



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Academy Charter High
7901 NW 103RD ST
Hialeah Gardens, FL 33016
305-828-1886
<http://materacademyhigh.dadeschools.net>

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 81%
Alternative/ESE Center No	Charter School Yes	Minority Rate 98%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Mater Academy Charter High

Principal

Judith Marty

School Advisory Council chair

Jose Rodriguez

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

Name	Title
Gilbert Lora	Assistant Principal
Jose Nunez	Vice Principal
Yolanda Alonso	Language Arts Department Chair
Maria Montero	Math Department Chair
Elizabeth Kemper	Science Department Chair
Idelsy LLanes	Social Studies Department Chair
Blanca Marrero	ESOL Department Chair
Mildred Fonteriz	Performing Arts Department Chair
Corey Stephens	Physical Educaton Department Chair
Maria Alvarez	Practical Arts Department Chair
Carmen Portela	Foreign Language Department Chair
Jessica Stewart	Testing Chairperson
Adalyn Saladrigas	Program Specialist
Fiorella Dongo	Activities Director
Luis Sanchez	Athletics Director
Silvina Macho	CAP Advisor

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

- Principal: 1
- Assistant Principal: 1
- Teachers: 5
- Alternate Teacher: 1
- Educational Support Employee: 1
- Alternate Educational Support Employee: 2
- Parents: 5
- Alternate Parent: 1
- Students: 3
- Alternate Student: 1
- BCR: 2
- BOD: 2

Involvement of the SAC in the development of the SIP

School Advisory Council has an important function in the success of Mater Academy Middle Charter School. Listed below are some of the functions for the SAC:

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

Activities of the SAC for the upcoming school year

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

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

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

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Judith Marty

Principal

Years as Administrator: 38

Years at Current School: 12

Credentials

BA – Elementary
Educ.,
Newark State
College
Master of
Science – Educ.,
University of
Miami
Educational
Specialist –
Educational
Leadership,
University of
Miami
Certification –
Elementary Educ.
(1-6)
Educational
Leadership (All
Levels), State of Florida

Performance Record

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

Math Lrg. Gains, 69% points
Rdg. Imp. of Lowest 25% - 67% points
Math Imp. of Lowest 25% - 70% points
2009
Rdg. Proficiency, 71%
Math Proficiency, 73%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% - 72% points
Math Imp. of Lowest 25% - 72% points

Rdg. Proficiency, 71%
Math Proficiency, 68%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% - 72% points
Math Imp. of Lowest 25% - 72% points

Jose Nuñez

Asst Principal

Years as Administrator: 7

Years at Current School: 10

Credentials

BS –
Mathematics,
Florida
International
Univ.
BS – Liberal
Studies, Barry
University
Master of Science
– Educational
Leadership,
Grand Canyon
University
Certification –
Math (6-12)
Educational
Leadership (All
Levels), State of
FL

Performance Record

2013 – I
Rdg. Proficiency, 72%
Math Proficiency, 70%
Rdg. Lrg. Gains, __ points
Math Lrg. Gains, __points
Rdg. Imp. of Lowest 25% -
__ points
Math Imp. of Lowest 25% -
__ points
Rdg. AMO 73%__
Math AMO–76%
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2009
Rdg. Proficiency, 71%
Math Proficiency, 68%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% - 72% points
Math Imp. of Lowest 25% - 72% points

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Yolanda Alonso

Part-time / School-based

Years as Coach: 4

Years at Current School: 10

Areas

Reading/Literacy, RtI/MTSS

Credentials

BS-English
Education, Nova
Southeastern
University
MS –Reading,
Nova
Southeastern
University
Certification-
English (6-12)
Reading (K-12)

Performance Record

2013 – I
Rdg. Proficiency, 72%
Math Proficiency, 70%
Rdg. Lrg. Gains, __ points
Math Lrg. Gains, __points
Rdg. Imp. of Lowest 25% -
__ points
Math Imp. of Lowest 25% -
__ points
Rdg. AMO 73%__
Math AMO–76%
2012 – Rdg. Proficiency,68% %
Math Proficiency, 76%
Rdg. Lrg. Gains, 71 points
Math Lrg. Gains, 83points
Rdg. Imp. of Lowest 25% - 66points
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Math Imp. of Lowest 25% - 70%points
2009
Rdg. Proficiency, 71%
Math Proficiency, 68%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 71 points

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

Classroom Teachers

of classroom teachers

64

receiving effective rating or higher

50, 78%

Highly Qualified Teachers

91%

certified in-field

58, 91%

ESOL endorsed

7, 11%

reading endorsed

3, 5%

with advanced degrees

32, 50%

National Board Certified

3, 5%

first-year teachers

5, 8%

with 1-5 years of experience

16, 25%

with 6-14 years of experience

23, 36%

with 15 or more years of experience

20, 31%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

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

Mater Academy High School establishes and implements processes to recruit, employ, retain, mentor, and develop, and evaluate qualified professional and support staff to fulfill assigned roles and responsibilities:

RECRUITMENT PROCESS

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

EMPLOYMENT PROCESS

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

RETAINMENT PROCESS

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

MENTORING PROCESS

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

DEVELOPMENT OF STAFF

- Faculty members will complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for person targeted professional growth, including the identification of strategies for obtaining specified goals, and a timeframe in which it can occur. These IPDPs are then reviewed by an administrator, and therein an opportunity exists for additional recommendations to be

made as well as there is an opportunity to discuss and commit to said plan; and

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

EVALUATION OF FACULTY

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

Staffing responsibilities lie with administration

Teacher Mentoring Program/Plan

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

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

Mentee Name: Nadia Kusevic , 9th Grade Physical Science

Mentor Name: Elizabeth Kemper

Rationale for Pairing: Ms. Kemper has been a teacher for the past 9 years, and is the Science Department Chair

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

---Mentee Name: Roberto Bode, Physics

Mentor Name: Jose Rodriguez

Rational for Pairing: Ms. Rodriguez has been a Physics teacher for the past 9 years. Their classrooms are adjacent to each other.

