learning gains in reading was Category 1: Vocabulary. Students need to improve their ability to identify the meaning of unknown words in passages.
- The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students in the lowest 25th% making learning gains in reading was Category 1: Vocabulary. Students need to improve their ability to identify the meaning of unknown words in passages.
- The majority of the ELL's student population at Mater Academy East home language is not English. Therefore, posing a challenge to parents when reinforcing curriculum taught at school. (listening/speaking)
- The majority of the ELL's student population at Mater Academy East home language is not English. Therefore, posing a challenge to parents when reinforcing curriculum taught at school. (Reading)
- The majority of the ELL's student population at Mater Academy East home language is not English. Therefore, posing a challenge to parents when reinforcing curriculum taught at school. (Writing)

Plan to Monitor Progress Toward the Goal

Teachers, Leadership Team, and administration will monitor student progress to ensure that the goals are being met.

Person or Persons Responsible

Teachers, Leadership Team, Administration,

Target Dates or Schedule:

Throughout the 2013-2014 school year

Evidence of Completion:

Formative: Interim Assessments, Baseline, teacher-made assessments, Summative: Results from the 2014 FCAT Reading Test 2.0

G2. On the 2013 Math FCAT the proficiency was 90%. Our goal for the 2014 school year is to maintain math proficiency at 90% on the FCAT 2.0.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students scoring at achievement level 3 was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.
- The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students scoring at or above achievement level 4 was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.
- The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students making learning gains in mathematics was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.
- The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students making learning gains in the lowest 25th % was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

Plan to Monitor Progress Toward the Goal

The teachers and administration will monitor all student assessments to ensure student progress

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule:

Throughout the 2013-2014 school year

Evidence of Completion:

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

G3. Our goal for the 2013-2014 school year is to maintain student participation at 90% in STEM activities such as an annual science fair, organic garden, hydroponics garden, and use technology across the board.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- A barrier for student participation is the percent of students that have access to technology at home.

Plan to Monitor Progress Toward the Goal

Teachers, Leadership team and administration will monitor student progress to ensure that the goals are being met.

Person or Persons Responsible

Teachers, Leadership Team and Administration

Target Dates or Schedule:

Throughout the 2013-2014 school year

Evidence of Completion:

Percent of students who have turned in a completed and accurate science experiment as per the steps involved in the scientific method. Other evidence will include :log for organic garden, log for hydroponics garden, and technology use log.

G4. The results of the 2012-2013 FCAT 2.0 science test indicate that 84% of students achieved proficiency. Our goal for the 2014 school year is to increase student proficiency by 1 percentage point to 26% for students who achieved level 3 proficiency.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Resources the school is implementing to increase student performance are as follows: Time for Kids, National Geographic, Science Weekly

Targeted Barriers to Achieving the Goal

- The area of deficiency according to the 2012-2013 FCAT results for students scoring at achievement level 3 was Life Science. Students need to develop higher order thinking and scientific skills in order to increase levels of proficiency with regards to the science big ideas.
- The area of deficiency according to the 2012-2013 FCAT results for students scoring at or above achievement level 4 was application of the scientific process. Students need to develop higher order thinking and scientific skills in order to increase levels of proficiency with regards to the science big ideas.

Plan to Monitor Progress Toward the Goal

Teachers, Leadership Team, Administration and Science Chair will monitor student progress to ensure that the goals are being met.

Person or Persons Responsible

Teachers, Leadership Team, Administration and Science Chair

Target Dates or Schedule:

Throughout the 2013-2014 school year

Evidence of Completion:

Formative: teacher-made assessments, benchmark assessment, inhouse assessments, science experiments with a minimum of 2 per nine weeks, lab journals, Interim Assessments Summative: Results from the 2014 FCAT 2.0 Assessment in Science

G5. The results of the 2012-2013 FCAT 2.0 writing test indicate that 88% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase level 3.5-6 student proficiency by 1 percentage points to 89%.

Targets Supported

- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of deficiency noted on the 2013 administration of the FCAT Writing Test was support and conventions.

Plan to Monitor Progress Toward the Goal

Teachers, Leadership Team and Administration will monitor student progress to ensure that the goals are being met.

Person or Persons Responsible

Teachers, Leadership Team and Administration

Target Dates or Schedule:

Throughout the 2013-2014 school year

Evidence of Completion:

Formative: baseline writing assessments, interims, teacher-made assessments, in-house monthly writing assessments Summative: Results from the 2014 FCAT 2.0 Assessment in writing

G6. Our goal for the 2013-2014 school year is to reduce early warning systems in all the areas where data was provided according to the 2012-2013 school year.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Due to English being the retained students second language this can prevent them from achieving the goals set by our school and district.
- Due to English being the students not proficient in reading by grade 3 second language this can prevent them from achieving the goals set by our school and district.
- Student absences/tardies due to illness continues to be an area of concern because parents are not familiar with resources in the community.
- Parents are not familiar with descriptions and explanations of the Student Code of Excellence and are unaware of the reasons for their child's suspensions.

Plan to Monitor Progress Toward the Goal

The teachers, administration, ELL Chair and Leadership team will monitor all student assessments to ensure student progress.

Person or Persons Responsible

teachers, administration, ELL chair, Leadership Team

Target Dates or Schedule:

Throughout the 2013-2014 school year

Evidence of Completion:

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 Reading FCAT the proficiency was 77%. Our goal for the 2014 school year is to maintain reading proficiency at 77% on the FCAT 2.0.

G1.B1 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students scoring at achievement level 3 in reading was Category 2: Reading application. Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose.

G1.B1.S1 During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.

Action Step 1

During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will administer assessment focusing on student's knowledge on Category 2: Reading Application that include: compare and contrast, main idea, plot, author's purpose, and setting. Administration will review ongoing classroom assessment focusing on student's knowledge on Category 2: Reading Application that include (compare and contrast, main idea, plot, author's purpose, and setting) throughout the year to ensure that benchmark goals are being met. Instruction will be adjusted as needed.

Person or Persons Responsible

Teacher and administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, Baseline, teacher-made assessments, Summative: Results from the 2014 FCAT Reading Test 2.0

Facilitator:

Karen Feller

Participants:

Kindergarten through fifth

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

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, Baseline, teacher-made assessments, Summative: Results from the 2014 FCAT Reading Test 2.0

Plan to Monitor Effectiveness of G1.B1.S1

The teachers and administration will monitor all student assessments to ensure student progress.

