FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: MATER ACADEMY

District Name: Dade

Principal: Ms. Cecilia Telleria-Bermeosolo

SAC Chair: Ms. Mileydi Perez

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 09-02-2009

VISION and MISSION STATEMENTS

VISION: The vision of Mater Academy is to create a safe, nurturing, and stimulating environment.

MISSION: The mission of Mater Academy is to provide a loving, caring, and supportive educational environment that furthers a philosophy of respect and high expectations for all students, parents, faculty, and staff.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Mater Academy Charter School is situated in an industrial section of the city of Hialeah Gardens, a predominantly Hispanic community in Hialeah, Florida. The school was first established in 1998 and serviced grades kindergarten through sixth grade, and then in 2000 the school became strictly a kindergarten through fifth grade institution. The campus has a unique style in which 2 free standing buildings are connected by a courtyard. Last year several safety concerns where addressed at the school, including placing a security gate around the perimeter of the campus. In addition, the school has embarked on a beautification process which included enhancing the courtyard by refurbishing the grounds, adding picnic tables, and repainting the mural. The process will be ongoing and will include upgrading the landscaping in the courtyard, refinishing the gym floor, as well as, repainting the gym walls to include the school colors and mascot.

Unique School Strengths for Next Year

After earning a school record high of 641 accountability points on the 2009 FCAT and demonstrating increases in Reading, Mathematics and Writing, Mater Academy enters the next school year earning its seventh consecutive "A". Furthermore, Mater Academy led the county with the third highest FCAT Writing score in 2009 with an overall 4.5 average.

In addition to its improved FCAT scores, Mater Academy was recently accredited by the Southern Association of Colleges and Schools. The school's staff and faculty prepared for the SACS Quality Assurance Team visit for several months by gathering artifacts and preparing several presentations on the school's achievements. Throughout this process, the faculty and staff were able to gain a better awareness of the school's programs, strengths and areas of growth.

Unique School Weaknesses for Next Year

The school will be losing a number of teachers that will be transferring to other charter schools, which will be opening next year. This will put at risk the school's long-standing stability, since new teachers will need to be hired. With that in mind, professional development and a strong mentoring program will need to be addressed.

In addition, 2009 FCAT Science scores decreased significantly (by 18 percent). One of the strongest science teachers will also be transferring to another school next year. Therefore, science instruction in fifth grade will be an evident area of needed growth.

Student Demographics

Mater Academy serves a predominantly Hispanic school population that consists of 698 students from a lower-middle socio-economic class community. 97% of students are Hispanic, 1% is Black, and 2% are White. 504 out of 689 students currently qualify for free or reduced lunch, making 73% of our population at an economic disadvantage. Additionally, 3% of students are Students with Disabilities (SWD) (1% Learning Disabled, 2% Speech Impaired, less than 1% Language Impaired), and 36% are classified as English Language Learners (ELL).

Student Attendance Rates

Mater Academy's attendance rate for the 2008-2009 school was 97%; 2007-2008: 97%; 2006 – 2007: 97%. This achievement significantly outpaced the district's attendance rates in 2008-2009: 96%; 2007-2008: 96%; 2006 – 2007: 95%

Student Mobility

The mobility rate of the school is 6%. In order to retain students, pre-registration activities take place during the fourth quarter of the year. At this time, parents of current students are given the opportunity to register their child for the following school year, as well as review the school's parent contract. Furthermore, should a parent decide to withdraw his or her child from the school, an exit interview is scheduled with the administration to discuss the reason for the decision to move schools. In addition, the school maintains a waiting list of potential students should an opening become available. The district's mobility rate is 27%.

Student Suspension Rates

The following are the suspension rates for Mater Academy; 2006-2007: In-school 1, Out-of-school 4. 2007-2008 and 2008-2009: There were no suspensions. The school's strong student code of conduct, as well as, the parents' commitment to abide by the school contract, are direct influences on the absence of student suspensions. The district's rates are as follows; 2006-2007: In-school 31,260, Out-of-school 22,196. 2007-2008: In-school 28,207, Out-of-school 22,730.

Student Retention Rates

The retention rate remained the same as last year. Nine third grade students received a level 1 on the 2009 FCAT Reading test and were retained. This is 1% of our student population. The district's retention rate is currently 5%.

Class Size

As part of our charter, Mater Academy prides itself on a low student to teacher ratio. This model provides many advantages such as promoting academic success, reducing discipline problems and strengthening the one-on-one relationship between students and teachers. The average class size in K-3 is 15.76% and in 4-5 it is 19.67%. All highly qualified teachers and well trained teacher assistants provide instruction in small groups throughout the day. In addition, teacher assistants pull out a small group of students in order to provide reading intervention instruction on a daily basis. This year we will have a self-contained reading remediation class of students in third grade whom, scored in the lowest 25th percentile on the 2009 SAT or 2009 FCAT Reading.

Academic Performance of Feeder Pattern

The pre-schools and elementary schools that feed into Mater Academy Charter School are not always predetermined since some of our students may come from various areas. However, for the most part students enter our school from Centro Mater West, a Head Start Pre-K program located in the Hialeah Gardens area; as well as Ben Sheppard Elementary School, which has increased its school grade from a "B" in 2006-2007 to an "A" 2007-2008.

Mater Academy has a close relationship with Centro Mater and houses two of its pre-kindergarten classrooms in one of the buildings. This assists in facilitating the transition process of students entering Kindergarten, since they are familiar with the school, its facilities and teachers. They provide a literacy infused curriculum which also prepares incoming Kindergartners for the Mater curriculum.

