

## 2009 – 2010 SCHOOL IMPROVEMENT PLAN

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School Name: Mater Gardens Academy Charter School  
District Name: Miami-Dade County Public Schools  
Principal: Lourdes Isla-Marrero  
SAC Chair: Michelle Sribyatta  
Superintendent: Mr. Alberto M. Carvalho  
Date of School Board Approval: Pending

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### VISION and MISSION STATEMENTS

#### Vision

Our school strives to create an inviting and safe environment for students, teachers, and staff. Highly qualified teachers take ownership of the learning environment while catering to individual student's needs and abilities. Students are challenged to perform at or above grade level through a multi-age curriculum. Consequently, students will be motivated to become proficient readers, effective writers, problem solvers, inquisitive researchers, and responsible citizens in a diverse society.

#### Mission

Our mission along with the community and parents is to provide students with the skills, strategies, technology, and resources that will enable them to further their education and make a positive difference in their community.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Mater Gardens Academy is located in the northwest area of Miami-Dade County within the Century Gardens community. Mater Gardens Elementary, together with Mater Gardens Middle, opened its doors in August 2006 servicing approximately 600 students in grades K-8. Mater Gardens Academy won *Architectural Portfolio* magazine's "Best School Design" in 2007 because of the building's innovative design. The school's unique style consists of open breezeways and large windows that contribute to the school's welcoming environment. The Board recently approved upgrades to the school's beautification process, which include placing pavers to provide for additional parking and replacing the current field grass with artificial grass in order to create an environmentally safe place for students to play. The campus houses one freestanding building with 35 classrooms, 1 Media Center, and 1 Cafetorium.

#### Unique School Strengths for Next Year

After demonstrating increases in each of the eight accountability areas, which raised the school grade from a "B" to an "A" in 2008, Mater Gardens Academy enters the next school year with confidence to attain additional points to maintain the school grade of "A." Mater Gardens

continues to embrace high attendance rates of 97% in 2008. The school maintains a low suspension rate of 2%. Our school promotes positive behavior and character development by implementing a "Super Stingray" monthly award program and participating in Miami-Dade County's "Do the Right Thing" program.

The school's principal, assistant principal, and instructional coaches are certified to sustain their leadership positions.

Our school's implementation of team building activities, such as the hosting of a staff and family picnic, leads to high staff morale, which results in low teacher turn-over.

Our classrooms are equipped with state of the art technologies, such as Promethean Boards, Document Image Cameras, computers, projectors, and surround sound systems. In addition, the new media center will have approximately 7,000 Accelerated Reader books, 8 computers, a reading corner, and a multimedia technology section.

#### Unique School Weaknesses for Next Year

Mater Gardens Academy's assistant principal was promoted to principal of a sister school in March 2009; therefore, the school will experience a transition with the hiring of a new assistant principal for the 2009-2010 school year.

Mater Gardens Academy has been limited in growth due to the temporary housing of Mater Lakes Academy Middle School in the building.

Due to the state's budget cuts, our school will be reducing the number of teacher assistants for the next school year.

#### Student Demographics

Mater Gardens serves 339 students. 88% of the students are Hispanic, 7% are White, and 2% are Black. Economically disadvantaged students account for 47% of the population. Additionally, 23% are classified as ELL and 6% are Students with Disabilities.

#### Student Attendance Rates

Mater Gardens Academy had an attendance rate of 96% for the 2008-2009 school year, 97% for the 2007-2008 school year, and 96% for the 2006-2007 school year. We will continue to enforce our school's attendance policy.

#### Student Mobility

The mobility rate of the school is 12%.

#### Student Suspension Rates

The student suspension rate is 1.5% for outdoor suspension and .5% for the indoor suspension for the past three years. We will continue enforcing our school's positive behavior programs like "Super Stingray."

#### Student Retention Rates

The school retention rate is 1.8% for the 2008-2009 school year. The district retention rate is currently at 4.7%.

#### Class Size

A strong relationship between student and teacher has been established due to the small class sizes. The average class size in general education classrooms is: K-3 is 15.14 and 4-5 is 18.41. The teacher to student ratio in the Student with Disabilities education classroom for

speech therapy is 1:3. The ELL students are mainstreamed into the regular classroom setting.

**Academic Performance of Feeder Pattern**

81.5% of the students at Mater Gardens Academy have met AYP for the 2007-2008 school year, which indicates readiness for the transition to the next grade level. The middle school in the school's feeder pattern, Mater Gardens Middle, also improved its school grade from a "C" to an "A."

**Partnerships and Grants**

The school is in the process of establishing a partnership with Miami-Dade College North Campus, which will provide students with opportunities to participate in activities to meet curricular goals, such as participation in science labs. Our school will initiate communication with Miami Dade College North Campus in order to offer community education to the residents of the area.

The Implementation Grant was awarded by the state of Florida. The money was spent on technology for the classrooms and the equipment for the new media center. The science lab will also be funded by the grant.

Mater Gardens collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Exceptional Student Education, Staff Development Department, , ESOL/LEP Programs, and the Parent Academy. These collaborative efforts will eliminate gaps in service for the ELL students and Students With Disabilities at our school. 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.