Planned Mentoring Activities:

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

assist the beginning teacher.

-----Mentee Name: Aneisha Castro, Social Studies

Mentor Name: Idelsy Lanes

Ms. Llanes has been a Social Studies and Department Chair teacher for the past 7 years. Ms. Llanes has 2 planning periods where she can offer assistance and mentor the teacher.

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

---Mentee Name: Alejandro Nodarse, English Teacher

Mentor Name: Yolanda Alonso

Rational for Pairing: Ms. Alonso is the Language Arts Department Chair and the Reading Coach. She has been teaching for over 10 years, has 5 planing periods, and is a National SpringBoard Trainer.

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

---Mentee Name: Christopher Torres

Mentor Name: Carlos Montalvo

Rational for Pairing: Ms. Montalvo has been a math teacher for 5 years. His classroom is adjacent to Mr. Torres' classroom.

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

Mentee Name: Eric Palacio, Algebra

Mentor Name: Denise Wilson

Rational for Pairing: Ms. Wilson has been a teacher for over 30 years and is the Assistant math Department Chair. Her classroom is adjacent to Mr. Palacios.

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

Mentee Name: Carlos Garcia

Mentor Name: Idelsy Lanes

Ms. Llanes has been a Social Studies and Department Chair teacher for the past 7 years. Ms. Llanes has 2 planning periods where she can offer assistance and mentor the teacher.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component

is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

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

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

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

The 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. Responding when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering 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. Ensuring 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

Tier 1(Leadership Team)

- Administrator, Jose Nuñez, will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
 - School reading, math, science, and behavior specialists (Yolanda Alonso; Maria Mitrani; Elizabeth Kemper, and Gilbert Lora)
 - Special education personnel (Adalyn Saladrigas)
 - School guidance counselor (Trishia Castillo)
 - School psychologist (Jorge Garcia)
 - Member of advisory group, community stakeholders, parents: (Jose Rodriguez)
- In addition to Tier 1 problem solving, the Leadership Team members will meet bi-weekly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The Administrator, Reading Coach, Counselor, and classroom teacher will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Administrator, Reading Coach, Special Education Specialist, the School Counselor, the School Psychologist, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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 the MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school 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

1. Baseline, Interim Assessment and Fair Data will be used to guide instructional decisions and system procedures for all students to :

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

2. Managed data will include:

Academic

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

Behavior

- a. progressive Discipline Plan followed
- b. referrals
- c. detentions/suspensions
- d. team climate surveys
- e. attendance reports

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

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

Professional development and support will include:

- Training for all administrators in the RtI problem solving, data analysis process;
- Providing support for school staff to understand basic RtI principles and procedures; and
- Providing a network of ongoing support for RtI organized through feeder patterns

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 3,380

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

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

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

Strategy: Weekend Program**Minutes added to school year:** 1,620

The Saturday Tutoring Program enriches all students that are above grade level through instruction in the core academic subjects. Saturday Tutoring offers Reading, Math, and/or Science to enrich students in preparation of FCAT and EOC testing.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

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

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

Name	Title
Judith Marty	Principal
Jose Nuñez	Vice Principal
Gilbert Lora	Assistant Principal
Fiorella Dongo	Activities Director
Silvina Macho	Media Specialist
Yolanda Alonso	Language Arts Department Chair
Maria Montero	Math Department Chair
Elizabeth Kemper	Science Department Chair
Idelsy Llanes	Social Studies Department Chair
Maria Alvarez	Practical Arts Department Chair
Emilio Leonard	Teacher
Adalyn Saladrigas	Program Specialist

How the school-based LLT functions

The school-based LLT meets once a month during common planning time, usually, on the first B day of the second week of each month. Subcommittees are developed for each literacy initiative and roles are defined and assigned to match each member's strength under each subcommittee. The LLT functions as the schools' main source for developing and implementing school-wide literacy initiatives. It mainly

serves the purpose of implementing the K-12 Comprehensive Research-based Reading Plan with fidelity. Through administrator Reading Walk-throughs and Data Talks, faculty and staff will engage in reflective dialogue to enhance the use of data as well as to ensure the use of research-based reading strategies. The LLT communicates school literacy functions and successes to all stakeholders through the Data Talks, the SIP, and the EESAC.

Major initiatives of the LLT

One of the major initiatives of the LLT will be to aid the Response to Intervention (RtI) Team in the development of a new Instructional Focus Calendar (IFC) based on the Next Generation Sunshine State Standards (NGSSS) in order to ensure that the faculty and staff are familiar with and implement these new standards using research-based reading strategies throughout the curriculum and across subject areas. The LLT will foster reading leadership in faculty and staff members by providing mentoring, lesson studies, and model classrooms for novice or struggling teachers. Recognizing and affirming teachers' successes in the area of literacy is also a top priority as well as promoting a positive culture of reading and literacy throughout the school campus and community by developing such activities as literacy week, a book fair with a parent night, and the initiation of a foreign language book club. Additionally, the Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Every Teacher Contributes to Reading Instruction

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

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

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

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

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

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

Strategies for improving student readiness for the public postsecondary level

Mater Academy Charter High School provides students with a rigorous college prep curriculum. Mater Academy High School meets and exceeds the requirements of the Florida State University Systems. The school requires students to graduate with 4 levels of English, Math, Science, and Social Sciences. Students are encouraged to take courses that are the most challenging for their level. In 2012, 40% of the graduating class completed at least one Dual Enrollment course. Furthermore, 44% of seniors scored 3 or higher on at least one AP Exam during their respective high school career. In addition, 20% scored 3 or higher on at least one AP Exam this year.