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, Baseline, teacher-made assessments, Summative: Results from the 2014 FCAT Reading Test 2.0

G1.B2 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students scoring at or above achievement level 4 in reading was Category 2: Reading application. Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose.

G1.B2.S1 During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.

Action Step 1

During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will administer assessment focusing on student's knowledge on Category 2: Reading Application that include: compare and contrast, main idea, plot, author's purpose, and setting. Administration will review ongoing classroom assessment focusing on student's knowledge on Category 2: Reading Application that include (compare and contrast, main idea, plot, author's purpose, and setting) throughout the year to ensure that benchmark goals are being met. Instruction will be adjusted as needed.

Person or Persons Responsible

Teacher and administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, Baseline, teacher-made assessments, Summative: Results from the 2014 FCAT Reading Test 2.0

Facilitator:

Helga Urena

Participants:

Kindergarten through fifth grade teachers

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

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, Baseline, teacher-made assessments, Summative: Results from the 2014 FCAT Reading Test 2.0

Plan to Monitor Effectiveness of G1.B2.S1

The teachers and administration will monitor all student assessments to ensure student progress.

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, Baseline, teacher-made assessments, Summative: Results from the 2014 FCAT Reading Test 2.0

G1.B3 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students making learning gains in reading was Category 1: Vocabulary. Students need to improve their ability to identify the meaning of unknown words in passages.

G1.B3.S1 Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis.

Action Step 1

Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis. The Administration will review small group instruction lesson plans to ensure that teachers are meeting the students' literacy needs during differentiated instruction. Review the Accelerated Reader and Reading Plus reports to ensure that students are making adequate progress. Review the novel units implemented by the teachers in the classrooms.

Person or Persons Responsible

Teachers, Administration and Leadership Team

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0

Facilitator:

Jeanette Cristina Menendez

Participants:

Kindergarten through fifth grade teachers

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

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

administration and leadership team

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0

Plan to Monitor Effectiveness of G1.B3.S1

The teachers and administration will monitor all student assessments to ensure student progress.

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0

G1.B4 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students in the lowest 25th% making learning gains in reading was Category 1: Vocabulary. Students need to improve their ability to identify the meaning of unknown words in passages.

G1.B4.S1 Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis.

Action Step 1

Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis. The Administration will review small group instruction lesson plans to ensure that teachers are meeting the students' literacy needs during differentiated instruction. Review the Accelerated Reader and Reading Plus reports to ensure that students are making adequate progress. Review the novel units implemented by the teachers in the classrooms.

Person or Persons Responsible

Teachers, Administration and Leadership Team

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0

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

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

administration and leadership team

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0

Plan to Monitor Effectiveness of G1.B4.S1

The teachers and administration will monitor all student assessments to ensure student progress.

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0

G1.B5 The majority of the ELL's student population at Mater Academy East home language is not English. Therefore, posing a challenge to parents when reinforcing curriculum taught at school. (listening/speaking)

G1.B5.S1 Teacher demonstrates to the ELL learner a task by use of modeling which will often involve thinking out loud and or talking about how to work through a task. Teacher documents on lesson plan ELL strategy that is implemented.

Action Step 1

Teachers will model tasks which will often involve thinking out loud and or talking about how to work through a task to ELL learners throughout the lesson to ensure that ELL students are comprehending the concepts being taught.

Person or Persons Responsible

Teachers, Leadership Team and ELL Chairperson

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Weekly student assessment Summative :CELLA

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

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Weekly student assessment Summative: FCAT Reading test 2.0,CELLA

Plan to Monitor Effectiveness of G1.B5.S1

The teachers and administration will monitor all student assessments to ensure student progress.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Weekly student assessment Summative: FCAT Reading test 2.0,CELLA

G1.B6 The majority of the ELL's student population at Mater Academy East home language is not English. Therefore, posing a challenge to parents when reinforcing curriculum taught at school. (Reading)

G1.B6.S1 Teachers will plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed. Teachers will use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers will be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier. Teacher documents on lesson plan ELL strategy that is implemented.

Action Step 1

Teachers will plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed. Teachers will use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers will be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier. Teacher documents on lesson plan ELL strategy that is implemented. The administration and ELL chair will conduct formal and informal teacher observation ensuring that teachers are documenting ELL strategies used during classroom instruction in their lesson plans.

Person or Persons Responsible

Teachers, Leadership Team and ELL Chairperson

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Weekly student assessment Summative :CELLA

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

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Weekly student assessment Summative: FCAT Reading test 2.0,CELLA

Plan to Monitor Effectiveness of G1.B6.S1

The teachers and administration will monitor all student assessments to ensure student progress.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Weekly student assessment Summative: FCAT Reading test 2.0,CELLA

G1.B7 The majority of the ELL's student population at Mater Academy East home language is not English. Therefore, posing a challenge to parents when reinforcing curriculum taught at school. (Writing)

G1.B7.S1 The student and teacher will keep a dialogue journal to communicate on a regular basis. Students write on topics of their choice and the teacher responds with advice, comments, observations, thus, serving as a participant, not an evaluator, in a written conversation. Students can begin by writing a few words and combining them with pictures. Teacher documents on lesson plan ELL strategy that is implemented.

Action Step 1

The student and teacher will keep a dialogue journal to communicate on a regular basis. Students write on topics of their choice and the teacher responds with advice, comments, observations, thus, serving as a participant, not an evaluator, in a written conversation. Students can begin by writing a few words and combining them with pictures. Teacher documents on lesson plan ELL strategy that is implemented. The administration and ELL chair will conduct formal and informal teacher observation ensuring that teachers are documenting ELL strategies used during classroom instruction in their lesson plans.

Person or Persons Responsible

Teachers, Leadership Team and ELL Chairperson

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Weekly student assessment Summative :CELLA

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

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Weekly student assessment Summative :CELLA

Plan to Monitor Effectiveness of G1.B7.S1

The teachers and administration will monitor all student assessments to ensure student progress.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Weekly student assessment Summative: FCAT Reading test 2.0,CELLA

G2. On the 2013 Math FCAT the proficiency was 90%. Our goal for the 2014 school year is to maintain math proficiency at 90% on the FCAT 2.0.

G2.B1 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students scoring at achievement level 3 was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

G2.B1.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the Common Core Standards to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by the teacher.

Action Step 1

The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by teacher. Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. The administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

Facilitator:

Miami Dade County Public School District

Participants:

All Kindergarten through fifth grade teachers

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

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

Plan to Monitor Effectiveness of G2.B1.S1

The teachers and administration will monitor all student assessments to ensure student progress.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

G2.B2 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students scoring at or above achievement level 4 was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

G2.B2.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the Common Core Standards to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by the teacher.