**STUDENT ACHIEVEMENT DATA**

Note: The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

**HIGHLY QUALIFIED ADMINISTRATORS**

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT, and AYP information along with the associated school year)
Principal	Lourdes	BS-	4	4	Principal of Mater

	Marrero	Elementary education (1-6) from Nova Southeastern University; MS in TESOL from Nova Southeastern University; Certified in Educational Leadership			<p>Gardens Academy in 2008-2009 Grade: A Reading mastery: 86% Math mastery: 84% Writing mastery: 83% above 3.5 Science mastery: 74% AYP: Met</p> <p>Principal of Mater Gardens Academy in 2007-2008: Grade: A Reading mastery: 82% Math mastery: 83% Writing mastery: 91% above 3.5 Science mastery: 63% AYP: Met</p> <p>Principal of Mater Gardens Academy in 2006-2007: Grade: B Reading mastery: 77% Math mastery: 72% Writing mastery: 86% above 3.5 Science mastery: 50% AYP: Not met</p> <p>Lead teacher of Mater East Academy in 2005-2006: Grade: A Reading mastery: 81% Math mastery- 83% Writing mastery- 96% above 3.5 AYP: Met</p> <p>Lead teacher of Mater East Academy in 2004-2005: Grade: A</p>
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					<p>Reading mastery: 73% Math mastery- 71% Writing mastery- 61% above 3.5</p> <p>Lead teacher of Mater East Academy in 2003-2004: Grade: C Reading mastery: 63% Math mastery- 56% Writing mastery- 88% above 3.5 AYP: Not met</p>
Assistant Principal	Olga Camarena	<p>BS – Elementary Education (K-6) with ESOL endorsement from FIU</p> <p>MS – Special Programs Administration from Nova Southeastern</p> <p>Certified in Educational Leadership</p>	10	3	<p>Principal of Gibson Charter School in 2008-2009 Grade: A Reading mastery: 94% Math mastery: 87% Writing mastery: N/A Science mastery: N/A AYP: Met</p> <p>Title 1 administrator, 21CC grant administrator at Mater East Academy in 2007-2008: Grade: A Reading mastery: 81% Math mastery- 94% Writing mastery- 95% above 3.5 Science – 91% AYP: Met</p> <p>Title 1 administrator, 21CC grant administrator at Mater East Academy in 2006-2007: Grade: A Reading mastery: 79% Math mastery- 85% Writing mastery- 100% above 3.5</p>

					<p>Science: 79% AYP: Met</p> <p>Title 1 administrator, 21CC grant administrator at Mater East Academy in 2005-2006: Grade: A Reading mastery: 81% Math mastery- 83% Writing mastery- 96% above 3.5 AYP: Met</p> <p>Kindergarten Teacher at Mater East Academy in 2004-2005: Grade: A Reading mastery: 73% Math mastery- 71% Writing mastery- 61% above 3.5 AYP: Met</p> <p>Kindergarten Teacher at Mater East Academy in 2003-2004: Grade: C Reading mastery: 63% Math mastery- 56% Writing mastery- 88% above 3.5 AYP: Not met</p>
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**HIGHLY QUALIFIED INSTRUCTIONAL COACHES**

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as a coach, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP).

Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science, and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as a Coach	Prior Performance Record (including prior School Grades, FCAT, and AYP information along with the
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					associated school year)
Reading Coach	Pilar Perez	BS- Elementary education (K-6) with ESOL endorsement from Barry University; MS- Social studies secondary education (6-12) from Florida International University; Ed.S.- Educational Leadership from Nova Southeastern University	3	0	<p>2/3 grade teacher 2008-2009 Grade: A Reading mastery: 86% AYP: Met</p> <p>2<sup>nd</sup>/3<sup>rd</sup> grade Mater Gardens Academy in 2007-2008: Grade: A Reading mastery: 82% AYP: Met</p> <p>2<sup>nd</sup>/3<sup>rd</sup> grade teacher at Doral Academy Charter School in 2006-2007: Grade: A Reading mastery: 85% AYP: Met</p> <p>2<sup>nd</sup>/3<sup>rd</sup> grade teacher at Doral Academy Charter 2005-2006: Grade: A Reading mastery: 88% AYP: Met</p> <p>2<sup>nd</sup>/3<sup>rd</sup> grade teacher at Doral Academy Charter 2004-2005: Grade: A Reading mastery: 85% AYP: Met</p> <p>2<sup>nd</sup>/3<sup>rd</sup> grade teacher at Doral Academy Charter 2003-2004: Grade: A Reading mastery: 80% AYP: Met</p>

**HIGHLY QUALIFIED TEACHERS**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Hosting personal one-on-one meetings with administration on a regular basis.	Principal	On-going	
2. Assigning mentor teachers for the new teachers and allocating weekly meetings between both parties.	Reading coach	On-going	
3. Soliciting referrals from current employees.	Principal	N/A	Resumes can be dropped off with the principal's secretary in the main office.
4. Providing professional development opportunities to the teachers in order to enhance pedagogy.	Professional development liaison	On-going	

### ***Non-Highly Qualified Instructors***

List all instructional staff and paraprofessionals who are teaching out-of-field and/or are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Heliana Vasquez	Foreign Languages-Spanish	Spanish	Working on passing the General Knowledge Test and requirements for Professional Certificate.

### ***Staff Demographics***

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course:

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
23	13%	56%	27%	4%	45%	96%	0%	0%	100%

### ***Teacher Mentoring Program***

Please describe the school's teacher mentoring program for new and struggling teachers by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Evelyn Gomez	Lynnette Leoncio (3 <sup>rd</sup> grade- science and math)	Ms. Leoncio is a beginning teacher and Mrs. Gomez has over 7 years experience teaching science and mathematics. Mrs. Gomez's students have shown improvement in science and mathematics as reflected by the FCAT learning gains over the past 4 years at Mater Gardens Academy.	<ul style="list-style-type: none"> <li>• Weekly meeting in order to align instruction with standards and develop curriculum plan</li> <li>• Coaching by modeling demonstration lessons in the classroom</li> </ul>
Pilar Perez	Suzette Jewell (3rd grade- reading, language arts, and social studies)	Ms. Jewell is a beginning teacher and Miss Perez has 6 years experience teaching reading, language arts, and social studies in 3rd grade. Miss Perez's students have shown improvement in reading as reflected by the FCAT learning gains over the past 2 years at Mater Gardens Academy.	<ul style="list-style-type: none"> <li>• Weekly meeting in order to align instruction with standards and develop curriculum plan</li> <li>• Coaching by modeling demonstration lessons in the classroom</li> </ul>