In 2012, 51% of high school students took at least one AP Exam. Teachers and the College Advisory Program Counselor (CAP) promote enrollment in these courses in order to prepare them for post-secondary education. In addition to encouraging students to enroll in AP and Dual Enrollment courses, the CAP Advisor persuades students to apply and meet the requirements for Bright Futures Scholarships. In 2013, 105 graduating seniors were awarded Bright Futures Scholarships.

In conjunction with a rigorous college-prep curriculum, Mater Academy High School encourages students to enroll in SAT/ACT prep courses after school. Recent SAT data demonstrates that a total of 259 seniors tested during the 2012 school year, earning a mean score of 472 in Reading and a mean score of 461 in Math; which are all above college level. Additionally, ACT data demonstrates that a total of 272 seniors tested as well during the 2012 school year, earning a mean score of 17.8 in English, 18.5 in Math, and 20.2 in Reading.

The SAT Online Prep Program and the ACT Online Prep Program will be made available to all students. These options allow students the opportunity to receive individualized feedback and instruction in preparation for the SAT, ACT, and post-secondary academia. Every student receives an individualized password to access the programs from home and/or school. Mater Academy has also implemented its own SAT/ACT prep program during the 11th grade. Our juniors take half a year of Reading prep and half a year of Math prep during the school day to prepare them for their first attempt to take these tests.

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	66%	65%	No	69%
American Indian				
Asian				
Black/African American	48%	43%	No	54%
Hispanic	66%	66%	Yes	69%
White	71%	53%	No	74%
English language learners	49%	35%	No	54%
Students with disabilities	47%	33%	No	52%
Economically disadvantaged	64%	64%	Yes	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	239	28%	31%
Students scoring at or above Achievement Level 4	303	36%	37%

Learning Gains

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

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)	58	56%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	50	48%	53%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	55	52%	57%

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.		79%	81%

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	294	73%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	86%	Yes	68%
American Indian				
Asian				
Black/African American		75%		
Hispanic	63%	86%	Yes	67%
White		68%		
English language learners	63%	82%	Yes	67%
Students with disabilities	51%	68%	Yes	56%
Economically disadvantaged	63%	87%	Yes	66%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		83%	83%
Students in lowest 25% making learning gains (EOC)		88%	88%

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.	800	57%	67%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	42%	43%
Students scoring at or above Achievement Level 4	108	40%	40%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	144	39%	40%
Students scoring at or above Achievement Level 4	159	43%	44%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	59%	60%
Students scoring at or above Achievement Level 4	34	20%	21%

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)	250		300
Participation in STEM-related experiences provided for students	250	20%	25%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	300	25%	30%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		25%	30%
Students taking one or more advanced placement exams for STEM-related courses	300	25%	30%
CTE-STEM program concentrators	0		25
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	5%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1000	60%	65%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	1000	60%	65%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		50%	55%
Students taking CTE industry certification exams	200	20%	25%
Passing rate (%) for students who take CTE industry certification exams		50%	55%
CTE program concentrators	0	0%	1%
CTE teachers holding appropriate industry certifications	3	100%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	154	9%	8%
Students in ninth grade with one or more absences within the first 20 days	20	5%	4%
Students in ninth grade who fail two or more courses in any subject	27	6%	5%
Students with grade point average less than 2.0	80	5%	4%
Students who fail to progress on-time to tenth grade	5	1%	1%
Students who receive two or more behavior referrals	467	28%	27%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	216	13%	12%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	329	98%	98%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	60	98%	98%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	355	97%	97%

Goals Summary

- G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 69%.

- G2.** The results of the 2012 Post-secondary Education Readiness Test indicate that 79% of the on-time graduates are "college ready". Our goal is to increase the number of college ready graduates by 2 percentage points to 81% as evidenced by the PERT.

- G3.** On the 2013 administration of the FCAT Writing Test, 73% of the students in the 10th grade scored Level 3.5 or above. Our goal for the 2013-2014 is to increase students scoring 3.5 or above by 3 percentage points to 76%.

- G4.** The results of the 2012-2013 Mathematics EOC assessments indicate that 86% of students are making AMO's as evidenced by the Algebra 1 and Geometry EOC. Our goal for the 2013-2014 school year is to maintain or exceed the number of students making AMO's.

- G5.** The results of the 2012 Post-secondary Education Readiness Test indicate that 57% of the on-time graduates are "college ready". Our goal is to increase the number of college ready graduates by 4 percentage points to 61% as evidenced by the PERT.

- G6.** The results of the 2012-2013 Algebra I EOC Test indicate that 82% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 1 percentage point to 83%.

- G7.** The results of the 2012-2013 Geometry EOC Test indicate that 100% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain this percentage.

- G8.** The results of the 2013 Biology EOC Assessment indicate that 79% of students scored at a level 3 or above. Our goal is to increase student proficiency by 2 percentage points to 81% on the 2014 Biology EOC.

- G9.** In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 5%.

- G10.** The results of the 2013 U.S, History Baseline Assessment indicate that 30% of students are making progress towards meeting standards. The goal for the 2013-2014 is to increase student proficiency by 5 percentage points to 35%.

- G11.** The school will increase CTE course participation by 5%.

- G12.** Early Warning systems will decrease by 10%.

- G13.** Our graduation rate of 97% will be maintained.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 69%.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Parental Involvement

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- The Black, White, and SWD subgroups did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.
- The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by ___ percentage points as compared to the 2012 FCAT 2.0 Reading Test. The increase is minimal and students are in need of additional reading intervention and acceleration. Technology options in Language Arts classes were limited; therefore students require a structured computer program implemented with fidelity.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased/increased by ___ percentage points as compared to the 2012 FCAT 2.0 Reading Test. The decrease/increase is minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress
- As noted on the administration of the CELLA Listening/Speaking Test, the need for additional Professional development on differentiated instructional based on ESOL strategies data hindered progress. Students have a limited exposure to English vocabulary.