Partnerships and Grants

Mater Academy Charter School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, Mater Academy receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Adequate Yearly Progress (AYP) Trend Data

Florida Comprehensive Assessment Test (FCAT) Trend Data

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Cecilia Telleria-Bermeosolo	Degree(s)/ Certification(s) Bachelor of Science- Elementary Education, Florida International University; Master of Science- Educational Leadership, Nova Southeastern University; State of Florida Professional Certificate- Educational Leadership (All Levels), Elementary Education (Grades 1-6), English For Speakers of Other Languages (ESOL) Endorsement	1	3	Assistant Principal of Mater Gardens Academy Elementary School in 2008-2009: Grade: A, Reading Mastery: 85%, Writing Mastery 79%, Math Mastery: 84%, Science Mastery: 74%. AYP: 100%. 2007-2008: Grade: A , Reading Mastery: 82%, Math Mastery: 83%, Writing Mastery: 90%, Science Mastery: 63%, AYP: 100% 2006-2007: Grade: B, Reading Mastery: 77%, Math Mastery: 72%, Writing Mastery: 86%, Science Mastery: 50%, AYP: 100%, Only 47% of the lowest 25% made learning gains in math Fourth grade teacher at Mater Academy Elementary School in 2005-2006: Grade A, Reading Mastery: 75%, Math Mastery: 69%, Writing Mastery: 90%, AYP: 100% 2004-2005: Grade: A, Reading Mastery: 77%, Math Mastery: 72%, Writing Mastery: 90%, AYP: 100%
Assis Principal	Saili A. Hernandez	Bachelor of Science- Elementary Education, Florida International University; Master of Science- Reading, Florida International University; Specialist- Educational Leadership K-12, Nova Southeastern University; State of Florida Professional Certificate- Elementary Education (K-6), Reading (K-12), Educational Leadership (K-12), English Speakers of Other Languages (ESOL) Endorsement	10	1	Reading Coach at Mater Academy Charter Elementary School 2008 - 2009: Grade: A, Reading Mastery: 84%, Math Mastery: 87%, Writing Mastery: 99%, Science Mastery: 58%, AYP: 100% 2007 - 2008: Grade: A, Reading Mastery: 81%, Math Mastery: 84%, Writing Mastery: 94%, Science Mastery: 77%, AYP: 100% 2006 - 2007: Grade: A, Reading Mastery: 80%, Math Mastery: 77%, Writing Mastery: 93%, Science Mastery: 44%, AYP: 100% 2005 - 2006: Grade: A, Reading Mastery: 75%, Math Mastery: 69%, Writing Mastery: 90%, AYP: 100% 2004 - 2005: Grade: A, Reading Mastery: 77%, Math Mastery: 72%, Writing Mastery: 90%, AYP: 100%

Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Instructional Reading Coach	Helga Chalas	Bachelor of Science - Elementary Education, Florida International University; Master of Science- Reading Education K-12, Florida International University; State of Florida Professional Certificate-	1	1	2008-2009 Remedial 3rd Grade Classroom Teacher at Mater Gardens Academy Grade: A , Reading Mastery: 85%, Writing Mastery 79%, Math Mastery: 84%, Science Mastery: 74%, AYP: 100%. 2007-2008 Remedial 3rd Grade Classroom Teacher at Mater Gardens Academy Grade: A, Reading Mastery: 82%, Writing Mastery 90%, Math Mastery: 83%, Science Mastery: 63%, AYP: 100%. 2006-2007 Grade: B, Reading Mastery: 77%, Writing Mastery 86%, Math Mastery: 77%, Science Mastery: 50%.

| | | Elementary Education (Grades 1-6), Reading (Grades K-12), English for Speakers of Other Languages (ESOL) Endorsement | | | AYP: 100%.

2005-2006
1st Grade Inclusion Classroom Teacher/ Grade Level Chairperson at Palm Springs North Elementary
Grade: A, Reading Mastery: 81%, Writing Mastery 89%, Math Mastery: 77%,
AYP: 100%.

2004-2005
Grade: A, Reading Mastery: 74%, Writing Mastery 92%, Math mastery: 72%,
AYP: 100%. |

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Regular meetings of new teachers with Principal	Principal	On-going	
Partnering new teachers with veteran staff	Assistant Principal	On-going	
College campus Job Fairs and recruiting at Universities	Assistant Principal, Guidance Counselor	On-going	
4. Soliciting referrals from current employees	Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Odio, Ivan	Temporary Educator's	Music	Mr. Odio is preparing to take additional tests to further certification. Mr. Odio is partnered with Mr. Fanjul, who has been teaching Physical Education for 11 years.
Santalla, Carolina	Professional Educator's: Elementary Education	Fourth grade	Ms. Santalla has been given an out of field waiver for ESOL, and is preparing to take additional courses to receive her ESOL endorsement. She is partnered with Ms. Diaz, who has been teaching fourth grade for 5 years.
Viera, Magdalena D.	Professional Educator's: Elementary Education	Second grade	Ms. Viera has been given an out of field waiver for ESOL. She has completed one of the ESOL endorsement courses. Ms. Viera is registered to take another course this summer. She is partnered with Ms. Suarez, who has been teaching second grade for 9 years.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
36	11	47	40	2	19	91	0	0	80

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Patricia Fuentes' 2009 FCAT goals were not met.	The mentor and mentee are meeting biweekly in a professional learning