Action Step 1

The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by teacher. Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. The administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

Facilitator:

Math Liaison

Participants:

All kindergarten through fifth grade teachers

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

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

Plan to Monitor Effectiveness of G2.B2.S1

The teachers and administration will monitor all student assessments to ensure student progress.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

G2.B3 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students making learning gains in mathematics was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

G2.B3.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad to increase understanding of measurement and geometry taught by teacher. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instruction to areas of difficulties.

Action Step 1

Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad to increase understanding of measurement and geometry taught by teacher. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instruction to areas of difficulties. Administration will review classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts to ensure students are making progress. Furthermore, the administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement. Intervention assessment data will be reviewed and discussed to ensure progress is being made and adjust intervention as needed.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Florida Coach assessments, Rally 2.0 assessments and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

Facilitator:

Mathematics Liaison

Participants:

All teachers in kindergarten through fifth grade

Plan to Monitor Fidelity of Implementation of G2.B3.S1

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

Plan to Monitor Effectiveness of G2.B3.S1

The teachers and administration will monitor all student assessments to ensure student progress.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

G2.B4 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students making learning gains in the lowest 25th % was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

G2.B4.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad to increase understanding of measurement and geometry taught by teacher. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instruction to areas of difficulties.

Action Step 1

Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad to increase understanding of measurement and geometry taught by teacher. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instruction to areas of difficulties. Administration will review classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts to ensure students are making progress. Furthermore, the administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement. Intervention assessment data will be reviewed and discussed to ensure progress is being made and adjust intervention as needed.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

Plan to Monitor Fidelity of Implementation of G2.B4.S1

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

Plan to Monitor Effectiveness of G2.B4.S1

The teachers and administration will monitor all student assessments to ensure student progress.

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

G3. Our goal for the 2013-2014 school year is to maintain student participation at 90% in STEM activities such as an annual science fair, organic garden, hydroponics garden, and use technology across the board.

G3.B1 A barrier for student participation is the percent of students that have access to technology at home.

G3.B1.S1 Students will complete a science experiment every 9 weeks leading up to the science fair.

Action Step 1

Science experiment student grade as evident by teacher grades/ grade books.

Person or Persons Responsible

Administration, Leadership Team, Science Liaison

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Percent of students who have turned in a completed and accurate science experiment as per the steps involved in the scientific method. Other evidence will include :log for organic garden, log for hydroponics garden, and technology use log.

Facilitator:

Science Chair and administration

Participants:

K-5th grade teachers

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

The administration will review all data to monitor student progress and participation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Percent of students who have turned in a completed and accurate science experiment as per the steps involved in the scientific method. Other evidence will include :log for organic garden, log for hydroponics garden, and technology use log.

Plan to Monitor Effectiveness of G3.B1.S1

The administration and teacher will review all data to monitor student progress and participation.

Person or Persons Responsible

Administration and teacher

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Percent of students who have turned in a completed and accurate science experiment as per the steps involved in the scientific method. Other evidence will include :log for organic garden, log for hydroponics garden, and technology use log.

G4. The results of the 2012-2013 FCAT 2.0 science test indicate that 84% of students achieved proficiency. Our goal for the 2014 school year is to increase student proficiency by 1 percentage point to 26% for students who achieved level 3 proficiency.

G4.B1 The area of deficiency according to the 2012-2013 FCAT results for students scoring at achievement level 3 was Life Science. Students need to develop higher order thinking and scientific skills in order to increase levels of proficiency with regards to the science big ideas.

G4.B1.S1 Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of National Geographic, Science Weekly and Time for Kids featuring science concepts and technology and age appropriate current events. Provide students with tools for peer tutoring. Students will participate in hands on learning experiences by participating in educational fieldtrips such as the Biscayne Nature Center, as well as participating in planting and maintaining MAE organic garden.

Action Step 1

The creative lab schedule will be implemented with fidelity and monitored by the administration as well as review in house assessment data to monitor student progress.

Person or Persons Responsible

Teachers, Leadership Team and Science Chair

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: teacher-made assessments, benchmark assessment, inhouse assessments, science experiments with a minimum of 2 per nine weeks, lab journals, Interim Assessments Summative: Results from the 2014 FCAT 2.0 Assessment in Science

Facilitator:

Science Chair and administration

Participants:

Teachers in grade 3-5

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

The administration will review all data to monitor student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: teacher-made assessments, benchmark assessment, in-house assessments, science experiments with a minimum of 2 per nine weeks, lab journals, Interim Assessments Summative: Results from the 2014 FCAT 2.0 Assessment in Science

Plan to Monitor Effectiveness of G4.B1.S1

The administration will monitor all assessments to ensure student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2012-2013 school year

Evidence of Completion

Formative: teacher-made assessments, benchmark assessment, inhouse assessments, science experiments with a minimum of 2 per nine weeks, lab journals, Interim Assessments Summative: Results from the 2014 FCAT 2.0 Assessment in Science

G4.B2 The area of deficiency according to the 2012-2013 FCAT results for students scoring at or above achievement level 4 was application of the scientific process. Students need to develop higher order thinking and scientific skills in order to increase levels of proficiency with regards to the science big ideas.

G4.B2.S1 Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of National Geographic, Science Weekly and Time for Kids featuring science concepts and technology and age appropriate current events. Provide students with tools for peer tutoring. Students will participate in hands on learning experiences by participating in educational fieldtrips such as the Biscayne Nature Center, as well as participating in planting and maintaining MAE organic garden.

Action Step 1

The creative lab schedule will be implemented with fidelity and monitored by the administration as well as review in house assessment data to monitor student progress.

Person or Persons Responsible

Teachers, Leadership Team, and Science Chair

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: teacher-made assessments, benchmark assessment, in-house assessments, science experiments with a minimum of 2 per nine weeks, lab journals, Interim Assessments Summative: Results from the 2014 FCAT 2.0 Assessment in Science

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

The administration will review all data to monitor student progress.