- As noted on the administration of the CELLA Reading Test, students experienced difficulty in determining the meanings of words and phrases as used in text.
- As noted on the administration of the CELLA Writing Test, students lack the ability to use spelling rules, orthographic patterns in English.
- The area of deficiency for students scoring a Level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers and have had limited exposure to informational text.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and FCAT 2.0 and administrative walkthroughs.

Person or Persons Responsible

MTSS/RtI Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G2. The results of the 2012 Post-secondary Education Readiness Test indicate that 79% of the on-time graduates are "college ready". Our goal is to increase the number of college ready graduates by 2 percentage points to 81% as evidenced by the PERT.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students are being challenged into a rigorous curriculum that they may not be prepared for.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

RtI Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Assessment(s): Formative: Quarterly Interim Assessments, SpringBoard Embedded Assessments
Summative: PERT, SAT, and ACT results

G3. On the 2013 administration of the FCAT Writing Test, 73% of the students in the 10th grade scored Level 3.5 or above. Our goal for the 2013-2014 is to increase students scoring 3.5 or above by 3 percentage points to 76%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Spring Board
- FCAT 2.0 Anchor Papers
- NGSSS New Writing Standards

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

MTSS/RtI/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G4. The results of the 2012-2013 Mathematics EOC assessments indicate that 86% of students are making AMO's as evidenced by the Algebra 1 and Geometry EOC. Our goal for the 2013-2014 school year is to maintain or exceed the number of students making AMO's.

Targets Supported

- Math (High School, High School AMO's)

Resources Available to Support the Goal

- Triumph Learning supplemental material is used as resource in all intensive math classes
- All Level 1 and 2's are enrolled in an intensive mathematics course.
- Math XL is implemented in all Mathematics courses as the technology component.
- Before, after, and Saturday tutoring programs are available for students. These program are designed to remediate or enrich student learning.
- The Algebra 1 core text is Pearson Algebra 1 Florida edition.
- The Geometry core text is Pearson Geometry Florida edition.
- Triumph Learning supplemental material is used as resource in all intensive math classes

Targeted Barriers to Achieving the Goal

- The Black subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and .measurement.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Rtl Leadership Team; Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports Summative: 2014 Algebra 1 and Geometry EOC

G5. The results of the 2012 Post-secondary Education Readiness Test indicate that 57% of the on-time graduates are "college ready:.. Our goal is to increase the number of college ready graduates by 4 percentage points to 61% as evidenced by the PERT.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students are being challenged into a rigorous curriculum that they may not be prepared for.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

RtI Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Assessment(s): Formative: Quarterly Interim Assessments, SpringBoard Embedded Assessments
Summative: PERT, SAT, and ACT results

G6. The results of the 2012-2013 Algebra I EOC Test indicate that 82% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 1 percentage point to 83%..

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

RtI Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: 2014 Algebra 1 EOC Formative: Quarterly Interim Assessments

G7. The results of the 2012-2013 Geometry EOC Test indicate that 100% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain this percentage.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Rti Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G8. The results of the 2013 Biology EOC Assessment indicate that 79% of students scored at a level 3 or above. Our goal is to increase student proficiency by 2 percentage points to 81% on the 2014 Biology EOC.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- FCAT Explorer
- Explore Learning Gizmos
- Brainpop
- USA Test Prep
- FCAT Coach
- After School and Saturday tutoring sessions
- Lab resource materials
- Netbooks

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Rti Team/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G9. In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 5%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: Number of students participating in STEM events.

G10. The results of the 2013 U.S, History Baseline Assessment indicate that 30% of students are making progress towards meeting standards. The goal for the 2013-2014 is to increase student proficiency by 5 percentage points to 35%.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- McGraw Hill U.S. History Textbooks infused in the 11th grade course.
- After school tutoring will remediate or enrich students in preparation for the U.S. History EOC.
- EOC professional development for all U.S. History teachers.
- Achieve 3000 will be used in the U.S. History courses to expose students to informational text.
- Primary and Secondary sources are used to expose students to documents that pertain to U.S. History.

Targeted Barriers to Achieving the Goal

- Students lack prior knowledge in U.S. History content.
- Students lack the analytical skills needed to decipher primary and secondary source documents.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from Interim and U.S. History EOC and administrative walkthroughs

Person or Persons Responsible

Rtl Team/Administrative Walkthroughs

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports
Summative: 2014 U.S. History EOC

G11. The school will increase CTE course participation by 5%.

Targets Supported

- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Industry certification courses are limited on campus.
- Students may not have space in their schedule to take an elective course.
- Middle and high school teachers may not have common planning periods.
- Licenses are costly and the availability of licenses will depend on the budget given to the CTE Department. Some students qualified to test may not be enrolled in CTE courses and miss deadlines.
- Few opportunities for advanced level CTE-STEM learning activities within school

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: Industry Certification Exam

G12. Early Warning systems will decrease by 10%.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students lack study skills to be able to master curriculum.
- The school has a large immigrant population. Many students serve as translators for their families thus they miss school when parents need to have them translate.
- Grade 9 students are still visiting families in other countries even after summer vacation has ended.
- Students have difficulty transitioning between middle and high school
- Students are unaware of the consequences in the Code of Student Contract and on the Mater Academy Parent Contract.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

suspension Reports

G13. Our graduation rate of 97% will be maintained.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The challenge is to maintain the graduation rate at 97%.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

School reports and NGA Graduation Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 69%.

G1.B1 The Black, White, and SWD subgroups did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/ Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.

G1.B1.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LTT leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LTT and Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G1.B2 The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.