## ADDITIONAL REQUIREMENTS

### ***Coordination and Integration (for Title I schools only)***

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

<p>Title I, Part A</p> <p>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 schoolwide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.</p>
<p>Title I, Part C- Migrant</p> <p>The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.</p>
<p>Title I, Part D</p> <p>N/A</p>
<p>Title II</p> <p>The District uses supplemental funds for improving basic education as follows:</p> <ul style="list-style-type: none"> <li>• training to certify qualified mentors for the New Teacher (MINT) Program</li> <li>• training for add-on endorsement programs, such as Reading, Gifted, ESOL</li> <li>• training and substitute release time for Professional Development Liaisons (PDL) at each school</li> </ul> <p>focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols</p>
<p>Title III</p> <p>N/A</p>
<p>Title IV</p> <p>N/A</p>
<p>Title X- Homeless</p> <p>N/A</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.</p>
<p>Violence Prevention Programs</p> <p>N/A</p>
<p>Nutrition Programs</p> <p>1) The school adheres to and implements the nutrition requirements stated in the District</p>

<p>Wellness Policy.</p> <p>2) Nutrition education, as per state statute, is taught through physical education.</p> <p>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.</p>
<p>Housing Programs</p> <p>N/A</p>
<p>Head Start</p> <p>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.</p>
<p>Adult Education</p> <p>High school completion courses are available to all eligible Mater Gardens Academy students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.</p>
<p>Career and Technical Education</p> <p>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 advance of those opportunities.</p> <p>Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.</p> <p>Students will gain an understanding of business and industry workforce requirements by acquiring <i>Ready to Work</i> and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.</p>
<p>Job Training</p> <p>A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.</p>
<p>Other</p> <p><b>Parental</b></p> <p>Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.</p> <p>Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.</p> <p>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' schedule as part of our goal to empower parents and build their capacity for involvement.</p> <p>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</p>

submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential “as-needed services” will be provided to any students in the school in “homeless situations” as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

**School Improve Grant Fund/School Improvement Grant Initiative**

The school 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 extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

*The Voluntary Public School Choice Program (I Choose!)* a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools’ District’s Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

**Response to Instruction/Intervention (Rtl)**

**School-based Rtl Team**

*Identify the school-based Rtl Leadership Team.*

The Mater Gardens Academy Rtl team is comprised of various members of the administration, faculty, and staff.

**Principal and assistant principal:** Provides a common vision for the use of data-driven decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of teaching skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

**Intermediate and primary teacher representatives:** Provides information about core instruction, participates in student data collection, delivers instructional interventions, collaborates with other staff to model and to implement the interventions, and integrates materials/instruction with curricular activities.

**SPED chair:** Participates in student data collection, integrates core instructional activities/materials into instruction for students classified with learning exceptionalities, and collaborates with general education teachers through such activities as consultation on providing students with exceptionalities with quality instruction.

**Instructional coach for reading:** Develops, leads, and evaluates school core content

standards and programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on the K-8 comprehensive reading plan; facilitates and supports data collection activities; assists in data analysis; provides teachers with guidance regarding the implementation of intervention plans.

**Testing chair:** Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; provides support for assessment and implementation monitoring; facilitates and supports data collection activities; assists in data analysis debriefing.

**Media specialist:** Identifies and provides the instructional staff with resources to assist with the individual needs of the students, assists with the selection of materials to support learning.

**Guidance counselor:** Facilitates the development of intervention plans; provides support for intervention fidelity and documentation; uses data analysis to make plans for interventions; facilitates data-based decision making activities.

The RTI Leadership Team met with the School Advisory Council (SAC) in order to help develop the SIP. The team will discuss the different academic, social, and emotional needs that need to be addressed; help establish the expectations for instruction (which include and are not limited to rigor and relevance); facilitate the development of the curriculum; and align the curriculum objectives with the instructional practices.

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

The school’s leadership team will focus the weekly meetings on discussing data analysis for targeting instruction to enhance student performance.

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

The weekly team meetings will focus on:

- reviewing universal screening data and linking the results to instructional decisions
- reviewing progress monitoring data at the grade level and classroom level in order to identify students who are meeting and exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
- implementing professional development activities and providing resources.

- collaborating regularly in order to problem solve and implement effective practices
- facilitating the process of building consensus, increasing infrastructure, and making decisions about implementation.

**Rtl Implementation**

*Describe the data management system used to summarize tiered data.*

Baseline data: using the Miami-Dade County Public Schools Baseline Assessment in Reading, Math and Science, Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT)

Midyear: Miami Dade County Public Schools Interim Assessment in Reading, Mathematics and Science

End of the year: Miami Dade County Public Schools Interim Assessment in Reading, Mathematics, and Science, FAIR, FCAT.

*Describe the plan to train staff on Rtl.*

Our school will provide teachers with various trainings on the professional development days and during faculty meetings. The professional development activities concerning the RTI leadership team will occur on a monthly basis, and the weekly meetings will serve to monitor the progress of the functions implemented by the team.

**School Wide Florida’s Continuous Improvement Model**

Describe the continuous school improvement model at your school. Please describe the following:

**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?*

**READING**

**Strengths:**

Across all grade levels, students are performing higher than the district and state averages in the reading strands. For words/phrases, grade 3 showed an increase when compared to 63% average correct in the 2008 FCAT to 67% average correct in the 2009 FCAT. Grade 4 demonstrated improvement in words/phrases cluster at 86% with average correct, while grade 5 showed highest mastery with main idea/purpose at 76% average correct, as well as reference/research at 100% average correct in comparison to grades 3 and 4. The percentage of students scoring levels 3-5 in grade 5 additionally increased from 78% in 2008 to 95% in 2009.

**Weakness:**

The grade levels 3 and 4 experienced a decrease in percentage of students scoring levels 3-

5 in reading from the 2008 to the 2009 FCAT. Grade 3's cluster area experiencing a decrease was reference and research, which went from 80% in 2008 to 67% in 2009. In grade 4, the students decreased by 9% from 2008 to 2009 in the main idea/purpose cluster and by 4% from 2008 to 2009 in the comparisons cluster. In grade 5, the cluster area of words/phrases decreased by 8% from 2008 to 2009.