Person or Persons Responsible

administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: teacher-made assessments, benchmark assessment, in-house assessments, science experiments with a minimum of 2 per nine weeks, lab journals, Interim Assessments Summative: Results from the 2014 FCAT 2.0 Assessment in Science

Plan to Monitor Effectiveness of G4.B2.S1

The teachers and administration will monitor all assessments to ensure student progress.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: teacher-made assessments, benchmark assessment, in-house assessments, science experiments with a minimum of 2 per nine weeks, lab journals, Interim Assessments Summative: Results from the 2014 FCAT 2.0 Assessment in Science

G5. The results of the 2012-2013 FCAT 2.0 writing test indicate that 88% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase level 3.5-6 student proficiency by 1 percentage points to 89%.

G5.B1 The area of deficiency noted on the 2013 administration of the FCAT Writing Test was support and conventions.

G5.B1.S1 During writing instruction, students will use a graphic organizer to plan their ideas and aid in writing a detailed, clear writing sample with a beginning, middle and end that includes elaboration of details. Students will peer edit writing weekly to correct mistakes in grammar and punctuation and meet to confer with the teacher on a weekly basis to discuss corrections to the writing. Additionally, students will participate in in-house monthly writing assessment.

Action Step 1

Administer and score monthly writing prompts in order to ensure adequate mastery in the areas of support and conventions.

Person or Persons Responsible

Teachers, administration, and leadership team

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: baseline writing assessments, interims, teacher-made assessments, in-house monthly writing assessments Summative: Results from the 2014 FCAT 2.0 Assessment in writing

Facilitator:

Reading liaison, grade level chair, and workshop facilitator

Participants:

2nd- 5th grade teachers

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

Administer and score monthly writing prompts in order to ensure adequate mastery in the areas of support and conventions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: baseline writing assessments, interims, teacher-made assessments, in-house monthly writing assessments Summative: Results from the 2014 FCAT 2.0 Assessment in writing

Plan to Monitor Effectiveness of G5.B1.S1

The administration will monitor all assessments to ensure student progress.

Person or Persons Responsible

Administration and Teacher

Target Dates or Schedule

Throughtout the 2013-2014 school year

Evidence of Completion

Formative: baseline writing assessments, interims, teacher-made assessments, in-house monthly writing assessments Summative: Results from the 2014 FCAT 2.0 Assessment in writing

G6. Our goal for the 2013-2014 school year is to reduce early warning systems in all the areas where data was provided according to the 2012-2013 school year.

G6.B1 Due to English being the retained students second language this can prevent them from achieving the goals set by our school and district.

G6.B1.S1 Student will participate in the RTI process in the areas which they are not meeting standards set by the state, district, and school. Students will participate in the Voyager program and in Mater Academy East's extended instructional day program. Teachers will place student on Progress monitoring plan to ensure adequate progress is being made by the student. ELL chair and teachers will monitor ELL student progress.

Action Step 1

Student will participate in the RTI process in the areas which they are not meeting standards set by the state, district, and school. Students will participate in the Voyager program and in Mater Academy East's extended instructional day program. Teachers will place student on Progress monitoring plan to ensure adequate progress is being made by the student. ELL chair and teachers will monitor ELL student progress. Ongoing assessments by intervention teacher focusing on independent targeted skills. Data will be analyzed by the intervention teacher bimonthly and utilized to adjust instruction as needed. Administration will analyze data several times throughout the school year and utilized the results to adjust instruction.

Person or Persons Responsible

teachers, administration, ELL chair, Leadership Team

Target Dates or Schedule

throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0 Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

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

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0 Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

Plan to Monitor Effectiveness of G6.B1.S1

The teachers, administration, ELL Chair and Leadership team will monitor all student assessments to ensure student progress.

Person or Persons Responsible

teachers, administration, ELL chair, Leadership Team

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0 Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

G6.B2 Due to English being the students not proficient in reading by grade 3 second language this can prevent them from achieving the goals set by our school and district.

G6.B2.S1 Student will participate in the RTI process in the areas which they are not meeting standards set by the state, district, and school. Students will participate in the Voyager program and in Mater Academy East's extended instructional day program. Teachers will place student on Progress monitoring plan to ensure adequate progress is being made by the student. ELL chair and teachers will monitor ELL student progress.

Action Step 1

Student will participate in the RTI process in the areas which they are not meeting standards set by the state, district, and school. Students will participate in the Voyager program and in Mater Academy East's extended instructional day program. Teachers will place student on Progress monitoring plan to ensure adequate progress is being made by the student. ELL chair and teachers will monitor ELL student progress. Ongoing assessments by intervention teacher focusing on independent targeted skills. Data will be analyzed by the intervention teacher bimonthly and utilized to adjust instruction as needed. Administration will analyze data several times throughout the school year and utilized the results to adjust instruction.

Person or Persons Responsible

teachers, administration, ELL chair, Leadership Team

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0

Plan to Monitor Fidelity of Implementation of G6.B2.S1

The administration will review all data from student assessments to monitor student progress.

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0

Plan to Monitor Effectiveness of G6.B2.S1

The teachers, administration, ELL Chair and Leadership team will monitor all student assessments to ensure student progress.

Person or Persons Responsible

teachers, administration, ELL chair, Leadership Team

Target Dates or Schedule

throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0

G6.B3 Student absences/tardies due to illness continues to be an area of concern because parents are not familiar with resources in the community.

G6.B3.S1 Students that have developed a pattern on non-attendance or tardies will be identified and referred to the school counselor in order to better familiarize the students and their parents with the resources in our community. Teach and emulate healthy choices and prevention strategies throughout the curriculum on a weekly basis. Continue the use of "student of the month" which rewards students with perfect attendance. Partnership with Amigo for Kids. Kid Care information provided through-out the school year.

Action Step 1

Administrator will monitor attendance rosters and attendance bulletin, schools environment and ensure/ promote health education and health prevention strategies that are implemented throughout the school.

Person or Persons Responsible

Administration/ registrar/school counselor

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Attendance roster /bulletin

Facilitator:

Administration/registrar/school counselor

Participants:

All teachers, students, parents, administrators, counselor, school registrar

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Administrator will monitor attendance rosters and attendance bulletin, schools environment and ensure/promote health education and health prevention strategies that are implemented throughout the school.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Attendance rosters/bulletin

Plan to Monitor Effectiveness of G6.B3.S1

Administrator will monitor attendance rosters and attendance bulletin, schools environment and ensure/promote health education and health prevention strategies that are implemented throughout the school.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

attendance rosters/bulletin

G6.B4 Parents are not familiar with descriptions and explanations of the Student Code of Excellence and are unaware of the reasons for their child's suspensions.

G6.B4.S1 The schools guidance counselor/ administration will contact parents of student who have been placed on suspension. Parents will be provided with training on building and understanding of the Student Code of Excellence.