G1.B2.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work and site generated assessments, including technology reports

Facilitator:

Reading Coach

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G1.B3 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by ___ percentage points as compared to the 2012 FCAT 2.0 Reading Test. The increase is minimal and students are in need of additional reading intervention and acceleration. Technology options in Language Arts classes were limited; therefore students require a structured computer program implemented with fidelity.

G1.B3.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach

Participants:

Teacher

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G1.B4 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased/increased by ___ percentage points as compared to the 2012 FCAT 2.0 Reading Test. The decrease/increase is minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress

G1.B4.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading coach

Participants:

Teacher

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G1.B5 As noted on the administration of the CELLA Listening/Speaking Test, the need for additional Professional development on differentiated instructional based on ESOL strategies data hindered progress. Students have a limited exposure to English vocabulary.

G1.B5.S1 Modeling Think Aloud Use Task Cards Focus on Key Vocabulary Vocabulary with Context Clues Use Multiple Meaning Words Interactive Word Walls Word Banks/Vocabulary Notebooks Heritage Language/English Dictionary

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B5.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G1.B6 As noted on the administration of the CELLA Reading Test, students experienced difficulty in determining the meanings of words and phrases as used in text.

G1.B6.S1 Modeling Brainstorming Activate Prior Knowledge Reading Response Journal/Log, Use Task Cards, Chunking, Heritage Language/English Dictionary, Think/Pair/Share, and Summarizing

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach/ESOL Department Chair

Participants:

Teacher

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

Data analysis based on ongoing classroom and quarterly Interim Assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B6.S1

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

Person or Persons Responsible

LLt

Target Dates or Schedule

Quarterly

Evidence of Completion

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

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

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

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Reading Coach/ESOL Department Chair

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

LLt

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G1.B8 The area of deficiency for students scoring a Level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers and have had limited exposure to informational text.

G1.B8.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated assessments

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Interim Assessments, technology reports, and classroom based assessments

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Interim Assessments, technology reports, and classroom based assessments

G2. The results of the 2012 Post-secondary Education Readiness Test indicate that 79% of the on-time graduates are "college ready". Our goal is to increase the number of college ready graduates by 2 percentage points to 81% as evidenced by the PERT.

G2.B1 Students are being challenged into a rigorous curriculum that they may not be prepared for.

G2.B1.S1 Students who have not been successful in the PERT are enrolled in an English for College Readiness course in the 12th grade.

Action Step 1

Teachers will implement the SpringBoard curriculum which offers the only integrated college readiness solution that includes a rigorous curriculum, formative assessments and sustainable professional development.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Monthly SAT/ACT mock tests Summative: SAT, ACT, and PERT results

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

Data analysis based on ongoing classroom and quarterly Assessments.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G3. On the 2013 administration of the FCAT Writing Test, 73% of the students in the 10th grade scored Level 3.5 or above. Our goal for the 2013-2014 is to increase students scoring 3.5 or above by 3 percentage points to 76%.

G3.B1 Students lack a variety of sentence structures in their writing.

G3.B1.S1 Student self-assessment using rubric and anchor papers. Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment

Facilitator:

Reading Coach

Participants:

Teacher

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G3.B2 Students lack appropriate and thorough support in their writing samples.

G3.B2.S1 Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment.

Facilitator:

Reading Coach

Participants:

Teacher

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B2.S1

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

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G4. The results of the 2012-2013 Mathematics EOC assessments indicate that 86% of students are making AMO's as evidenced by the Algebra 1 and Geometry EOC. Our goal for the 2013-2014 school year is to maintain or exceed the number of students making AMO's.

G4.B1 The Black subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and .measurement.

G4.B1.S1 Students in Algebra & Geometry will construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Action Step 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Math Department Chair

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G5. The results of the 2012 Post-secondary Education Readiness Test indicate that 57% of the on-time graduates are "college ready". Our goal is to increase the number of college ready graduates by 4 percentage points to 61% as evidenced by the PERT.

G5.B1 Students are being challenged into a rigorous curriculum that they may not be prepared for.

G5.B1.S1 Students who have not been successful in the PERT are enrolled in an English for College Readiness course in the 12th grade.

Action Step 1

Teachers will implement the SpringBoard curriculum which offers the only integrated college readiness solution that includes a rigorous curriculum, formative assessments and sustainable professional development.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Monthly SAT/ACT mock tests Summative: SAT, ACT, and PERT results

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

Data analysis based on ongoing classroom and quarterly Assessments.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G6. The results of the 2012-2013 Algebra I EOC Test indicate that 82% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 1 percentage point to 83%..

G6.B1 Students experienced difficulty in the area of quadratic functions and radical equations, especially identifying the correct operation for each step. According to the 2013 Algebra EOC, students had the most difficulty with the reporting category: Rational, Radicals, Quadratics, and Discrete Mathematics.

G6.B1.S1 Provide opportunities for students to: • Solve real-world problems using quadratic equations. • Solve algebraic problems in real-world and mathematical contexts by Add, subtract, multiply, and divide radical expressions and simplify the results.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Math Department chair

Participants:

Teacher

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

RtI team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G6.B2 Students experienced difficulty with real world situations with functions & equations using multiple representations (graphical, tabular, algebraic, and verbal) and to finding ways to combine those perspectives to reach deeper conclusions and connections.

G6.B2.S1 Provide enrichment opportunities for students to model real world situations with functions & equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Math Department Chair

Participants:

Math Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G7. The results of the 2012-2013 Geometry EOC Test indicate that 100% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain this percentage.

G7.B1 Students need more experience finding measures and determining characteristics of geometric shapes. The results of the 2013 Geometry EOC indicate that students had significant difficulties with the reporting category: Two-Dimensional Geometry.