## WRITING

### **Strengths:**

In terms of writing, 83% of the students are performing at or above the district level.

### **Weakness:**

The writing weakness focuses on the need to improve the elements of support in the writing.

## MATHEMATICS

### **Strengths:**

In terms of mathematics, students are performing higher than the district and state averages in the mathematics strands. The 3rd grade maintained the same average correct with geometry at 71%, algebraic thinking at 67%, and data analysis at 71%. The 4th grade was able to maintain the average correct for number sense at 73% and measurement at 75%. The grade 5 made gains in 4 of the clusters- number sense (from 2008 average percentage correct from 62% to 77% in 2009), geometry (from 2008 average percentage correct from 69% to 77% in 2009), algebraic thinking (from 2008 average percentage correct from 64% to 82% in 2009), and data analysis (from 2008 average percentage correct from 67% to 75% in 2009). The grade 5 showed highest mastery with number sense, geometry, algebraic thinking, and data analysis in comparison with grades 3 and 4.

### **Weakness:**

The 3rd and 4th grades experienced a decrease in the percentage levels of students who scored levels 3-5. In grade 3, the clusters of number sense and measurement experienced decreases, as number sense went from 75% in 2008 to 67% in 2009 and measurement went from 75% in 2008 to 63% in 2009. In grade 4, the geometry, algebraic thinking, and data analysis clusters in terms of average percentage correct decreased by 15% from 2008 to 2009.

## SCIENCE

### **Strengths:**

In terms of science, students are performing higher than the district and state averages in the strands. increased from 61% scoring levels 3-5 in 2008 to 74% scoring levels 3-5 in 2009. The students in grade 5 made gains in all clusters- from 67% in 2008 to 75% in 2009 for physical/chemical, from 64% in 2008 to 69% in 2009 for earth/space, from 69% in 2008 to 77% in 2009 for life/environment, and from 67% in 2008 to 69% in 2009 for scientific thinking.

### **Weakness:**

In terms of science, continue to make gains on all benchmarks.
<b>Instructional Calendar Development</b>
<i>What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?</i>
<p>The IFC will be created in July 2009 based on the disaggregation of the March 2009 administration of the FCAT. The IFCs will be updated after the August administration of the Baseline Assessment in Reading, Mathematics, and Science and after October and January administrations of the Interim Assessments in Reading, Mathematics, and Science.</p> <p>Once the IFC are presented to the faculty and staff, then the teachers will be responsible under the guidance of the Rtl in order to determine the focus for the differentiated instruction groups. The benchmarks to target will be selected based on the analysis of the cluster performance and be measured by the progress on the work. The needs of the students will be considered when selecting the time to allot for each student based on the students' exposure to the benchmarks before the FCAT administration. The IFC will also accommodate the strategies to implement in the instruction, enrichment, and evaluation in the small group setting.</p> <p>The IFCs will be monitored by the administrative team through daily classroom visitations, data discussions with teachers, evaluation of weekly lesson plans, and presentation of professional development for teachers experiencing difficulty implementing the model. The reading coach will guide the teachers on implementing the IFCs. Additionally, the novice teachers will be assigned mentors in order to observe effective teaching practices and to provide assistance to enhance the quality of instruction. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during the weekly team meetings.</p>
<i>Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?</i>
<p>READING: In the reading benchmark, the priority focus, based on needs, will be on the words/phrases.</p> <p>WRITING: In the writing benchmark, the priority focus, based on needs, will be on increasing the number of students that score a 4.0 or above.</p> <p>MATHEMATICS: In the mathematics benchmark, the priority focus will be on the measurement strand. Our school will also strive to increase gains in the math clusters of number sense, geometry, algebraic thinking, and data analysis.</p> <p>SCIENCE: In the science benchmark, the priority focus, based on need, will be scientific thinking.</p>
<i>What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?</i>
The learning gains by teacher were analyzed and the master schedule was adjusted in order to assign the students to intensive curriculum classes. The scheduling took into consideration

the pairing of students experiencing difficulties in some academic areas with the teachers who are stronger in the identified areas of deficit.
<i>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</i>
By implementing a multi-age, the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future curriculum. Curriculum enables the students to see how subjects can be integrated for a comprehensive, thematic education.
<i>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?</i>
The school incorporates the students' academic and career planning, as well as promotes student course selections, by exposing them to the core subject areas and various programs, such as art, music, and foreign language, so that students can determine their personal strengths and better facilitate their decisions for their future profession.

<b>DO</b>
<b>Direct the Instructional Focus</b>
<i>How are lesson plans and instructional delivery aligned across grade levels and subject areas?</i>
The grade level teams will meet on a weekly basis in order to evaluate the needs based on the administered assessments and other instructional data sources. The administered assessments include baseline tests, interim assessments, FAIR assessments, and screening tools like FCAT pre-tests. Lesson plans designed to aide with the students requiring remediation will be executed in order to increase the individual student's achievement. The grade level teams will meet during the faculty meetings to present the data from the weekly grade level team meetings and to discuss the content being addressed. In addition, teachers will also meet during the monthly Professional Learning Communities in order to host discussions on the lessons.
<i>How are instructional focus lessons developed and delivered?</i>
The instructional focus lessons will be developed based on the data that is disaggregated for each subject area. The lesson plans will be tied to the IFC benchmarks. The focus lessons will be delivered in a cross-curricular format. The lessons will be used according to how they reinforce the areas for improvement, as indicated from the data results. The lessons will be taught during the instructional period at the beginning, when mini-lessons will be implemented. The focus lessons will be taught in reading, math, science, and social studies.
<i>How will instructional focus lessons be revised and monitored?</i>
The student mastery on the assessments based on focus lessons will determine if the content needs to be revisited. The teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from the focus lessons as they are re-assessed intermittently throughout the year. Furthermore, administrative observations and walk-through will provide data on whether or not the focus lessons are effective.

<b>CHECK</b>
<b>Assessment</b>

<i>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.</i>
Mini-assessments with ten questions based on the focus lessons will be administered on a monthly basis to the students in core and intensive programs. The data from the baseline and interim assessments will be used to measure student progress in the core programs.
<i>How are assessments used to identify students reaching mastery and those not reaching mastery?</i>
Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to challenge students to become proficient in the benchmarks. The assessment results will be used to determine the instructional focus of whole group lessons. 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 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.
<b>Maintenance</b>
<i>How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?</i>
Students at and above mastery level will be grouped at a multi-age grade level setting where they can be academically challenged. The students will also receive opportunities to enrich current skills by participating in student-based, hands-on learning activities that will reinforce the skills that require strengthening.
<i>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.</i>
The teams will review progress monitoring data on a weekly basis to review the summative and mini assessments. The teachers will additionally meet by grade level and by content area. The meeting will be facilitated by the reading coach and the grade level teachers, and a teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative team.
<b>Monitoring</b>
<i>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.</i>
The Principal and the leadership team will meet with teachers during weekly meetings and during one-on-one conferences to discuss assessment results and student progress. During these meetings, the lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. The principal and leadership team's roles as instructional leaders will be evidenced by the walk-through, observations, and mentoring system, which will involve them in driving the student achievement data. The reading coach will assist teachers with providing instruction on the focus lessons by modeling whole group instruction and by assisting the teacher in providing small group instruction. The reading coach also helps with the process of utilizing data to drive the instruction. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.

<b>ACT</b>
<b>Supplemental and Intensive Instruction/Interventions</b>
<i>Identify the core, supplemental, and intensive instruction and interventions.</i>
<p>Reading: Scotts Foresman, <i>Time for Kids</i>, Accelerated Reader, trade books, FCAT Explorer, Riverdeep, Safari Montage videos, Promethean Planet</p> <p>Language arts: Scotts Foresman, <u>Razzle Dazzle</u>, Riverdeep, Promethean Planet</p> <p>Mathematics: Scotts Foresman, Riverdeep, Gizmos, Safari Montage videos, Promethean Planet</p> <p>Science: Scotts Foresman, Gizmos, Safari Montage videos, science inquiry kit, Promethean Planet</p> <p>Social studies: Harcourt, <i>Time for Kids</i>, Safari Montage, Promethean Planet</p>
<i>How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?</i>
<p>The intensive instruction and tutorials are structured to re-teach non-mastered target areas by</p> <p>Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in after-school tutoring, where <u>Blast Off!</u> supplemental resource will be used.</p>
<i>How does the school identify staff's professional development needs to improve their instructional strategies?</i>
<p>The school identifies the staff's professional development needs to improve the instructional strategies by evaluating the areas of concern in terms of instructional delivery as indicated by needs assessment surveys completed by the teachers. In addition, data analysis will be used to indicate the areas to address with professional development.</p>
<i>Which students will be targeted for supplemental and intensive instruction/interventions?</i>
<p>The supplemental and intensive instruction students will be targeted based on the FCAT performance levels, results from assessments administered throughout the school year, and recommendations from teachers based on the progress monitoring in the classroom. The students will be offered assistance during the regular schedule in small group settings and during the after-school tutoring.</p>
<i>How will the effectiveness of the interventions be measured throughout the year?</i>
<p>Teachers will analyze the results from the focus assessments to evaluate the effectiveness of the interventions. The effectiveness will also be measured by the analysis of the ongoing formal and informal assessments (i.e. baseline assessment, interim assessments, and pre/post tests). The monitoring of successful interventions and changes to unsuccessful interventions will be recorded through the Progress Monitoring Plan.</p>
<b>Enrichment</b>
<i>Describe alternative instructional delivery methods to support acceleration and enrichment activities.</i>
<p>Students who have demonstrated benchmark mastery on standardized tests and through classroom assessments will be placed in a multi-age setting in which they will be challenged</p>

to perform above grade level. Teacher recommendation is also taken into consideration. Parent conferences are held with the recommending teacher, reading coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

*Describe how students are identified for enrichment strategies.*

The students are identified for enrichment strategies through the teacher recommendations and through the data analysis from year-long school assessments.

**Professional Learning Communities**

Describe the school's use of Professional Learning Communities as a vehicle for maintaining and improving the instructional focus. Include the following:

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
K-2	Vanessa Vazquez	Weekly	Meet every Thursday.	Share grade level minutes.
3-5	Isabelle Santibanez	Weekly	Meet every Thursday.	Disaggregation of standardized assessments, district interim assessment, FCAT, classroom-based assessments. Share grade level minutes.

**NCLB Public School Choice (for Title I schools only)**

Notification of (School in Need of Improvement) SINI Status

*Attach a copy of the Notification of SINI Status to Parents*

Public School Choice with Transportation (CWT) Notification

*Attach a copy of the CWT Notification to Parents*

Supplemental Educational Services (SES) Notification

*Attach a copy of the SES Notification to Parents*

**Pre-School Transition**

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

At Mater Gardens Academy, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within

the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. 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 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 emotional skills identified by screening data. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

**Postsecondary Transition**

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

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**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	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
<p>In grades 3-5, 86% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 3% compared to 82% who achieved mastery in 2008.</p> <p>NEEDS ASSESSMENT:  Grade 3 – Reference/Research  Grade 4-Main Idea/Purpose  Grade 5 - Words/Phrases</p>	<p>Given instruction using the Sunshine State Standards, 87% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading Test.</p>	<p>1. The school will implement the new FAIR assessments to monitor student progress.</p>	<p>1. Principal and the Reading Coach</p>	<p>1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.</p>	<p>1. Printout of the FAIR assessments.</p>
		<p>2. The school will include research-based practices such as, differentiated instruction, CRISS strategies and web-based programs such as SuccessMaker, Accelerated Reader, Riverdeep, and Ticket to Read, to address students' needs.</p>	<p>2. Principal and the Reading Coach</p>	<p>2. Lesson plans will be reviewed and signed off during classroom walk-throughs and will be submitted weekly to the Assistant Principal.</p>	<p>2. Focused classroom walk-through logs to determine frequency and implementation of research based practices.</p>
		<p>3. Develop an</p>	<p>3. Principal and the</p>	<p>3. Administration</p>	<p>3. Effectiveness</p>