Ms. Helga Chalas Reading Coach	Patricia Fuentes (Reading and Organizational Skills)	Ms. Chalas' students have shown improvement in reading achievement as reflected by the FCAT reading learning gains and by scoring at high performance levels.	community to discuss Evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Zoe Leal 5th Grade Classroom Teacher	Magdalena Viera (Classroom Management)	Magdalena Viera is new to the education field. Ms. Leal will assist mentee in developing short and long range plans, classroom management skills and instructional strategies.	The mentor and mentee are meeting biweekly in a professional learning community to monitor the support provided. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Mentee will be advised to attend MINT Professional Developments sessions throughout the year.
Yadira Ochoa, 5th Grade Classroom Teacher	Frances Reyes (Math and Family Communication)	Ms. Frances Reyes is a beginning teacher. Ms. Yadira Ochoa has shown improvement in the math achievement as reflected by the 2009 FCAT math learning gains and by scoring at high performance levels.	The mentor and mentee will establish open lines of communication and work cooperatively with families, educational professionals, and other members of the students' support system in order to build strong relationships.
Lissette Suarez, 4th Grade Classroom Teacher	Beginning Teachers (Instructional Strategies)	Ms. Suarez will be assigned beginning teachers. Ms. Suarez is a highly qualified veteran teacher who has maintained a positive networking environment with her colleagues. As a veteran teacher, Ms. Suarez maintains a positive classroom environment, which includes continuous communication with parents.	The mentor and mentee are meeting on the last Friday of each month in a professional learning community and will focus on classroom management, data driven classroom practice and planning with the end in mind. The mentor is given release time to observe the mentee. Time is given for feedback, modeling, and planning. Possible opportunities for professional development will be discuss.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic
patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered

"at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III enhances the programs for ELL and immigrant students by providing funds to implement and/or provide:
•Tutorial Programs
•Professional development on best practices for ESOL and content area teachers
•Reading and supplementary instructional materials

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP)allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

Mater Academy offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

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

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem-solving as issues and concerns arise through an on-going, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of school.

1. RtI is vital, therefore, in building our team we have considered the following:
a. Administrators who will ensure commitment and allocate resources;
b. Teachers and Coach who share the common goal of improving instructions for all students;
c. Team Members who will work to build staff rapport, internal capacity and sustainable overtime.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
a. School reading, math, science and behavioral specialists
b. Special education personnel
c. School guidance counselor
d. Member of advisory group
e. Community stakeholders
3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
a. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
b. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports of targeted students who need additional instructional and/or behavioral support.
c. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

The following indicates the members of the RtI team, their positions and rationale for membership on team:

Cecilia Telleria-Bermeosolo, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of schools staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Saili Hernandez, Assistant Principal: Provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Mileydi Perez, Kindergarten Teacher and EESAC Chair; Daniel Shourds, Third Grade Teacher; Zoe Leal, Fifth Grade Teacher: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Helga Chalas, Reading Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidenced-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Yanko Rodriguez, Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Kathy Trufibio, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Maria Jimenez, School Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional,

behavioral and social success.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem-solving, differentiated assistance and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data, evaluating progress, by addressing the following important questions:
• What will students learn? (curriculum based standards)
• How will we determine if the students learned? (common assessments)
• How will we respond when students have not learned? (response to intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings monthly.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will work with the faculty, and EESAC to develop the School Improvement Plan.

┌─ RtI Implementation ─────────────────────────

Describe the data management system used to summarize tiered data.

1. Data will be used to guide instructional decisions and system procedures for all students to:
• Adjust the delivery of curriculum and instruction to meet the specific needs of students
• Adjust the delivery of behavior management systems
• 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
• Interim assessment
• State/Local Math and Science assessments
• FCAT/SAT
• Student grades
• STAR Reading
• Houghton Mifflin Baseline
• District Writing Assessment
• Weekly Cold Reads
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

Describe the plan to train staff on RtI.

The district professional development and support will include:

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

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths:

In grade 3, the reading content cluster strength was comparisons as the data showed an increase of 7 percentage points on the average of correct responses as compared to the 2008 FCAT results. In math, the 2009 FCAT exams indicate that the average percent of correct responses remained the same for the content clusters of number sense and measurement.

In grade 4, the reading content cluster strength was words and phrases as the data showed an increase of 14 percentage points on the average of correct responses, as compared to the 2008 FCAT results. In math, the 2009 FCAT exams indicate the content cluster of geometry increased 14 percentage points on the average of correct responses, as compared to the 2008 FCAT results. In writing, 99% of fourth grade students scored at or above a 4.5 on the 2009 FCAT Writing exam, showing an increase of 8 percentage points.

In grade 5, the reading content cluster strength was evident in reference and research as the data showed an increase of 20 percentage points on the average of correct responses, as compared to the 2008 FCAT results. In math, the 2009 FCAT exams indicate that the content clusters of data analysis and geometry both increased 8 percentage points on the average of correct responses, as compared to the 2008 FCAT results. In science, 2009 FCAT exams indicate that the content cluster of physical science showed an increase of 8 percentage points on the average of correct responses, compared to the 2008 FCAT results.

The overall strength across grades 3-5, is an increase of 2 percentage points on the average of correct responses, in the reference and research content cluster of the 2009 FCAT Reading exams. In addition, there was an overall increase of 3 percentage points on the average of correct responses, in the content cluster of data analysis as evident in the 2009 FCAT Math exams.

Weakness:

In grade 3, the reading content cluster area of needed growth is reference and research as the data indicates a decrease of 14 percentage points, on the average of correct responses, from the 2008 FCAT exams. In math, the data indicates that the content cluster of geometry decreased by 15 percentage points on the average of correct responses on the 2009 FCAT exam compared to the 2008 FCAT exams.

In grade 4, the reading content cluster area of needed growth is main idea and purpose as the data indicates a decrease of 6 percentage points on the average of correct responses from the 2008 FCAT exams. In math, the data indicates a decrease of 1 percentage point on the average of correct responses, in the content clusters of number sense and data analysis, compared to the 2008 FCAT exams.