G7.B1.S1 Provide opportunities for students to practice the content so they will be able to: • Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. • Use properties of congruent and similar polygons to solve mathematical or real-world problems.

Action Step 1

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Math Department Chair

Participants:

Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rti Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G7.B2 Students experience difficulty to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties geometric shapes.

G7.B2.S1 Provide enrichment opportunities for students to apply geometric concepts in modeling real-world situations.

Action Step 1

Provide opportunities for students to practice the content so they will be able to:

- Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides.
- Use properties of congruent and similar polygons to solve mathematical or real-world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Math Department Chair

Participants:

Math Teachers

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G8. The results of the 2013 Biology EOC Assessment indicate that 79% of students scored at a level 3 or above. Our goal is to increase student proficiency by 2 percentage points to 81% on the 2014 Biology EOC.

G8.B1 Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

G8.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Science Department Chair

Participants:

Teachers

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

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

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Lab Reports; District Interim Assessment Data

Plan to Monitor Effectiveness of G8.B1.S1

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

Person or Persons Responsible

Rti Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G9. In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 5%.

G9.B1 Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fair, etc.

G9.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME, Science Fair, Fairchild Challenge, Math Bowl, Robotics Competitions).

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Science Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S1

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

Person or Persons Responsible

Rti Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM competitions

Plan to Monitor Effectiveness of G9.B1.S1

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

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work and site generated assessments

G10. The results of the 2013 U.S. History Baseline Assessment indicate that 30% of students are making progress towards meeting standards. The goal for the 2013-2014 is to increase student proficiency by 5 percentage points to 35%.

G10.B1 Students lack prior knowledge in U.S. History content.

G10.B1.S1 Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timeline, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information.

Action Step 1

Provide students as opportunity to participate in content rich activities offered by the District which implement Civics curriculum

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

District Professional Development

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments

Person or Persons Responsible

RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G10.B1.S1

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

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; Summative: U.S. History EOC Assessment

G10.B2 Students lack the analytical skills needed to decipher primary and secondary source documents.

G10.B2.S1 Provide students with the opportunity to write about and analyze historical documents.

Action Step 1

Provide students the opportunity to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Facilitator:

Social Studies Department Chair

Participants:

Social Studies Teachers

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rti Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G10.B2.S1

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

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G11. The school will increase CTE course participation by 5%.

G11.B1 Industry certification courses are limited on campus.

G11.B1.S1 Offer more dual enrollment or advanced placement courses to enhance STEM instruction for CTE curriculum.

Action Step 1

Committee creates expectation for students to enroll in courses.

Person or Persons Responsible

Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Student reading and /or math data

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Committee creates expectations and monitors timeline

Person or Persons Responsible

Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data

Plan to Monitor Effectiveness of G11.B1.S1

Administrator reviews committee decision making process

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Minutes

G11.B2 Students may not have space in their schedule to take an elective course.

G11.B2.S1 Courses will be promoted by CTE teachers and counselors through parent open houses

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Students completing Introduction to IT or Child Care I will be enrolled in subsequent courses to ensure program completion

Person or Persons Responsible

Practical Arts Chair

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Practice Tests for Industry Certification Summative: Industry Certification

Plan to Monitor Effectiveness of G11.B2.S1

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

Person or Persons Responsible

Practical Arts Chair

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G11.B3 Middle and high school teachers may not have common planning periods.

G11.B3.S1 Allow release time for teachers to attend FLDOE NGCATER Content ARea REading in CTE

Action Step 1

Enroll CTE teachers in content area reading.

Person or Persons Responsible

teachers

Target Dates or Schedule

Professional Development dates

Evidence of Completion

PD registration

Plan to Monitor Fidelity of Implementation of G11.B3.S1

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

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Data

Plan to Monitor Effectiveness of G11.B3.S1

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

Person or Persons Responsible

Administrator

Target Dates or Schedule

monthly

Evidence of Completion

Reading Data

G11.B4 Licenses are costly and the availability of licenses will depend on the budget given to the CTE Department. Some students qualified to test may not be enrolled in CTE courses and miss deadlines.

G11.B4.S1 Teachers enhance intermediate and advanced CTE curriculum using Project Based Learning

Action Step 1

Teachers enhance intermediate and advanced CTE curriculum using Project Based Learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

number of students enrolled

Plan to Monitor Fidelity of Implementation of G11.B4.S1

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

Person or Persons Responsible

Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Academy assessment tool

Plan to Monitor Effectiveness of G11.B4.S1

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

Person or Persons Responsible

Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Academy assessment tools

G11.B5 Few opportunities for advanced level CTE-STEM learning activities within school

G11.B5.S1 Provide opportunities for advanced level CTE-STEM learning activities within school.

Action Step 1

Cross-disciplinary team will identify STEM objectives and schedule on focus calendar.

Person or Persons Responsible

Cross-disciplinary team

Target Dates or Schedule

as needed

Evidence of Completion

focus calendar.

Plan to Monitor Fidelity of Implementation of G11.B5.S1

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

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student REading DATa

Plan to Monitor Effectiveness of G11.B5.S1

Instructional committee creates expectations and monitor timeline for integration of CCSS into CTE instruction.

Person or Persons Responsible

Instructional committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Student REading or math data

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G12.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G12. Early Warning systems will decrease by 10%.

G12.B2 The school has a large immigrant population. Many students serve as translators for their families thus they miss school when parents need to have them translate.

G12.B2.S1 Update parents with a calendar for the upcoming year a few months before the current year ends.

Action Step 1

Provide calendar the previous school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Previous school year

Evidence of Completion

Calendar

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Ensure that all parents receive information through various modes of communication

Person or Persons Responsible

Administration

Target Dates or Schedule

April

Evidence of Completion

Calendar

Plan to Monitor Effectiveness of G12.B2.S1

Continue to communicate to parents regarding school calendar

Person or Persons Responsible

Administration

Target Dates or Schedule

April

Evidence of Completion

Calendar

Plan to Monitor Fidelity of Implementation of G12.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G12.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G12.B5 Students are unaware of the consequences in the Code of Student Contract and on the Mater Academy Parent Contract.