Action Step 1

The administration and guidance counselor will monitor suspension report rate on a quarterly basis throughout the 2013-2014 school year.

Person or Persons Responsible

Administration team/guidance counselor

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Parent contact log

Facilitator:

Administrator/ guidance counselor

Participants:

Parent one on-one

Plan to Monitor Fidelity of Implementation of G6.B4.S1

The administration and guidance counselor will monitor suspension report rate.

Person or Persons Responsible

Administration and Guidance Counselor

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Parent contact log

Plan to Monitor Effectiveness of G6.B4.S1

The administration and guidance counselor will monitor suspension report rate.

Person or Persons Responsible

Administration and Guidance Counselor

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

parent contact log

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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify

and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

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

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

Title III

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

Title VI, Part B – N/A

Title X- Homeless

- Miami-Dade County Public Schools’ School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as

homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education

Finance Program (FEFP) allocation.

Violence Prevention Programs

N/A

Nutrition Programs

Mater Academy, Inc. Wellness Policies 2013-2014

Physical Activity and Nutrition Committee Members:

The following committee members are involved in the development of this Policy and its implementation throughout the school year.

- Parents: Alina Hernandez, and Anied Rodriguez
- Students: Nicholas Delgado and Miguel Figuerola
- School food service: Rosa Peramo, Rita Del Puppo, and Vivian Fernandez
- The school board: Robert Blanch
- School administrators: Beatriz Riera, Alex Tamargo, Lourdes Marrero, Judith Marty, Francisco Jimenez, Cecilia Telleria, Beatriz Morris, Sheila Gonzalez, and Marisol Gomez
- Physical Education: Victor Martinez, Gregory Daughton, and Juan Urbina
- Health education: Jessika Martinez, and Victor Martinez,
- Local physicians, dentists, and other health professionals: Dr. Jose Rodriguez

Setting Nutrition Education Goals

Nutrition. Academic performance and quality of life issues are affected by the choice and availability of good foods in our schools. Healthy foods support student physical growth, brain development, resistance to disease, emotional stability and ability to learn.

(a) Nutrition guidelines that require the use of products that are high in fiber, low in added fats, sugar and sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the school's Nutrition Services Department or contracted vendors. Menu and product selection shall utilize student, parent, staff and community advisory groups whenever possible.

(b) Nutrition services policies and guidelines for reimbursable meals shall not be less restrictive than federal and state regulations require. Health Education and Life Skills. Healthy living skills shall be taught as part of the regular instructional program and provides the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

(a) Each school shall provide for an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks.

(b) Students shall have access to valid and useful health information and health promotion products and services.

(c) Students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

(d) Students shall be taught communication, goal setting and decision making skills that enhance personal, family and community health.

Nutrition Education:

a)School: Schools will put up Posters throughout the school to promote good eating habits and healthy food options. Other information will be available through the school website, flyers and/or school newsletter.

b) Staff: School staff will attend in-services and/or nutrition trainings.

c) Parent: The school will support parents' effort to provide a healthy diet and daily physical activity for their children. The school will send home nutrition information, post nutrition tips on school website or through school flyers. School should encourage parents to pack healthy lunches and snacks. Such support will also include sharing information about physical activity and physical education through the website, newsletter, take-home materials or physical education homework.

Setting Physical Activity Goals

A. Elementary K-5 grade

1. Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of thirty minutes, three days a week, or the equivalent.

2. Participation in a daily 5 minute morning stretch exercise routine for all students in the kindergarten through grade five.

3. Participation in several physical activity programs throughout the school year for all students in kindergarten through grade five. Programs Activities include:

- Jump Rope For Heart
- Rumba
- Field Day
- Fitness Gram
- Walk to School Program – Oct 9th
- Red Ribbon / Drug Free activity
- DARE Program
- Walk-a-thon
- Cheerleading/Dance Program
- After-School Aerobics Classes
- School Sports Program
- Commit to Fit Program

Nutrition services policies and guidelines for reimbursable meals shall not be less restrictive than federal and state regulations require.

School Meals: Meals served through the National School Lunch and Breakfast

Program will:

a) Be appealing and attractive to children

b) Be served in clean and pleasant setting

c) Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.

d) Serve only low-fat (1%) white, chocolate, or strawberry milk.

Breakfast: To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn.

Setting Goals for Other School-Based Activities Designed to Promote Student Wellness

Staff Wellness The school and each work site shall provide information about wellness resources and services

and establish a staff committee to assist in identifying and supporting the health, safety and well being of site staff.

(a) Each school site shall be in compliance with drug, alcohol and tobacco free policies.

(b) Each school site shall provide an accessible and productive work environment free from physical dangers

or emotional threat that is as safe as possible and consistent with applicable occupation and health laws, policies and rules.

(c) Employees shall be encouraged to engage in daily physical activity during the workday as part of work breaks and/or lunch periods, before or after work hours in site sponsored programs or as part of discounted membership in local fitness facilities.

Setting Goals for Measurement and Evaluation

The designee will ensure compliance with established nutrition and physical activity wellness policies and

will

report on the schools compliance to the school principal.

School food service staff, at the school, will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the school principal. In accordance with the Department of Education, Food and Nutrition Dept., an SMI review will be done once every five years and will report all findings and resulting changes to the school.

To help with the initial development of the school's wellness policies, the school will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies, and revise the policies and develop work plans to facilitate their implementation every three years. All records and activity log will be collected for each physical and nutritional activity and stored at the school site in order to ensure that all activities are documented and complied with, using the current wellness policy.

Designated Person/s

The designated person/s assigned to oversee the implementation of the Wellness Policy at each school will be

the administrator mentioned below:

- Mater East Elementary: Greg Daughton
- Mater East Middle/High: Alex Tamargo
- Mater Middle/High/Performing Arts: Kenneth Feria
- Mater Gardens Elementary & Middle: Lourdes Marrero
- Mater Lakes Middle & High: Jennifer Share

All activity reports will be submitted to Rosa Peramo - Mater Academy, Inc. Lunch Program Director, two weeks before prescheduled board meetings (4 times a year). She will present it at the scheduled board meetings for its effectiveness and/or

a) any necessary recommendation the board may have to revise the plan.

Housing Programs - N/A

Head Start-N/A

Adult Education -N/A

Career and Technical Education- N/A

Job Training- N/A

Other

Title I Statement for 2013-2014

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School- Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules.