In grade 5, the reading content cluster area of needed growth is words and phrases as the data indicates a decrease of 9 percentage points on the average of correct responses, as compared to the 2008 FCAT exams. In addition, the science content cluster of scientific thinking decrease by 14 percentage points on the average of correct responses, as compared to the 2008 FCAT exams.

The overall areas of needed growth across grades 3-5 include words and phrases, as well as main idea and purpose as evidenced by the 2009 FCAT Reading exams. In addition, the math content cluster area of algebraic thinking is an overall area of needed growth across grades 3-5.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFCs will be created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test. Any additional adjustments to the calendar will be done as needed throughout the year.

FCAT results will be utilized to create the IFCs. Data results from the September Pre-Test and December Mid-Term Test will also be used. Teachers will be accountable for establishing the instructional focus of whole group lessons, and small groups for differentiated instruction. Small groups will be altered at the teachers' discretion as data results become available and low performing students are targeted.

Benchmarks will be chosen as indicated by students' strengths and weaknesses, which will be measured by progress on

class work assignments, state and district assessments, and data results. The length of time taken to instruct each Benchmark will be determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the time given, teachers will instruct students in each Benchmark, students will have the opportunity to practice, students' knowledge will be assessed, re-teaching of the Benchmark will occur as indicated by student progress either in a whole group or small group setting.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation, and will provide guidance as needed. Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development workshops, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and employ the support of their colleagues during bi-weekly grade level meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Words and Phrases was an overall area of needed growth and will be given priority focus. Furthermore, the benchmarks of reference and research, as well as main idea and purpose will be given extra attention.

Math: Algebraic thinking was an overall area of needed growth and will be given priority focus. In addition, the benchmarks of number sense and data analysis, as well as geometry will be given special attention.

Writing: Writing conventions was an area of needed growth that will be given priority focus.

Science: Scientific thinking was an area of needed growth and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores are released, the administration will determine student learning gains by teacher and adjust the teacher placement to prevent low-performing teachers from teaching the same class again. An analysis of learning gains will allow the strongest teachers to be paired with the weakest students.

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

In correlation to instruction, students will continue to be provided with multiple hands-on activities that allow them to focus on application and analysis of the lessons to find the relation between subjects and future relevance. These activities allow teachers and students to reflect on how their learning is anchored to the real-world situations, in turn, insuring that instruction is always relevant. Teachers are also provided reading materials that are based on current events.

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

Mater Academy offers students extra-curricular activities which facilitate the enhancement of students' multiple intelligences. Selections of the activities are based on student interest, and academic achievements. After selections are made, students will meet with the corresponding club advisor to discuss their expectations and responsibilities as a member of the activity.

─DO─

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet bi-weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provide lessons for all levels of students. Teachers will also meet monthly for school-wide meetings to share best practices, resources, and updated goals.

How are instructional focus lessons developed and delivered?

Focus lessons will be provided by the instructional coaches for each subject area based on a review of previous assessments where students were struggling. The focus lessons selected by the instructional coaches will be aligned to the Benchmarks and standards for each subject area, and will cover those Benchmarks that are annually assessed on the FCAT. The 5 to 10 minute focus lessons will be taught at the beginning of each class period. Reading, math, and science teachers will teach the focus lesson which correlates with their subject area. For students who are not administered the FCAT assessment administration, coaches, and teachers will use results from classroom assessments, and FAIR to determine focus lessons.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments based on the focus lessons will determine if the lessons need to be revised and/or re-taught. Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from the lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and Benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction. The monitoring of the mini-assessments will also assist teachers in determining any changes that need to be done to the small groups for differentiated instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Benchmark assessments based on the focus lessons will be administered on a monthly basis. Approximately 3-6 questions will be administered for each benchmark in the monthly assessments. Grade levels, where FCAT is not administered, will measure student progress using formative classroom assessment and FAIR data results.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each Benchmark. The assessment results will be used to determine the instructional focus of whole group lessons, and targeted instruction for small group/differentiated instruction. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently. Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 60%, additional instruction and practice opportunities for those students earning between 60-70%, and enrichment/advanced instruction to students earning 80-100%. Mastery will also be set at 80%, for students who are not administered the FCAT, evidence of such mastery will come from classroom assessments.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and increase their level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet bi-weekly per grade level. Each bi-weekly meeting will review instructional modifications, as well as address any other needed areas of concern. The meeting will be facilitated by the subject area coach, the team leader, and/or the department chairperson. A teacher will be designated to record notes from the meeting, and the notes will be submitted to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers either during bi-weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiated instruction to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to the special needs populations such as migrant, homeless, neglected and delinquent students.

The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

In addition to core instruction, students will receive differentiated instruction. Students needing intensive instruction and interventions will receive one or more of the following: FCAT tutoring prior to test administration, Voyager, Early Success, Soar to Success, and supplemental computer software.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be employed. Computerized programs or instructional software (e.g. Carnegie), in addition to Internet instructional Web sites such as FCAT Explorer, will also be utilized. Teachers will employ instructional strategies, or best practices discussed in Professional Learning Communities, to provide different methods of instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be used. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

Teachers are required to complete a minimum of two professional development workshops per school year. Additional professional development may be assigned to teachers by administration, as needed. Common areas of concern are in the areas of instructional delivery, classroom management, data analysis, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, which will also assist in determining the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.), students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Students not making mastery will be offered before/after school FCAT tutoring or Saturday tutoring, as well as assistance during the regular school day from instructional coaches, and/or teacher assistants.