G12.B5.S1 The administration will continue to implement the progressive school discipline plan.

Action Step 1

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

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension Reports

Plan to Monitor Fidelity of Implementation of G12.B5.S1

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

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Suspension Reports

Plan to Monitor Effectiveness of G12.B5.S1

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

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension Reports

G13. Our graduation rate of 97% will be maintained.

G13.B1 The challenge is to maintain the graduation rate at 97%.

G13.B1.S1 Counselors will identify and meet with students who may not meet the graduation requirements throughout the year.

Action Step 1

Administration and Counselors will monitor student grades and progress and frequent conferences with students on a quarterly basis and will adjust as needed

Person or Persons Responsible

Counselors

Target Dates or Schedule

quarterly

Evidence of Completion

School reports and NGA Graduation Reports

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Administration and Counselors will monitor student grades and progress and frequent conferences with students on a quarterly basis and will adjust as needed

Person or Persons Responsible

Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

School reports and NGA Graduation Reports

Plan to Monitor Effectiveness of G13.B1.S1

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

Person or Persons Responsible

Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

School reports and NGA Graduation Reports

Coordination and Integration

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

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

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

Title II

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

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

Title III

Mater Academy High Charter School receives Title III funds to supplement and enhance the programs for English Language

Learners (ELL) and immigrant students by providing funds to implement and provide tutorial programs.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Mater Academy High Charter School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida

Education Finance Program (FEFP) allocation.

Violence Prevention Programs

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

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- District Policy Against Bullying and Harassment
- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

Career and Technical Education

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

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

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

Other

Coordination and Integration: CIS Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School- Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 69%.

G1.B1 The Black, White, and SWD subgroups did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/ Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.

G1.B1.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B2 The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.

G1.B2.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work and site generated assessments, including technology reports

G1.B3 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by ___ percentage points as compared to the 2012 FCAT 2.0 Reading Test. The increase is minimal and students are in need of additional reading intervention and acceleration. Technology options in Language Arts classes were limited; therefore students require a structured computer program implemented with fidelity.

G1.B3.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B4 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased/increased by ___ percentage points as compared to the 2012 FCAT 2.0 Reading Test. The decrease/increase is minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress

G1.B4.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.

PD Opportunity 1

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

Facilitator

Reading coach

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B5 As noted on the administration of the CELLA Listening/Speaking Test, the need for additional Professional development on differentiated instructional based on ESOL strategies data hindered progress. Students have a limited exposure to English vocabulary.

G1.B5.S1 Modeling Think Aloud Use Task Cards Focus on Key Vocabulary Vocabulary with Context Clues Use Multiple Meaning Words Interactive Word Walls Word Banks/Vocabulary Notebooks Heritage Language/English Dictionary

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G1.B6 As noted on the administration of the CELLA Reading Test, students experienced difficulty in determining the meanings of words and phrases as used in text.

G1.B6.S1 Modeling Brainstorming Activate Prior Knowledge Reading Response Journal/Log, Use Task Cards, Chunking, Heritage Language/English Dictionary, Think/Pair/Share, and Summarizing

PD Opportunity 1

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

Facilitator

Reading Coach/ESOL Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

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

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

PD Opportunity 1

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

Facilitator

Reading Coach/ESOL Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G3. On the 2013 administration of the FCAT Writing Test, 73% of the students in the 10th grade scored Level 3.5 or above. Our goal for the 2013-2014 is to increase students scoring 3.5 or above by 3 percentage points to 76%.

G3.B1 Students lack a variety of sentence structures in their writing.

G3.B1.S1 Student self-assessment using rubric and anchor papers. Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment

G3.B2 Students lack appropriate and thorough support in their writing samples.

G3.B2.S1 Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment.

G4. The results of the 2012-2013 Mathematics EOC assessments indicate that 86% of students are making AMO's as evidenced by the Algebra 1 and Geometry EOC. Our goal for the 2013-2014 school year is to maintain or exceed the number of students making AMO's.

G4.B1 The Black subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and .measurement.

G4.B1.S1 Students in Algebra & Geometry will construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

PD Opportunity 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

Facilitator

Math Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G6. The results of the 2012-2013 Algebra I EOC Test indicate that 82% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 1 percentage point to 83%..

G6.B1 Students experienced difficulty in the area of quadratic functions and radical equations, especially identifying the correct operation for each step. According to the 2013 Algebra EOC, students had the most difficulty with the reporting category: Rational, Radicals, Quadratics, and Discrete Mathematics.

G6.B1.S1 Provide opportunities for students to: • Solve real-world problems using quadratic equations. • Solve algebraic problems in real-world and mathematical contexts by Add, subtract, multiply, and divide radical expressions and simplify the results.

PD Opportunity 1

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

Facilitator

Math Department chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G6.B2 Students experienced difficulty with real world situations with functions & equations using multiple representations (graphical, tabular, algebraic, and verbal) and to finding ways to combine those perspectives to reach deeper conclusions and connections.

G6.B2.S1 Provide enrichment opportunities for students to model real world situations with functions & equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

PD Opportunity 1

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

Facilitator

Math Department Chair

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G7. The results of the 2012-2013 Geometry EOC Test indicate that 100% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to maintain this percentage.

G7.B1 Students need more experience finding measures and determining characteristics of geometric shapes. The results of the 2013 Geometry EOC indicate that students had significant difficulties with the reporting category: Two-Dimensional Geometry.

G7.B1.S1 Provide opportunities for students to practice the content so they will be able to: • Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. • Use properties of congruent and similar polygons to solve mathematical or real-world problems.

PD Opportunity 1

Facilitator

Math Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G7.B2 Students experience difficulty to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties geometric shapes.

G7.B2.S1 Provide enrichment opportunities for students to apply geometric concepts in modeling real-world situations.

PD Opportunity 1

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

Facilitator

Math Department Chair

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G8. The results of the 2013 Biology EOC Assessment indicate that 79% of students scored at a level 3 or above. Our goal is to increase student proficiency by 2 percentage points to 81% on the 2014 Biology EOC.

G8.B1 Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

G8.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications.

PD Opportunity 1

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

Facilitator

Science Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G9. In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 5%.

G9.B1 Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fair, etc.

G9.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME, Science Fair, Fairchild Challenge, Math Bowl, Robotics Competitions).

PD Opportunity 1

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

Facilitator

Science Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G10. The results of the 2013 U.S. History Baseline Assessment indicate that 30% of students are making progress towards meeting standards. The goal for the 2013-2014 is to increase student proficiency by 5 percentage points to 35%.

G10.B1 Students lack prior knowledge in U.S. History content.

G10.B1.S1 Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timeline, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information.

PD Opportunity 1

Provide students as opportunity to participate in content rich activities offered by the District which implement Civics curriculum

Facilitator

District Professional Development

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

G10.B2 Students lack the analytical skills needed to decipher primary and secondary source documents.

G10.B2.S1 Provide students with the opportunity to write about and analyze historical documents.

PD Opportunity 1

Provide students the opportunity to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Facilitator

Social Studies Department Chair

Participants

Social Studies Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 69%.	\$109,000
G4.	The results of the 2012-2013 Mathematics EOC assessments indicate that 86% of students are making AMO's as evidenced by the Algebra 1 and Geometry EOC. Our goal for the 2013-2014 school year is to maintain or exceed the number of students making AMO's.	\$20,000
G6.	The results of the 2012-2013 Algebra I EOC Test indicate that 82% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 1 percentage point to 83%..	\$15,000
G8.	The results of the 2013 Biology EOC Assessment indicate that 79% of students scored at a level 3 or above. Our goal is to increase student proficiency by 2 percentage points to 81% on the 2014 Biology EOC.	\$15,000
Total		\$159,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Evidence-Based Materials	Total
Operating/FTE	\$95,000	\$49,000	\$0	\$159,000
	\$0	\$0	\$0	\$0
Total	\$95,000	\$49,000	\$0	\$159,000

Budget Details

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 65% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 69%.

G1.B1 The Black, White, and SWD subgroups did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/ Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.

G1.B1.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Spring Board text

Funding Source

Operating/FTE

Amount Needed

\$30,000

G1.B2 The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.

G1.B2.S1 Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

SpringBoard

Funding Source

Operating/FTE

Amount Needed

\$30,000

G1.B3 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by ___ percentage points as compared to the 2012 FCAT 2.0 Reading Test. The increase is minimal and students are in need of additional reading intervention and acceleration. Technology options in Language Arts classes were limited; therefore students require a structured computer program implemented with fidelity.

G1.B3.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Action Step 1

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

Resource Type

Technology

Resource

Achieve 3000

Funding Source

Operating/FTE

Amount Needed

\$37,000

G1.B4 As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased/increased by ___ percentage points as compared to the 2012 FCAT 2.0 Reading Test. The decrease/increase is minimal and students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instructional strategies based on FAIR data hindered progress

G1.B4.S1 The school will implement the Reading Plus 4.0 and Achieve3000 programs in all language arts and reading classes. Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.

Action Step 1

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

Resource Type

Technology

Resource

Reading Plus

Funding Source

Operating/FTE

Amount Needed

\$12,000

G3. On the 2013 administration of the FCAT Writing Test, 73% of the students in the 10th grade scored Level 3.5 or above. Our goal for the 2013-2014 is to increase students scoring 3.5 or above by 3 percentage points to 76%.

G3.B2 Students lack appropriate and thorough support in their writing samples.

G3.B2.S1 Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.

Action Step 1

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

Resource Type

Resource

Funding Source

Amount Needed

G4. The results of the 2012-2013 Mathematics EOC assessments indicate that 86% of students are making AMO's as evidenced by the Algebra 1 and Geometry EOC. Our goal for the 2013-2014 school year is to maintain or exceed the number of students making AMO's.

G4.B1 The Black subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and .measurement.

G4.B1.S1 Students in Algebra & Geometry will construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Action Step 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

Resource Type

Evidence-Based Program

Resource

Pearson

Funding Source

Operating/FTE

Amount Needed

\$20,000

G6. The results of the 2012-2013 Algebra I EOC Test indicate that 82% of students achieved a level 3 or higher. Our goal for the 2013-2014 school year is to increase the proficiency by 1 percentage point to 83%..

G6.B1 Students experienced difficulty in the area of quadratic functions and radical equations, especially identifying the correct operation for each step. According to the 2013 Algebra EOC, students had the most difficulty with the reporting category: Rational, Radicals, Quadratics, and Discrete Mathematics.

G6.B1.S1 Provide opportunities for students to: • Solve real-world problems using quadratic equations. • Solve algebraic problems in real-world and mathematical contexts by Add, subtract, multiply, and divide radical expressions and simplify the results.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Pearson Text

Funding Source

Operating/FTE

Amount Needed

\$15,000

G8. The results of the 2013 Biology EOC Assessment indicate that 79% of students scored at a level 3 or above. Our goal is to increase student proficiency by 2 percentage points to 81% on the 2014 Biology EOC.

G8.B1 Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

G8.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications.

Action Step 1

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

Resource Type

Evidence-Based Materials

Resource

Laboratory Equipment

Funding Source

Operating/FTE

Amount Needed

\$15,000