This

impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the MDCPS Title I Parent/Family Survey,

distributed to

schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results

are to be used to assist with revising our Title I parental documents for the approaching school year.

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. On the 2013 Reading FCAT the proficiency was 77%. Our goal for the 2014 school year is to maintain reading proficiency at 77% on the FCAT 2.0.

G1.B1 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students scoring at achievement level 3 in reading was Category 2: Reading application. Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose.

G1.B1.S1 During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.

PD Opportunity 1

During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will administer assessment focusing on student's knowledge on Category 2: Reading Application that include: compare and contrast, main idea, plot, author's purpose, and setting. Administration will review ongoing classroom assessment focusing on student's knowledge on Category 2: Reading Application that include (compare and contrast, main idea, plot, author's purpose, and setting) throughout the year to ensure that benchmark goals are being met. Instruction will be adjusted as needed.

Facilitator

Karen Feller

Participants

Kindergarten through fifth

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, Baseline, teacher-made assessments, Summative: Results from the 2014 FCAT Reading Test 2.0

G1.B2 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students scoring at or above achievement level 4 in reading was Category 2: Reading application. Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose.

G1.B2.S1 During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.

PD Opportunity 1

During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will administer assessment focusing on student's knowledge on Category 2: Reading Application that include: compare and contrast, main idea, plot, author's purpose, and setting. Administration will review ongoing classroom assessment focusing on student's knowledge on Category 2: Reading Application that include (compare and contrast, main idea, plot, author's purpose, and setting) throughout the year to ensure that benchmark goals are being met. Instruction will be adjusted as needed.

Facilitator

Helga Urena

Participants

Kindergarten through fifth grade teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, Baseline, teacher-made assessments, Summative: Results from the 2014 FCAT Reading Test 2.0

G1.B3 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students making learning gains in reading was Category 1: Vocabulary. Students need to improve their ability to identify the meaning of unknown words in passages.

G1.B3.S1 Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis.

PD Opportunity 1

Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis. The Administration will review small group instruction lesson plans to ensure that teachers are meeting the students' literacy needs during differentiated instruction. Review the Accelerated Reader and Reading Plus reports to ensure that students are making adequate progress. Review the novel units implemented by the teachers in the classrooms.

Facilitator

Jeanette Cristina Menendez

Participants

Kindergarten through fifth grade teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Voyager benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and Reading Plus Summative: Results from the 2014 FCAT Reading Test 2.0

G2. On the 2013 Math FCAT the proficiency was 90%. Our goal for the 2014 school year is to maintain math proficiency at 90% on the FCAT 2.0.

G2.B1 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students scoring at achievement level 3 was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

G2.B1.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the Common Core Standards to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by the teacher.

PD Opportunity 1

The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by teacher. Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. The administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement.

Facilitator

Miami Dade County Public School District

Participants

All Kindergarten through fifth grade teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

G2.B2 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students scoring at or above achievement level 4 was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

G2.B2.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the Common Core Standards to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by the teacher.

PD Opportunity 1

The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by teacher. Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. The administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement.

Facilitator

Math Liaison

Participants

All kindergarten through fifth grade teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Gizmos, and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

G2.B3 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students making learning gains in mathematics was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

G2.B3.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad to increase understanding of measurement and geometry taught by teacher. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instruction to areas of difficulties.

PD Opportunity 1

Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad to increase understanding of measurement and geometry taught by teacher. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instruction to areas of difficulties. Administration will review classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts to ensure students are making progress. Furthermore, the administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement. Intervention assessment data will be reviewed and discussed to ensure progress is being made and adjust intervention as needed.

Facilitator

Mathematics Liaison

Participants

All teachers in kindergarten through fifth grade

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Scoot Pad reports, Florida Coach assessments, Rally 2.0 assessments and benchmark assessment Summative: Results from the 2014 FCAT 2.0 Assessment in Math

G3. Our goal for the 2013-2014 school year is to maintain student participation at 90% in STEM activities such as an annual science fair, organic garden, hydroponics garden, and use technology across the board.

G3.B1 A barrier for student participation is the percent of students that have access to technology at home.

G3.B1.S1 Students will complete a science experiment every 9 weeks leading up to the science fair.

PD Opportunity 1

Science experiment student grade as evident by teacher grades/ grade books.

Facilitator

Science Chair and administration

Participants

K-5th grade teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Percent of students who have turned in a completed and accurate science experiment as per the steps involved in the scientific method. Other evidence will include :log for organic garden, log for hydroponics garden, and technology use log.

G4. The results of the 2012-2013 FCAT 2.0 science test indicate that 84% of students achieved proficiency. Our goal for the 2014 school year is to increase student proficiency by 1 percentage point to 26% for students who achieved level 3 proficiency.

G4.B1 The area of deficiency according to the 2012-2013 FCAT results for students scoring at achievement level 3 was Life Science. Students need to develop higher order thinking and scientific skills in order to increase levels of proficiency with regards to the science big ideas.

G4.B1.S1 Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of National Geographic, Science Weekly and Time for Kids featuring science concepts and technology and age appropriate current events. Provide students with tools for peer tutoring. Students will participate in hands on learning experiences by participating in educational fieldtrips such as the Biscayne Nature Center, as well as participating in planting and maintaining MAE organic garden.

PD Opportunity 1

The creative lab schedule will be implemented with fidelity and monitored by the administration as well as review in house assessment data to monitor student progress.

Facilitator

Science Chair and administration

Participants

Teachers in grade 3-5

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: teacher-made assessments, benchmark assessment, inhouse assessments, science experiments with a minimum of 2 per nine weeks, lab journals, Interim Assessments Summative: Results from the 2014 FCAT 2.0 Assessment in Science

G5. The results of the 2012-2013 FCAT 2.0 writing test indicate that 88% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase level 3.5-6 student proficiency by 1 percentage points to 89%.

G5.B1 The area of deficiency noted on the 2013 administration of the FCAT Writing Test was support and conventions.

G5.B1.S1 During writing instruction, students will use a graphic organizer to plan their ideas and aid in writing a detailed, clear writing sample with a beginning, middle and end that includes elaboration of details. Students will peer edit writing weekly to correct mistakes in grammar and punctuation and meet to confer with the teacher on a weekly basis to discuss corrections to the writing. Additionally, students will participate in in-house monthly writing assessment.

PD Opportunity 1

Administer and score monthly writing prompts in order to ensure adequate mastery in the areas of support and conventions.