How will the effectiveness of the interventions be measured throughout the year?

Pre-testing, benchmark assessments, and post-testing will be conducted to display effectiveness of the interventions being used. All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Alternative instruction provided for students will include FCAT tutoring, Voyager, Early Success, and Soar to Success. Accelerated computer software, and web-based instructional web pages (i.e. FCAT Explorer) will also be implemented in order to enhance student enrichment. Mater Academy's multi-age curriculum has been successful in providing advanced academic instruction to meet the needs of accelerated students. Students are placed in multi-aged classes according to their academic progress and teachers' recommendations. In these classrooms, students are exposed to curriculum which is one level above their current grade.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course areas and assessment results that demonstrate consistent proficiency/mastery, will be used to determine placement in higher level differentiated instruction and academic programs. Teacher recommendation will also be taken into consideration. Parents are counseled on the expectations of the student, as well as the need for their continued parental involvement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Leadership Team	Principal	Monthly	Last Wednesday of the month during common planning time.	• Data analysis on district mandated assessments and ongoing SIP evaluations to develop and monitor school goals based on students' needs.
Mentors and Mentees	Reading Coach	Monthly	First Wednesday of the month during common planning time.	• Discuss and develop best practices for implementing classroom curriculum and instruction. • Analyze the effectiveness of the mentoring program, calendars, focus lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Provide information on possible participation in professional development.

NCLB Public School Choice

Note: For Title I schools only

▪ Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status

▪ Public School Choice with Transportation (CWT) Notification
Show Attached Public School Choice with Transportation (CWT) Notification

▪ Notification of (School in Need of Improvement) SINI Status
Show Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three-and four-year old children.

Mater Academy has maintained a very close relationship with Centro Mater West, a neighboring pre-school program, for over a decade. A large majority of Mater Academy's in-coming kindergartners come from this center. In addition, two pre-k 3 and pre-k 4 classes from the center are housed at Mater Academy. This facilitates the transition process of students entering Kindergarten, since they are familiar with the school, its facilities and teachers. Centro Mater West provides a literacy infused curriculum which also prepares incoming Kindergarteners for the Mater curriculum.

In addition, incoming kindergarten students are tested using the Brigance assessment in order to see their strengths and areas of growth, including kindergarten readiness. Furthermore, the areas of social/emotional development are assessed using this instrument. As a result, this data is released to their kindergarten teacher who will use this information to plan his/her instruction. Furthermore, depending on the information completed by parents on the student's Home Language Survey, incoming kindergarten student's English language proficiency is tested using the Oral Language Proficiency Scale-Revised (OLPS-R). As a result, this data is utilized to place the student in the English Speaker of Other Languages (ESOL) program.

Moreover, once the child enters kindergarten, his/her print and letter knowledge and level of phonological awareness/processing is determined using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and FAIR for kindergarten to gather information on a child's development in emergent literacy.

Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction, Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social and emotional skills indentified by screening data.

Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains in order to determine the need for changes to the instruction/intervention programs.

Parents of all in-coming kindergartners are invited to attend an orientation prior to the first day of school in which school and classroom procedures are addressed. Furthermore, this orientation helps ease the transition into school and calm first day anxieties as any questions and concerns are addressed.

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 85% of students achieved mastery on the 2009 administration of the FCAT Reading Tests. This represents an increase of 4% compared to 81% of students who achieved mastery on the 2008 FCAT Reading Tests.		Given instruction using the Sunshine State Standards, students in grades 3-5 86% of will achieve mastery on the 2010 administration of the FCAT Reading Tests.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	1. Leadership Team, Grade Level Chairs	1. Administration will be aware of the IFC's upcoming focus and monitor implementation via classroom walk-throughs.	1. Effectiveness will be determined through FAIR assessments and reports generated from walk-throughs.
2	2. Plan Supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of Baseline and Mid-Year Interim assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice.	2. Leadership Team	2. Disaggregate Baseline and Mid-Year Interim Assessment Data to determine effectiveness of supplemental instruction / interventions.	2. Baseline Interim and Mid-Year Interim Assessment data analysis printout.
3	3. Implement the new FAIR assessments to monitor student progress.	3. Leadership Team	3. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	3. Printout of FAIR Assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 86% of the students will achieve mastery on the 2010 FCAT Reading Test.	Effective Implementation of the Instructional Focus Calendar	Reading Coach	August 2009	Lesson Plans Classroom Visits	Principal, Assistant Principal and Reading Coach
In grades 3-5, 86% of the students will achieve mastery on the 2010 FCAT Reading Test.	FCAT Reading Benchmarks	Ms. Menendez, Educational Consultant	September 28th, 2009	Lesson Plans Classroom Visits	Principal, Assistant Principal and Reading Coach

In grades 3-5, 86% of the students will achieve mastery on the 2010 FCAT Reading Test.	Researched-Based Support Materials – Riverdeep: Destination Reading	District Reading / Language Arts Department	August 2009	Data reports generated from programs	Principal, Assistant Principal and Reading Coach
In grades 3-5, 86% of the students will achieve mastery on the 2010 FCAT Reading Test.	FAIR Assessments	Reading Coach	August 2009	FAIR Reports	Principal, Assistant Principal and Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Voyager Passport	Operational	$1,800.00
		Total: $1,800.00
Technology		
Description of Resources	Funding Source	Available Amount
Portable computer lab	Operational	$600.00
		Total: $600.00
Professional Development		
Description of Resources	Funding Source	Available Amount
FCAT Reading Benchmarks	Operational	$600.00
		Total: $600.00
Other		
Description of Resources	Funding Source	Available Amount
After-school/ Before school Tutoring Program	Operational	$7,500.00
		Total: $7,500.00
		Final Total: $10,500.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 3-5, 88% of students achieved mastery on the 2009 administration of the FCAT Mathematics Tests. This represents an increase of 4% compared to 84% of students who achieved mastery on the 2008 FCAT Mathematics Tests.	Given instruction using Sunshine State Standards, at least 89% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.
		Person Responsible	Process Used to		