		Instructional Focus Calendar for Reading and Language Arts classes.	Reading Coach	will be aware of the IFC's upcoming focus and monitor implementation through classroom walk-throughs.	will be determined through FAIR assessments and Baseline/Interim Assessments provided by the district.
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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, 87% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading Test.	Administration and Implementation of FAIR Assessment	Reading Coach	August 2009	FAIR Data	Principal / Test Chairperson
Given instruction using the Sunshine State Standards, 87% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading	Effective Implementation of the Instructional Focus Calendar, CRIS strategies, and differentiated instruction	Reading Coach	August 2009	Classroom Walk-throughs Lesson Plans	Principal / Reading Coach

Test.					
Given instruction using the Sunshine State Standards, 87% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading Test.	Research-based Practices	Reading Coach	September 2009	Classroom Walk-through Logs Lesson Plans	Principal / Reading Coach

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction using the Sunshine State Standards, 87% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading Test.	SuccessMaker	Implementation Grant	\$22,000.00
Given instruction using the Sunshine State Standards, 87% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading Test.	Accelerated Reader	Implementation Grant	\$1,000.00
			<b>Total: \$23,000.00</b>
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction using the Sunshine State Standards, 87% of the students in	Riverdeep	District	\$0.00

grades 3-5 will achieve mastery on the 2010 FCAT Reading Test.			
Given instruction using the Sunshine State Standards, 87% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading Test.	Ticket to Read	District	\$0.00
			<b>Total:\$0.00</b>
<b>Professional Development</b>			
<b>Objective</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Given instruction using the Sunshine State Standards, 87% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Reading Test.	Development of reading instructional calendars that focus on the objectives for reading.	Operational	\$500.00
			<b>Total: \$500.00</b>
<b>Other</b>			
<b>Objective</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
			<b>Total:</b>

*End of Reading Goal*

**Mathematics Goal**

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	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
<p>In grades 3-5, 84% of students achieved mastery on the 2009 administration of the FCAT Math Test. This represents an increase of 3% compared to 81% who achieved mastery in 2008.</p> <p><b>NEEDS ASSESSMENT:</b>  Grade 3 – Number Sense and Measurement  Grade 4- Geometry, Algebraic Thinking, and Data Analysis  Grade 5 - Measurement</p>	<p>Given instruction using the Sunshine State Standards, 85% of the students in grades 3-5 will achieve master on the 2010 FCAT Math Test.</p>	<p>1. Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts.</p>	<p>1. Principal and the Instructional Coach</p>	<p>1. Instructional Coach will create centers and stations and administration will assure that activities are implemented through classroom walkthroughs and review of lesson plans.</p>	<p>1. Progress of students on assessments.</p>
		<p>2. Incorporate web based programs such as ExploreLearning Gizmos, Carnegie Learning, Riverdeep, SuccessMaker, and FCAT Explorer to intervene and monitor students.</p>	<p>2. Principal and the Instructional Coach</p>	<p>2. Instructional Coach will monitor the students' progress using computer generated reports and analyzing the data in order to provide appropriate interventions.</p>	<p>2. Progress of students on assessments and web based generated reports.</p>
		<p>3. Provide tutoring to all students to reinforce mathematical skills and</p>	<p>3. Principal, Tutoring Coach &amp; tutors</p>	<p>3. The tutoring coach will use Buckle Down resources in order to maintain and</p>	<p>3. Pre-test and Post-test.</p>

		concepts.		record the progress of the students while using appropriate strategies and interventions.	
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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, 85% of the students in grades 3-5 will achieve master on the 2010 FCAT Math Test.	Effective Use of Manipulatives and Hands-on Activities	Instructional Coach	August 2009	Observation of center use and documentation in lesson plans	Principal / Instructional Coach
Given instruction using the Sunshine State Standards, 85% of the students in grades 3-5 will achieve master on the 2010 FCAT Math Test.	Effective Implementation and Alignment of Web-based Programs with the Curriculum	Instructional Coach	September 2009	Classroom walk-through logs Lesson plans	Principal / Instructional Coach

*Budget*

Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction using the Sunshine State Standards, 85% of the students in grades 3-5 will achieve master on the 2010 FCAT Math Test.	Carnegie Learning	Implementation Grant	\$3,000.00
Given instruction using the Sunshine State Standards, 85% of the students in grades 3-5 will achieve master on the 2010 FCAT Math Test.	Math supplies and manipulatives	Donation	\$300.00
			<b>Total: \$3,300.00</b>
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction using the Sunshine State Standards, 85% of the students in grades 3-5 will achieve master on the 2010 FCAT Math Test.	Riverdeep	District	\$0.00
Given instruction using the Sunshine State Standards, 85% of the students in grades 3-5 will achieve master on the 2010 FCAT Math Test.	ExploreLearning Gizmos	District	\$0.00
Given instruction using the Sunshine State Standards, 85% of the students in grades 3-5 will achieve master on the 2010 FCAT Math	FCAT Explorer	District	\$0.00

Test.			
			<b>Total: \$0.00</b>
<b>Professional Development</b>			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction using the Sunshine State Standards, 85% of the students in grades 3-5 will achieve master on the 2010 FCAT Math Test.	Development of mathematics instructional calendars that focus on the objectives for mathematics through PLC's.	Office of Professional Development	\$0.00
			<b>Total: \$0.00</b>
<b>Other</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total: \$0.00</b>

*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	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grade 5, 74% of students achieved mastery on the 2009 administration of the FCAT	Given instruction using the Sunshine State Standards, 81% of the students in	1. Utilize hands-on laboratory experiments using the Scott-Foresman Basal and	1. Principal and Instructional Coach	1. The implementation of laboratory experiments will be monitored through the review of	1. Progress will be monitored through completion of lab reports.

<p>Science Test. This represents an increase of 11% compared to 63% who achieved mastery in 2008.</p>	<p>grade 5 will achieve mastery on the 2010 FCAT Science Test.</p>	<p>Kits at least once a week using the scientific method. Implement school-wide science fair for independent student application of scientific method.</p>		<p>lesson plans and classroom walkthroughs.</p>	
		<p>2. Implementation of web-based programs, such as ExploreLearning Gizmos, SafariMontage, etc, as well as non-fiction articles like <i>National Geographic Magazine</i>, to provide engaging activities that incorporate technology.</p>	<p>2. Principal and Instructional Coach</p>	<p>2. The principal and instructional coach will monitor the frequency of use and the effectiveness of the web-based programs through review of lesson plans and classroom walkthroughs.</p>	<p>2. Progress will be monitored through interim assessments, classroom visitation logs, and student lab reports.</p>
		<p>3. Provide tutoring to students in 5<sup>th</sup> grade to reinforce concepts and skills in science using Measuring Up.</p>	<p>3. Tutoring Coach and Tutors</p>	<p>3. The tutoring coach will use Measuring Up resources to monitor the progress of the students in the tutoring program.</p>	<p>3. Improvement will be measured by results of pre-test and post-test.</p>

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, 81% of the students in grade 5 will achieve mastery on the 2010 FCAT Science Test.	Effective instruction of scientific method	Instructional Coach	August 2009	Instructional Coach will monitor successful implementation of laboratory experiments.	Instructional Coach
Given instruction using the Sunshine State Standards, 81% of the students in grade 5 will achieve mastery on the 2010 FCAT Science Test.	Implementing Web-based Programs, i.e. ExploreLearning Gizmos, SafariMontage, etc., and technology.	Instructional Coach	September 2009	Assistant Principal will monitor training and implementation of web-based programs.	Assistant Principal

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction using the Sunshine State Standards, 81% of the students	National Geographic magazine resource	Student bought	\$1600.00

in grade 5 will achieve mastery on the 2010 FCAT Science Test.			
<b>Total: \$1600.00</b>			
<b>Technology</b>			
<b>Objective</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Given instruction using the Sunshine State Standards, 81% of the students in grade 5 will achieve mastery on the 2010 FCAT Science Test.	ExploreLearning, Gizmos Safari Montage	District Operational	\$0.00 \$1790.00
<b>Total: \$1790.00</b>			
<b>Professional Development</b>			
<b>Objective</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Given instruction using the Sunshine State Standards, 81% of the students in grade 5 will achieve mastery on the 2010 FCAT Science Test.	Development of science instructional calendars that focus on the objectives for science.	Operational	500.00
<b>Total: \$500.00</b>			
<b>Other</b>			
<b>Objective</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
<b>Total: \$0.00</b>			

*End of Science Goal*

**Writing Goal**

*Needs Assessment:*

Based on School Grade Data:

Did the total percent proficient increase or decrease? **Decreased** What is the percent change? **7%**

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
<p>In grade 4, 83% of students achieved mastery on the 2009 administration of the FCAT Writing Test. This represents a decrease of 7% compared to 90% who achieved mastery in 2008.</p> <p><b>NEEDS ASSESSMENT:</b> Narrative</p>	<p>Given instruction using the Sunshine State Standards, 84% of the students in grade 4 will achieve mastery at 4.0 on the 2010 FCAT Writing Test.</p>	1. Students will use the writing process daily; all writing will be dated, and record in a journal, notebook, or work folder for monitoring of growth across time.	1. Principal Reading Coach	1. A school wide consistent method of saving student work will be established. During the class period, students will lace their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	1. Progress between the Pretest Prompt and Mid-year Prompt.
		2. The revision and editing process will be explicitly taught and seen in student writing drafts.	2. Principal Reading Coach	2. Administration will monitor revision and editing process by reviewing student drafts.	2. Progress between the Pretest Prompt and End of the year Prompt.
		3. The students will participated in the tutoring program for intensive writing.	3. The Tutor	3. The students writing will be reviewed by the tutor and a weekly basis. The weekly lessons will focused on the students need in writing skills.	3. Student's score writing would be used on the weekly basis to determine progress.

Professional Development Aligned with Objective					
Objective	Content/Topic	Facilitator	Target	Strategy for	Person Responsible

Addressed			Date	Follow-up/ Monitoring	for Monitoring
Given instruction using the Sunshine State Standards, 84% of the students in grade 4 will achieve mastery at 4.0 on the 2010 FCAT Writing Test.	Effective implementation of the writing process	Reading Coach	August 2009	Monitor student writing portfolios, notebooks, or journals.	Principal / Reading Coach / Language Arts Teachers
Given instruction using the Sunshine State Standards, 84% of the students in grade 4 will achieve mastery at 4.0 on the 2010 FCAT Writing Test.	Teaching the use of revision and editing strategies	Reading Coach	September 2009	Monitor student writing portfolios, notebooks, or journals. The students will use different colored pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal / Reading Coach / Language Arts Teachers

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction using the Sunshine State Standards, 84% of the students in grade 4 will achieve mastery at 4.0 on the 2010	Scott Foresman Basal Program	Operational	\$0.00

FCAT Writing Test.			
			<b>Total: \$0.00</b>
<b>Technology</b>			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction using the Sunshine State Standards, 84% of the students in grade 4 will achieve mastery on the 2010 FCAT Writing Test.	Safari Montage Brain POP	Operational	\$1790.00
		Operational	\$1995.00
			<b>Total: \$3765.00</b>
<b>Professional Development</b>			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction using the Sunshine State Standards, 84% of the students in grade 4 will achieve mastery on the 2010 FCAT Writing Test.	Development of writing instructional calendars that focus on the objectives for writing through PLC's.	Office Professional Development	\$0.00
			<b>Total: \$0.00</b>
<b>Other</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total: \$0.00</b>