Facilitator

Reading liaison, grade level chair, and workshop facilitator

Participants

2nd- 5th grade teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formative: baseline writing assessments, interims, teacher-made assessments, in-house monthly writing assessments Summative: Results from the 2014 FCAT 2.0 Assessment in writing

G6. Our goal for the 2013-2014 school year is to reduce early warning systems in all the areas where data was provided according to the 2012-2013 school year.

G6.B3 Student absences/tardies due to illness continues to be an area of concern because parents are not familiar with resources in the community.

G6.B3.S1 Students that have developed a pattern on non-attendance or tardies will be identified and referred to the school counselor in order to better familiarize the students and their parents with the resources in our community. Teach and emulate healthy choices and prevention strategies throughout the curriculum on a weekly basis. Continue the use of “student of the month” which rewards students with perfect attendance. Partnership with Amigo for Kids. Kid Care information provided through-out the school year.

PD Opportunity 1

Administrator will monitor attendance rosters and attendance bulletin, schools environment and ensure/ promote health education and health prevention strategies that are implemented throughout the school.

Facilitator

Administration/registrar/school counselor

Participants

All teachers, students, parents, administrators, counselor, school registrar

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Attendance roster /bulletin

G6.B4 Parents are not familiar with descriptions and explanations of the Student Code of Excellence and are unaware of the reasons for their child's suspensions.

G6.B4.S1 The schools guidance counselor/ administration will contact parents of student who have been placed on suspension. Parents will be provided with training on building and understanding of the Student Code of Excellence.

PD Opportunity 1

The administration and guidance counselor will monitor suspension report rate on a quarterly basis throughout the 2013-2014 school year.

Facilitator

Administrator/ guidance counselor

Participants

Parent one on-one

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Parent contact log

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 Reading FCAT the proficiency was 77%. Our goal for the 2014 school year is to maintain reading proficiency at 77% on the FCAT 2.0.	\$48,150
G2.	On the 2013 Math FCAT the proficiency was 90%. Our goal for the 2014 school year is to maintain math proficiency at 90% on the FCAT 2.0.	\$42,050
G3.	Our goal for the 2013-2014 school year is to maintain student participation at 90% in STEM activities such as an annual science fair, organic garden, hydroponics garden, and use technology across the board.	\$2,500
G4.	The results of the 2012-2013 FCAT 2.0 science test indicate that 84% of students achieved proficiency. Our goal for the 2014 school year is to increase student proficiency by 1 percentage point to 26% for students who achieved level 3 proficiency.	\$2,600
G6.	Our goal for the 2013-2014 school year is to reduce early warning systems in all the areas where data was provided according to the 2012-2013 school year.	\$1,550
Total		\$96,850

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Technology	Professional Development	Evidence-Based Materials	Evidence-Based Program	Personnel	Total
Operating	\$3,350	\$2,500	\$800	\$42,050	\$7,000	\$0	\$55,700
Operating and EESAC	\$0	\$0	\$0	\$6,150	\$0	\$0	\$6,150
operating	\$0	\$0	\$0	\$0	\$0	\$15,000	\$15,000
Race to the Top	\$0	\$20,000	\$0	\$0	\$0	\$0	\$20,000
Total	\$3,350	\$22,500	\$800	\$48,200	\$7,000	\$15,000	\$96,850

Budget Details

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

G1. On the 2013 Reading FCAT the proficiency was 77%. Our goal for the 2014 school year is to maintain reading proficiency at 77% on the FCAT 2.0.

G1.B1 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students scoring at achievement level 3 in reading was Category 2: Reading application. Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose.

G1.B1.S1 During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.

Action Step 1

During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will administer assessment focusing on student's knowledge on Category 2: Reading Application that include: compare and contrast, main idea, plot, author's purpose, and setting. Administration will review ongoing classroom assessment focusing on student's knowledge on Category 2: Reading Application that include (compare and contrast, main idea, plot, author's purpose, and setting) throughout the year to ensure that benchmark goals are being met. Instruction will be adjusted as needed.

Resource Type

Evidence-Based Materials

Resource

Reading Wonders

Funding Source

Operating

Amount Needed

\$34,000

G1.B2 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students scoring at or above achievement level 4 in reading was Category 2: Reading application. Students are lacking the skills to compare and contrast elements in multiple texts, identify the implied main idea, plot and author's purpose.

G1.B2.S1 During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.

Action Step 1

During reading benchmark activities, the teacher will have the students compare and contrast elements in the story. Students will utilize grade level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will administer assessment focusing on student's knowledge on Category 2: Reading Application that include: compare and contrast, main idea, plot, author's purpose, and setting. Administration will review ongoing classroom assessment focusing on student's knowledge on Category 2: Reading Application that include (compare and contrast, main idea, plot, author's purpose, and setting) throughout the year to ensure that benchmark goals are being met. Instruction will be adjusted as needed.

Resource Type

Evidence-Based Materials

Resource

Social Studies Weekly

Funding Source

Operating

Amount Needed

\$1,000

G1.B3 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students making learning gains in reading was Category 1: Vocabulary. Students need to improve their ability to identify the meaning of unknown words in passages.

G1.B3.S1 Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis.

Action Step 1

Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis. The Administration will review small group instruction lesson plans to ensure that teachers are meeting the students' literacy needs during differentiated instruction. Review the Accelerated Reader and Reading Plus reports to ensure that students are making adequate progress. Review the novel units implemented by the teachers in the classrooms.

Resource Type

Evidence-Based Program

Resource

Voyager

Funding Source

Operating

Amount Needed

\$7,000

G1.B4 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 reading test for students in the lowest 25th% making learning gains in reading was Category 1: Vocabulary. Students need to improve their ability to identify the meaning of unknown words in passages.

G1.B4.S1 Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis.

Action Step 1

Teacher will provided differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Common Core Standards to develop focused lessons during small group instruction. Additionally, students will be reading novels every nine weeks. While reading the novels the students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program and Reading Plus Program will enhance reading comprehension and vocabulary development. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instructions to areas of difficulties. Continue the Voyager Reading intensive tutoring program with trained reading interventionist that will engage student learning and monitor student progress on a continuous basis. The Administration will review small group instruction lesson plans to ensure that teachers are meeting the students' literacy needs during differentiated instruction. Review the Accelerated Reader and Reading Plus reports to ensure that students are making adequate progress. Review the novel units implemented by the teachers in the classrooms.

Resource Type

Evidence-Based Materials

Resource

Rally 2.0 and Florida Coach Standard Based Instruction

Funding Source

Operating and EESAC

Amount Needed

\$6,150

G2. On the 2013 Math FCAT the proficiency was 90%. Our goal for the 2014 school year is to maintain math proficiency at 90% on the FCAT 2.0.

G2.B1 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students scoring at achievement level 3 was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

G2.B1.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the Common Core Standards to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by the teacher.

Action Step 1

The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by teacher. Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. The administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement.

Resource Type

Evidence-Based Materials

Resource

Go Math New Series

Funding Source

Operating

Amount Needed

\$4,900

G2.B2 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students scoring at or above achievement level 4 was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

G2.B2.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the Common Core Standards to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by the teacher.

Action Step 1

The children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad and Gizmos to increase understanding of measurement and geometry taught by teacher. Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. The administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement.

Resource Type

Technology

Resource

Desk Tops

Funding Source

Race to the Top

Amount Needed

\$20,000

G2.B3 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students making learning gains in mathematics was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

G2.B3.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad to increase understanding of measurement and geometry taught by teacher. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instruction to areas of difficulties.

Action Step 1

Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad to increase understanding of measurement and geometry taught by teacher. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instruction to areas of difficulties. Administration will review classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts to ensure students are making progress. Furthermore, the administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement. Intervention assessment data will be reviewed and discussed to ensure progress is being made and adjust intervention as needed.

Resource Type

Evidence-Based Materials

Resource

Rally 2.0

Funding Source

operating

Amount Needed

\$2,150

G2.B4 The area of difficulty as noted in the 2013 administration of the FCAT 2.0 math test for students making learning gains in the lowest 25th % was Category 3:Geometry/Measurement. Students show a deficiency in understanding area, determining the area of two-three dimensional shapes, and classifying angles. Measurement is another area of difficulty due to limited real life application of concepts such as height, length, width, etc.

G2.B4.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad to increase understanding of measurement and geometry taught by teacher. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instruction to areas of difficulties.

Action Step 1

Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the NGSSS and pacing guide to increase student performance in determining the area of two-three dimensional shapes classifying angles, and determining the area of shapes. Additionally, the children will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real world math problem. Through the use of the netbooks the children will access online enrichment programs such as Scoot Pad to increase understanding of measurement and geometry taught by teacher. One hour after school tutoring sessions taking place 2 to 3 times a week using Florida Coach Standards based Instruction, and Rally 2.0 will continue to be implemented to correlate instruction to areas of difficulties. Administration will review classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts to ensure students are making progress. Furthermore, the administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement. Intervention assessment data will be reviewed and discussed to ensure progress is being made and adjust intervention as needed.

Resource Type

Personnel

Resource

FCAT Tutoring Program

Funding Source

operating

Amount Needed

\$15,000

G3. Our goal for the 2013-2014 school year is to maintain student participation at 90% in STEM activities such as an annual science fair, organic garden, hydroponics garden, and use technology across the board.

G3.B1 A barrier for student participation is the percent of students that have access to technology at home.

G3.B1.S1 Students will complete a science experiment every 9 weeks leading up to the science fair.

Action Step 1

Science experiment student grade as evident by teacher grades/ grade books.

Resource Type

Technology

Resource

Flash Drive

Funding Source

Operating

Amount Needed

\$2,500

G4. The results of the 2012-2013 FCAT 2.0 science test indicate that 84% of students achieved proficiency. Our goal for the 2014 school year is to increase student proficiency by 1 percentage point to 26% for students who achieved level 3 proficiency.

G4.B1 The area of deficiency according to the 2012-2013 FCAT results for students scoring at achievement level 3 was Life Science. Students need to develop higher order thinking and scientific skills in order to increase levels of proficiency with regards to the science big ideas.

G4.B1.S1 Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of National Geographic, Science Weekly and Time for Kids featuring science concepts and technology and age appropriate current events. Provide students with tools for peer tutoring. Students will participate in hands on learning experiences by participating in educational fieldtrips such as the Biscayne Nature Center, as well as participating in planting and maintaining MAE organic garden.

Action Step 1

The creative lab schedule will be implemented with fidelity and monitored by the administration as well as review in house assessment data to monitor student progress.

Resource Type

Other

Resource

Time for Kids

Funding Source

Operating

Amount Needed

\$1,300

G4.B2 The area of deficiency according to the 2012-2013 FCAT results for students scoring at or above achievement level 4 was application of the scientific process. Students need to develop higher order thinking and scientific skills in order to increase levels of proficiency with regards to the science big ideas.

G4.B2.S1 Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of National Geographic, Science Weekly and Time for Kids featuring science concepts and technology and age appropriate current events. Provide students with tools for peer tutoring. Students will participate in hands on learning experiences by participating in educational fieldtrips such as the Biscayne Nature Center, as well as participating in planting and maintaining MAE organic garden.

Action Step 1

The creative lab schedule will be implemented with fidelity and monitored by the administration as well as review in house assessment data to monitor student progress.

Resource Type

Other

Resource

Science Weekly

Funding Source

Operating

Amount Needed

\$1,300

G6. Our goal for the 2013-2014 school year is to reduce early warning systems in all the areas where data was provided according to the 2012-2013 school year.

G6.B3 Student absences/tardies due to illness continues to be an area of concern because parents are not familiar with resources in the community.

G6.B3.S1 Students that have developed a pattern on non-attendance or tardies will be identified and referred to the school counselor in order to better familiarize the students and their parents with the resources in our community. Teach and emulate healthy choices and prevention strategies throughout the curriculum on a weekly basis. Continue the use of “student of the month” which rewards students with perfect attendance. Partnership with Amigo for Kids. Kid Care information provided through-out the school year.

Action Step 1

Administrator will monitor attendance rosters and attendance bulletin, schools environment and ensure/ promote health education and health prevention strategies that are implemented throughout the school.

Resource Type

Other

Resource

Provide Incentives for students with improved attendance and provide parents with training to promote healthy choices and prevention strategies.

Funding Source

Operating

Amount Needed

\$750

G6.B4 Parents are not familiar with descriptions and explanations of the Student Code of Excellence and are unaware of the reasons for their child's suspensions.

G6.B4.S1 The schools guidance counselor/ administration will contact parents of student who have been placed on suspension. Parents will be provided with training on building and understanding of the Student Code of Excellence.

Action Step 1

The administration and guidance counselor will monitor suspension report rate on a quarterly basis throughout the 2013-2014 school year.

Resource Type

Professional Development

Resource

Printing of the Student Code of Excellence

Funding Source

Operating

Amount Needed

\$800