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop an Instructional Focus Calendar for Mathematics.	1. Administration, Grade Level Chairs	1. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walk-throughs.	1. Effectiveness will be determined through assessments, as well as, reports generated from walk-throughs.
2	2. Plan Supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of Baseline and Mid-Year Interim assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice.	2. Administration, Grade Level Chairs	2. Administration and Disaggregate Baseline and Mid-Year Interim Assessment Data to determine effectiveness of supplemental instruction / interventions.	2. Baseline Interim and Mid-Year Interim Assessment Data analysis printout.
3	3. Employ research-based support materials (Riverdeep, FCAT Explorer, Gizmos and Carnegie) in classroom instruction and home learning assignments to re-teach non-mastered targeted benchmarks.	3. Administration, Grade Level Chairs	3. Review data reports of technology-based mathematics programs (Riverdeep, FCAT Explorer and Carnegie) to evaluate student progress on specific reading deficiencies.	3. Printout of Reports from Riverdeep, FCAT Explorer and Carnegie.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 3-5, 70% of students made learning gains on the 2009 administration of the FCAT Mathematics Tests. This represents a decrease of 4% compared to 74% of students who made learning gains on the 2008 administration of the FCAT Mathematics Tests.	Given instruction using the Sunshine State Standards, 74% of students in grades 3-5 will make learning gains on the 2010 administration of the FCAT Mathematics Tests.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide students with hands-on experiences to facilitate the conceptual learning and understanding of grade-level appropriate algebraic concepts and apply the learning to solve real-world problems; hands-on experiences should include the use of tangible manipulatives such as counters, pattern blocks, connecting cubes, hundreds chart, and a number line.	1. Administration, Classroom Teachers	1. Focused walk-throughs by administration at which time lesson plans will be reviewed.	1. Reports generated from walk-throughs.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 3-5, 70% of students made learning gains on the 2009 administration of the FCAT Mathematics Tests. This represents a decrease of 4% compared to 74% of students who made learning gains on the 2008 administration of the FCAT Mathematics Tests.	Given instruction using the Sunshine State Standards, 74% of students in grades 3-5 will make learning gains on the 2010 administration of the FCAT Mathematics Tests.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide students with hands-on experiences to facilitate the conceptual learning and understanding of grade-level	1. Administration, Classroom Teachers	1. Focused walk-throughs by administration at which time lesson plans will be reviewed.	1. Reports generated from walk-throughs.

	appropriate algebraic concepts and apply the learning to solve real-world problems; hands-on experiences should include the use of tangible manipulatives such as counters, pattern blocks, connecting cubes, hundreds chart, and a number line.			
2	3. Plan Supplemental instruction/ intervention (FCAT Tutoring) for students not responding to core instruction. Focus of instruction will include explicit instruction, modeled instruction, guided practice and independent practice.	3. Administration	3. Disaggregate assessment data provided during supplemental instruction to determine effectiveness.	3. Weekly Assessments during supplemental Instruction.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 89% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics Tests.	Effective Implementation of FCAT Math Instructional Benchmarks	Assistant Principal	August 2009	Lesson Plans Classroom Visits	Assistant Principal
Given instruction using the Sunshine State Standards, 74% of students in grades 3-5 will make learning gains on the 2010 administration of the FCAT Mathematics Tests.	Riverdeep – Destination Math	M-DCPS Trainer	August 2009	Lesson Plans Classroom Visits Computer Program Reports	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Math Manipulatives and supplies	Operational	$800.00
		Total: $800.00
Technology		
Description of Resources	Funding Source	Available Amount
Carnegie Learning	Operational	$2,000.00
Explore Learning Gizmos	Operational	$1,100.00
		Total: $3,100.00
Professional Development		
Description of Resources	Funding Source	Available Amount
River Deep – Destination Math	Miami Dade County Public Schools District	$300.00
		Total: $300.00
Other		
Description of Resources	Funding Source	Available Amount
After-school/ Before school Tutoring Program	Operational	$7,500.00
		Total: $7,500.00
		Final Total: $11,700.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grade 5, 58% of students achieved mastery on the 2009 administration of the FCAT Science Test. This represents a decrease of 18% compared to 76% who achieved mastery on the 2008 administration of the FCAT Science Test.	Given instruction using Sunshine State Standards, at least 59% of students in grade 5 will achieve mastery on 2010 administration of the FCAT Science Test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop an Instructional Focus Calendar for Science.	1. Administration, Grade Level Chairs	1. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walk-throughs.	1. Effectiveness will be determined through assessments, as well as, reports generated from walk-throughs.
2	2. Plan Supplemental instruction/ intervention (Science FCAT Tutoring) for students not responding to core instruction. Focus of instruction will include explicit instruction, modeled instruction, guided practice and independent practice.	2. Administration	2. Disaggregate assessment data provided during supplemental instruction to determine effectiveness.	2. Weekly Assessments during supplemental Instruction.
3	3. Implement the use of the computer programs such as Explore Learning Gizmos and Safari Montage. These supplemental curriculum materials support state standards and engage students in learning through technology.	3. Administration, Grade Level Chairs, Classroom Teachers	3. Focused walk-throughs by administration at which time lesson plans and technology logs will be reviewed to ensure integration of computer programs implemented during Science instruction.	3. Reports generated from walk-throughs.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using Sunshine State Standards, at least 59% of students in grade 5 will achieve mastery on the 2010 administration of the FCAT Science Test.	Effective Science Instructional Strategies and Best Practices	Ms. IdaliaSuarez	October 2009	Classroom Walk-throughs	Assistant Principal
Given instruction using Sunshine State Standards, at least 59% of students in grade 5 will achieve mastery on the 2010 administration of the FCAT Science Test.	Science Fair Procedures and Infusion into the Science Curriculum	Science Fair Committee	October 2009	Lesson Plans Classroom Walk-throughs	Assistant Principal
Given instruction using Sunshine State Standards, at least 59% of students in grade 5 will achieve mastery on the 2010 administration of the FCAT Science Test.	Biscayne Nature Center Teacher Orientation	Nature Center Specialist	January 2010	Lesson Plans	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Scott Foresman Science Consumable Workbooks	Operational	$2,000.00
		Total: $2,000.00
Technology		