*End of Writing 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	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
<p>According to the district school climate survey, 88% of parents attended at least 1 school event during the 2008-2009 school year.</p>	<p>Given the many events and school-home communication opportunities provided, 89% of parents/guardians will attend at least 1 school event as compared to the 2008-2009 school year.</p>	<p>1. Create parent committees through EESAC to increase parental involvement in school activities/events.</p>	<p>1. EESAC Committee</p>	<p>1. Principal will attend EESAC meetings and review minutes on a regular basis.</p>	<p>1. EESAC Meeting Minutes.</p>
		<p>2. Distribute information on a monthly basis through newsletters, event calendars, and the school website.</p>	<p>2. Assistant Principal / Teachers</p>	<p>2. Contact parents on a nine week basis to ensure involvement in school activities/events.</p>	<p>2. Volunteer Logs and data review protocol</p>
		<p>3. Utilize Connect-Ed messaging system to provide parents with pertinent information that are time-sensitive to inform them of upcoming events.</p>	<p>3. Principal</p>	<p>3. Monitor participation data through 2009-2010 School Climate Survey.</p>	<p>3. 2009-2010 School Climate Survey and ConnectEd reports.</p>

<p>As a condition of enrollment, parents sign a contractual agreement which obligates them to serve a minimum of thirty (30) volunteer hours. According to our data, 93% of the parents/guardians are fulfilling this requirement.</p>	<p>Given varied opportunities for volunteering, 94% of our parents/guardians will complete their volunteer hours in accordance with the parent volunteer requirement.</p>	<p>1. Create opportunities for parent participation: Cafeteria duties, varied duties during school events, etc.</p>	<p>1. Assistant Principal / Teachers</p>	<p>1. Contact parents on a nine week basis to ensure involvement in school activities/events.</p>	<p>1. Volunteer Logs</p>
		<p>2. Distribute information on a monthly basis through newsletters, event calendars, and the school website.</p>	<p>2. Assistant Principal / Teachers</p>	<p>2. Review volunteer logs for parent involvement in school activities/events.</p>	<p>2. Volunteer Logs</p>
		<p>3. Utilize Connect-Ed messaging system to provide parents with pertinent information on a time-sensitive basis to inform them of volunteer opportunities.</p>	<p>3. Principal</p>	<p>3. Monitor participation data through 2009-2010 School Climate Survey.</p>	<p>3. 2009-2010 School Climate Survey</p>
<p>Increase parent contacts.</p>	<p>The school will increase the number of parent contacts by 1% by June 2010.</p>	<p>1. Offer meetings before and after school</p>	<p>1. Principal</p>	<p>1. Review parent telephone logs.</p>	<p>1. Parent attendance sign-in sheets.</p>
		<p>2. Use of Connect-Ed messaging system.</p>	<p>2. Principal / Secretary</p>	<p>2. Collect participation data.</p>	<p>2. Title I Administration Parental Involvement Monthly</p>

					School Report.
		3. Maintain parental telephone logs and activity reports.	3. Homeroom Teachers	3. Tally parental involvement monthly school and activity reports.	3. Title I Administration Parental Involvement Monthly School Report.

Professional Development Aligned with this Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given the many events and school-home communication opportunities provided, 89% of parents/guardians will attend at least 1 school event during the 2008-2009 school year.	Effective Two-way Communication	Assistant Principal and EESAC Chair	Ongoing throughout the 2009-2010 school year.	Parent liaison from EESAC will participate in common planning to provide follow-up.	Parent Liaison
The school will increase the number of parent contacts by 1% by June 2010.	Title I in Action: A Practitioner's 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.

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
The school will increase the number of parent contacts by 1% by June 2010.	1% of Title I Part A School-wide allocation and District parental set-aside	Title I Part A	\$80.00

<b>Total: \$80.00</b>			
<b>Technology</b>			
Objective	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			
<b>Professional Development</b>			
Objective	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			
<b>Other</b>			
Objective	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			

*End of Parent Involvement Goal*

**Other Goals- this is anything else like technology- do we have this?**

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

*End of Other Goals*

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status				
Intervene <input type="checkbox"/>	Correct II <input type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I <input type="checkbox"/>	Prevent I <input type="checkbox"/>

*Attach school's Differentiated Accountability Checklist of Compliance*

**FINAL BUDGET** (Insert Rows as Needed)

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Goal	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
Professional Development			

Goal	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>

### 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.

If No, Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Tutoring Program for the lowest 25%	\$1600.00

Describe the Activities of the School Advisory Council for the Upcoming Year
<p>The School Advisory Council (SAC) has an important function for the success of Mater Gardens Academy. Listed below are some of the functions of the SAC.</p> <ul style="list-style-type: none"> <li>• Reach out to community to obtain more partners.</li> <li>• Organize FCAT Family Night Event.</li> <li>• Sponsor drives to increase parent involvement.</li> <li>• Assist the school to create and analyze school climate surveys for parents and students.</li> <li>• Assist in writing, approving, and monitoring the implementation of the SIP.</li> </ul>

#### *SAC Membership Roster*

Member Name	Role Represented (SAC Chair, Principal, Parent, Student, Business Member, Community Member, Teacher, or School Support Staff)
Lourdes Marrero	Principal
Michelle Sribyatta	SACS Chair
Olga Camarena	Educational support
Frank Castillo	Alternate Educational
Ivette Blazquez	Teacher
Lety Garcia	Teacher
Evelyn Gomez	Teacher
Isabelle Santibanez	Teacher
Dana Kirkwood	Alternate Teacher
Pilar Perez	Alternate Teacher
Banavis Sribyatta	Business/Community
Georgette Perez	Business/Communtiy
Hector Capo	Parent
Lisa Capo	Parent
Maria Torres	Parent
Deyanira Gonzalez	Parent
Ained Rodriguez	Alternate Parent
Alyssa Hernandez	Student
Christian Nuevo	Student
Daniel Capo	Student
Elise Nuevo	Student