Description of Resources	Funding Source	Available Amount
Explore Learning Gizmos	Operational	$1,100.00
		Total: $1,100.00

Professional Development

Description of Resources	Funding Source	Available Amount
FCAT Science Benchmarks PD, Presenters' Fee	Operational	$600.00
		Total: $600.00

Other

Description of Resources	Funding Source	Available Amount
After-school/ Before school Tutoring Program	Operational	$7,500.00
		Total: $7,500.00
		Final Total: $11,200.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In grade 4, 99% of students scored at or above a level 4 on the 2009 administration of the FCAT Writing Test. The represents an increase of 5% compared to 94% of students who achieved a level 4 or higher on the 2008 administration of the FCAT Writing Test.		Given instruction using the Sunshine State Standards, 100% of grade 4 students will score at or above a level 4 on the 2010 administration of the FCAT Writing Tests.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	1. Leadership Team	1. A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the Leadership Team to random monitoring walk-throughs.	1. Progress monitoring of Monthly Writing Prompt Samples.
2	2. The revision and editing process will be explicitly taught and seen in student writing drafts.	2. Leadership Team	2. Teachers and reading coach will monitor revision and editing process by reviewing student drafts.	2. Progress among monthly Writing Prompt Samples
3	3. Plan Supplemental instruction/ intervention (FCAT Tutoring) for students not responding to core instruction. Focus of instruction will include explicit instruction, modeled instruction, guided practice and independent practice.	3. Administration	3. Disaggregate assessment data provided during supplemental instruction to determine effectiveness.	3. Weekly Assessments during supplemental Instruction.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine				Monitor student	

State Standards, 100% of grade 4 students will score at or above a level 4 on the 2010 administration of the FCAT Writing Tests.	Writing Traits	Ms. Jeanette Menendez	October 2009	writing portfolios, notebook or journals. Monthly writing prompts.	Leadership Team

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Brain Pop!	Operational	$1,000.00
		Total: $1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Safari Montage	Operational	$1,790.00
		Total: $1,790.00
Professional Development		
Description of Resources	Funding Source	Available Amount
FCAT Writing Benchmarks PD, Presenter's Fees	Operational	$600.00
		Total: $600.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $3,390.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent contacts.		The school will increase the number of parent contacts by 1% by June 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer meetings before and after school.	1. Principal	1. Review parent contact logs.	1. Parent Attendance sign-in sheets.
2	2. Maintain parental telephone logs and activity reports.	2. Community Involvement Specialist	2. Tally parental Involvement Monthly School and Activity reports.	2. Title 1 Administration Parental Involvement Monthly Activities Report.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades K-5, 100% of parents/guardians completed their mandatory 30 volunteer hours per family. This represents a need to continue maintaining 100% completion of parental volunteer hours.		Given a strong emphasis on the importance of the Parental Involvement Program at Mater Academy, 100% of parents/guardians will complete their 30 volunteer hours per family in the 2009-2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide parents with	1. Leadership Team	1. Acknowledgement of	1. Student records.

	school handbooks containing information about school policies at the beginning of the year.		receipt Parent Handbook and Contract.	
2	2. Provide opportunities for parents to participate in school activities.	2. Teachers and Leadership Team	2. Quarterly reminders of volunteer hours fulfilled.	2. Teachers' continuous monitoring of volunteer hours completion in Volunteer Log.
3	3 Include parents in the planning and implementation of school events.	3. Community Involvement Specialist	3. Monitor completion of 2009-2010 School Climate Survey.	3. School Climate Survey Report

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
The school will increase the number of parent contacts by 1% by June 2010.	Title I in Action: A Practitioners Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009 – 2010 school year.	Effectiveness will be determined by the completion of parent surveys.	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation.
Given a strong emphasis on the importance of the Parental Involvement Program at Mater Academy, 100% of parents/guardians will complete their 30 volunteer hours per family in the 2009-2010 school year.	Family Involvement	Community Involvement Specialist, Reading Coach	Fall 2009	Effectiveness will be determined by completion of parent surveys.	Administration, guidance counselor, and Community Involvement Specialist.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1% of Title 1 Part A School – wide allocation and District parental set-aside	Title I Part A	$2,000.00
		Total: $2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Allocation for maintenance and upkeep of schools' website	Operational	$500.00
		Total: $500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Parent Resource Center Training	Operational	$500.00
		Total: $500.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Parent Night	Operational	$500.00
		Total: $500.00
		Final Total: $3,500.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Description of Resources	Funding Source	Available Amount
Reading	Voyager Passport	Operational	$1,800.00
Mathematics	Math Manipulatives and supplies	Operational	$800.00
Writing	Brain Pop!	Operational	$1,000.00
Science	Scott Foresman Science Consumable Workbooks	Operational	$2,000.00
Parental Involvement	1% of Title 1 Part A School – wide allocation and District parental set-aside	Title I Part A	$2,000.00
			Total: $7,600.00

Technology

Goal	Description of Resources	Funding Source	Available Amount
Reading	Portable computer lab	Operational	$600.00
Mathematics	Carnegie Learning	Operational	$2,000.00
Mathematics	Explore Learning Gizmos	Operational	$1,100.00
Writing	Safari Montage	Operational	$1,790.00
Science	Explore Learning Gizmos	Operational	$1,100.00
Parental Involvement	Allocation for maintenance and upkeep of schools' website	Operational	$500.00
			Total: $7,090.00

Professional Development

Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Reading Benchmarks	Operational	$600.00
Mathematics	River Deep – Destination Math	Miami Dade County Public Schools District	$300.00
Writing	FCAT Writing Benchmarks PD, Presenter's Fees	Operational	$600.00
Science	FCAT Science Benchmarks PD, Presenters' Fee	Operational	$600.00
Parental Involvement	Parent Resource Center Training	Operational	$500.00
			Total: $2,600.00

Other

Goal	Description of Resources	Funding Source	Available Amount
Reading	After-school/ Before school Tutoring Program	Operational	$7,500.00
Mathematics	After-school/ Before school Tutoring Program	Operational	$7,500.00
Science	After-school/ Before school Tutoring Program	Operational	$7,500.00
Parental Involvement	FCAT Parent Night	Operational	$500.00
			Total: $23,000.00
			Final Total: $40,290.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌂ Intervene   ⌂ Correct II   ⌂ Prevent II   ⌂ Correct I   ⌂ Prevent I   **⌂ NA**

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCIM training for entire faculty (2 days)	2500

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) has an important function for the success of Mater Academy Charter School. Listed below are some of the functions of the SAC.
• Reach out to community to obtain more partners
• Organize FCAT Family Night Event
• Sponsor drives to increase parent involvement
• Assist the school to create and analyze school climate surveys for parents and students
• Approve and monitor the implementation of the School Improvement Plan (SIP)

SAC Members

Members

1) Cecilia Telleria-Bermeosolo,   Principal

2) Mileydi Perez,   SAC Chair

3) Anthony Robreno,   Student

4) Zoe Leal,   Teacher

5) Daniel Shourds,   Teacher

6) Ruben Hernandez,   Business Member

7) Ramfis Arias,   Parent

8) Yolanda Espinosa,   Parent

9) Beatriz Aquino,   Parent

10) Martha Torres,   Parent

11) Vannessa Perez,   Parent

12) Helga Chalas,   School Support Personnel

13) Saili Hernandez,   Assistant Principal

AYP DATA

Number of students enrolled in the grades tested:

Click here to see Number of students in each group	Read: 329 Math: 329	2008-2009 School Grade[1]: A	Did the School make Adequate Yearly Progress?	YES

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate[3] by 1%?				Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL[4]	100	Y	100	Y	84	Y	87	Y			Y			NA	19	16	NA	17	13	NA	85	NA	79	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK		NA		NA		NA		NA			NA			NA			NA			NA				
HISPANIC	100	Y	100	Y	84	Y	87	Y			Y			NA	19	16	NA	16	13	NA	85	NA	79	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	80	Y	84	Y			Y			NA	20	20	NA	18	16	NA	83	NA	77	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	76	Y	89	Y			NA			NA	30	24	NA	16	11	NA	79	NA	81	NA
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA				

Number of students enrolled in the grades tested:

Click here to see Number of students in each group	Read: 356 Math: 356	2007-2008 School Grade[1]: A	Did the School make Adequate Yearly Progress?	YES

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate[3] by 1%?				Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL[4]	100	Y	100	Y	81	Y	83	Y			Y			NA	21	19	NA	24	17	NA	78	NA	87	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK		NA		NA		NA		NA			NA			NA			NA			NA				
HISPANIC	100	Y	100	Y	81	Y	84	Y			Y			NA	21	19	NA	23	16	NA	78	NA	87	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	80	Y	82	Y			Y			NA	23	20	NA	27	18	NA	79	NA	86	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	70	Y	84	Y			NA			NA	32	30	NA	27	16	NA	74	NA	87	NA
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA				

Number of students enrolled in the grades tested:

Click here to see Number of students in each group	Read: 360 Math: 360	2006-2007 School Grade[1]: A	Did the School make Adequate Yearly Progress?	YES

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate[3] by 1%?				Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL[4]	100	Y	100	Y	79	Y	76	Y			Y			NA	26	21	NA	31	24	NA	74	NA	73	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK		NA		NA		NA		NA			NA			NA			NA			NA				
HISPANIC	100	Y	100	Y	79	Y	77	Y			Y			NA	25	22	NA	31	23	NA	74	NA	74	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	77	Y	73	Y			Y			NA	30	24	NA	33	27	NA	73	NA	71	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	68	Y	73	Y			Y			NA		42	NA	43	27	NA	68	NA	75	NA
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA				

SCHOOL GRADE DATA

Dade School District
MATER ACADEMY
2008-2009

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	88%	100%	59%	332	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	79%	70%			149	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	85% (YES)	75% (YES)			160	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					641	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
MATER ACADEMY
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	84%	94%	77%	336	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	78%	74%			152	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	74% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					631	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
MATER ACADEMY
2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	77%	93%	44%	294	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	66%			138	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	74% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					556	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested