

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Mater Academy Charter High School (7160)

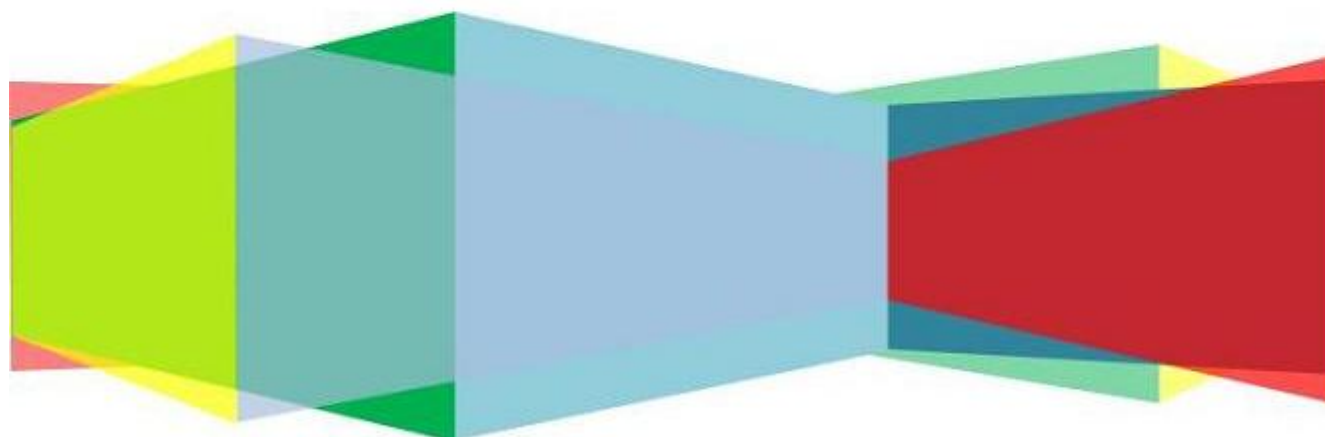
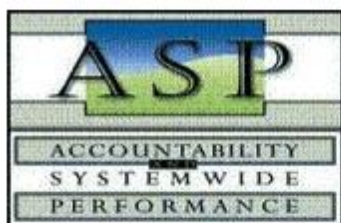
Feeder Pattern - Charter Centers

Regional Center I

District 13 - Miami-Dade

Principal - Judith Marty

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

A college education is a “luxury” Mater Academy High School students have lacked for several generations. Traditionally underrepresented and lacking resources, due to their ethnic background (93% Hispanic) and low socioeconomic status (71% of students qualifying for free or reduced lunch), Mater Academy Students perceive college as outside the realm of possibility. Furthermore, the majority of students come from families where college was not an option because the need to work and bring money into the household far outweighed the benefit and delayed “satisfaction” and/or reward of a college education and pursuit of a career oriented job. Becoming a first generation college student remains a challenge because the typical student lacks the “know-how” as to how to be “on-track” for college; and college is a perceived and unavailable dream of which many feel they will not achieve. Furthermore, parents have great difficulty encouraging their children to pursue a college education because they often times lack the skills to guide their children on this path, they worry about how they will be able to pay for it, and furthermore they fear the strain of the lost income that the child will not be able to bring in to the household if they are “away” at college.

Our challenge is to encourage a change in attitude, while concomitantly providing the means for students to have success once they get to college. This School Improvement Plan: demonstrates consistent progress towards our goals as evidenced in last years FCAT scores; documents the positive achievement record of Mater; and details those goals, objectives, and strategies planned for the 2006-2007 school year as the impetus for continuous improvement. As part of the introduction, the objectives planned for the 2006-2007 school year include:

Given instruction using the Sunshine State Standards and a school-wide emphasis on reading skills development:

- the number of students reading at or above grade level in grades nine through twelve will increase by 11% as evidenced by the results of the 2007 FCAT Reading Administration, attaining the 51% required by the No Child Left Behind (NCLB) act.
- the number of Hispanic students reading at or above grade level in grades nine through twelve will increase by 11% as evidenced by the 2007 FCAT reading administration, attaining the 51% required by the No Child Left Behind (NCLB) act.
- the number of economically disadvantaged students reading at or above grade level in grades nine through twelve will increase by 15% as evidenced by the 2007 FCAT reading administration, attaining the 51% required by the No Child Left Behind (NCLB) act.

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their mathematics comprehension skills as evidenced by maintaining or exceeding the 2005-2006 achievement record of 72% of students or more meeting high standards (scoring at Level 3 or above) on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards:

* all tenth grade students will maintain or exceed their writing skills as evidenced by a one percentage point increase in the percentage of students scoring a 3.5 or higher on the 2007 administration of the FCAT Writing Plus.

* all Limited Language Proficiency students will maintain or exceed their writing skills as evidenced by a one percentage point increase in the percentage of students scoring a 3.5 or higher on the 2007 administration of the FCAT Writing Plus.

Given instruction using the Sunshine State Standards, Mater Academy High School students will improve their science skills as evidenced by a minimum achievement of 26 percent of the eleventh grade students meeting high standards (scoring at level 3 or above on the 2007 Science FCAT).

Given varied opportunities, a minimum of 80% of our parents/guardians will contribute 30 hours of their time or equivalent, in accordance with the parent participation requirements stipulated in the parent contract during the 2006-2007 school year.

Mater Academy will decrease the vulnerability of the school in terms of safety by: employing a new system for screening school visitors; increasing the number of radios available for staff and security; increasing the number of security related employees for the 2006/7 school year; increasing the number of existing surveillance system cameras from 32 to 51 closed circuit cameras; and reinforcing external doors to prevent unauthorized access from the outside.

Teachers will utilize technology to facilitate and improve instruction as evidenced by:

- 75% or more of the instructional staff completing the online survey
- 75% or more of the English, Math and Science teachers completing their student's PMP online;
- 75% or more of English, Math and Science teachers using SPI as a tool to review the student's performance;
- Increase in the use of Edusoft as assessment and instructional tool; and
- 75% or more of the instructional staff using the district email and the teacher's portal at the district web site.



School Improvement Plan 2007-2008



Given instruction using the Sunshine State Standards and a school-wide emphasis on physical fitness, the students will demonstrate healthier eating choices as evidenced by a 5% increase in the number of students eating school breakfast from August 2006 to May 2007.

Mater Academy will survey interest using the Course Selection Forms in an attempt to offer at least two new elective courses.

Since data is not supplied from the FLDOE, Mater Academy High will work to improve the learning gains of all students, thus improving the ROI.

Mater Academy High School will improve its graduation rate to at least 84 percent.

Mater Academy will decrease the number of students placed in indoor and outdoor suspension as a result of students being more personally and socially responsible.

To that end, Mater Academy High School will graduate its second senior class this year. The talent that has been fostered as well as the academic success Mater Academy High School students have demonstrated in only four years (come May 2007) is evident in the student's learning gains and ultimately years from now, with the number of students who will complete a postsecondary education, without having to participate in remedial courses. In the meanwhile, it is prudent for us to review the academic achievement record of Mater students contained herein, as well as those goals, objectives, and strategies planned for the 2006-2007 school year as the impetus for continuous improvement and as a kindling desire to become a lifelong learner.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

7160 - MATER ACADEMY CHARTER HIGH SCHOOL

VISION

The vision of Mater Academy Charter High School is to provide an innovative, challenging curriculum in an environment that furthers a philosophy of respect and high expectations for all students, parents, faculty and staff. We will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student in their future educational endeavors.

MISSION

Meaningful

Achievement of Academics facilitated by
Teachers, administrators, parents and the community in order to
Enable students to become confident, self-directed, and
Responsible life long learners.

CORE VALUES

We at Mater Academy Charter High School believe:

Student learning is a chief priority for Mater Academy Charter High School;
Students learn best when they are actively engaged in the learning process;
Teachers, administrators, parents, and the community share the responsibility for advancing the Mater Academy High School mission; and the commitment to continuous improvement to enable Mater Academy High School to shape students to become confident, self-directed, responsible life-long learners.

School Demographics

Mater Academy Charter High School is located in mostly a (n) commercial/industrial community at 7901 N.W. 103 Street, Hialeah Gardens, Florida 33016. The school opened in 2002-2003 with a ninth grade class and since then has added a grade level each year to complete the high school program last year. We are very proud to have received Southern Association of Colleges and Schools (SACS) accreditation in the 2002-2003 school year and to have our successful Quality Assurance Review visit and consequently earn a five year renewal of our SACS accreditation in May of 2006.

Mater Academy Charter High School has a population of 1,359 students, 626 males and 733 females. The racial composition of the student body is 2% African American, 4% White, .5% Asian and 93.5% Hispanic. The majority of the students is first or second generation immigrants representing Caribbean, Central and South American countries. The socioeconomic background of the surrounding community ranges from middle class to poor as evidenced by 72.3 % of students qualifying for free or reduced lunch. The school serves, 859 Standard Curriculum Standards (of which 65% have at some point been LEP students), 81 gifted, 26 Specific Learning Disabled, 108 Limited English Proficient. Mater Academy is an available option to any student residing in Miami-Dade or other neighboring counties, and due to a high level interest and high number of applications, has held a lottery to accommodate interested applicants. Mater Academy Charter High School does not discriminate on the basis of race, religion, national or ethnic origin in the admission of students.

The school utilizes the Sunshine State Standards to guide curriculum and instruction. All students, with emphasis given to students: with special needs, identified as Limited English Proficient; and/or scoring below grade level proficiency as evidenced by the March of 2006 FCAT examination, have access to after school and Saturday tutoring to accelerate their progress. Students who are at or above grade level are provided with the additional curriculum options such as Honors, Gifted and/ or Advanced or Advanced Placement courses.

All students at the school will be encouraged to maximize upon their academic potential by enrolling in the most rigorous program in which they can excel. Fortunate by sharing a campus between the middle, high school, and Performing Arts Academy, Mater Academy Charter High School fosters the seamless transition from the middle to high school environment. A high quality teaching staff enables students to experience a successful academic program throughout their tenure as a student at Mater.

Having a faculty and staff of approximately 183, the middle and high schools together employ a total of 116 instructional staff members, wherein approximately 65 deliver instruction to the high school students and about 51 deliver instruction to the middle school students (with some of those teachers delivering instruction to both middle and high schoolers). All schools benefit from the shared supervision of six administrators, of which three are assigned authority over supervising the high school, one supervises the Performing Arts Academy, and two supervise the middle school, respectively, although all administrators remain responsible for all students on the entire Mater campus. To that end, the remaining instructional personnel include: five counselors; a cap advisor; and the non-instructional staff include several classroom paraprofessionals for the middle and high school; a media specialist and media assistants; computer specialists; school treasurer and assistant; clerical employees; security monitors; a zone mechanic; and part-time cashiers and cafeteria workers.

School Foundation

Leadership:

Mater Middle/High and Performing Arts Academy Schools are headed by one instructional leader, and five of her distractive delegates. Although each of the Mater schools on this campus has a respective Principal assigned, with a shared campus, it is the prerogative of the Mater Board and of the Mater administrative team to have a structure where there is one headmaster, a vice principal, second senior administrator, and three additional assistant principals serving under their tutelage. All three schools and their students benefit from the shared supervision of these six administrators, of which three are assigned authority over supervising the high school, one supervises the Performing Arts Academy, and two supervise the middle school, although all administrators remain responsible for all students on the entire Mater campus. Each administrator is certified in Educational Leadership and the team amasses over 96 years of experience in the field of education.

District Strategic Planning Alignment:

At this time, we have appointed a Leadership team to be able to implement all aspects of the Secondary School Reform model. To that end, we are in the process of delivering staff development for our school leaders to ensure a comprehensive understanding of the Reform model and delivery of such to all stakeholders.

Stakeholder Engagement:

Through various means, stakeholders have input and decision-making power in various school-site decisions. For example, the EESAC encompasses a governing body of parents, students, teachers, community and/or business members and leaders who meet monthly to discuss school concerns and have input over many school related decisions.

Faculty & Staff:

The school employs approximately 180 faculty and staff to conduct the day-to-day operations of the three schools. Each teacher, an expert in their field, is qualified to deliver quality instruction to his/her students and maintains appropriate eligibility and certification with the State of Florida.

Data/Information/Knowledge Management:

As part of our commitment to self-study and continuous improvement, together as a staff we study all relevant data thus empowering all staff to make informed decisions and curriculum adjustments based on such information.

Education Design:

The governing board of the school employs an instructional leader to oversee the day-to-day operations of the school and who remains responsible for the delivery of quality instruction. The governing board evaluates the work and success of the principal in ensuring the school makes consistent progress towards the goals set forth at the inception of the school, as well as year-to-year.

Performance Results:

Having made consistent growth towards school goals, this year we plan to continue to grow the pass-rate and number of students who enter high school ready to perform at college preparatory level. Having developed and established a progressive discipline plan, in line with the code of student conduct, it is anticipated that the suspension rate and the drop-out rate will further decrease.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
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Reading Statement

Students at Mater Academy Charter High will achieve grade level mastery or beyond in reading.

Needs Assessment

Results of the 2006 FCAT examination indicate that:

- only 40 % of students are reading at or above grade level;
- only 57 % of students made a year's worth of learning gains;
- only 65% of students in the lower quartile are making learning gains;

Although the school made provisional adequate yearly progress, the following subgroups are underperforming and offer Mater High opportunities for improvement:

- only 39% of the Hispanic students in grades nine through twelve scored at FCAT Achievement Level 3 or higher on the 2005-2006 FCAT Reading Administration, falling short of NCLB requirements.
- only 36% of the Economically Disadvantaged students in grades nine through eleven scored at FCAT Achievement Level 3 or higher on the 2005-2006 FCAT Reading Administration, falling short of NCLB requirements.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards and a school-wide emphasis on reading skills development:

- the number of students reading at or above grade level in grades nine through twelve will increase by 11% as evidenced by the results of the 2007 FCAT Reading Administration, attaining the 51% required by the No Child Left Behind (NCLB) act.
- the number of Hispanic students reading at or above grade level in grades nine through twelve will increase by 11% as evidenced by the 2007 FCAT reading administration, attaining the 51% required by the No Child Left Behind (NCLB) act.
- the number of economically disadvantaged students reading at or above grade level in grades nine through twelve will increase by 15% as evidenced by the 2007 FCAT reading administration, attaining the 51% required by the No Child Left Behind (NCLB) act.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reemploy a reading coach to oversee the implementation of: the K-12 Comprehensive Research-Based Reading Plan as well as the Sunshine State Standards as the framework for instruction; the targeted tutoring program for students in the lower 25% quartile as evidenced in the 2006 FCAT Reading assessment; the utilization of Creating Independence through Student- owned Strategies (CRISS) across the curriculum to increase student's critical thinking abilities; the FCAT benchmark minilessons; and the Accelerated Reading Program to motivate students to read.	Principal and Administrative Team	08/14/06	05/30/07	Other/ Not Applicable	5000
Provide targeted Benchmark-driven instruction during Saturday tutoring sessions to specifically assist students in improving their reading skills.	Principal, AP, Reading Coach and Saturday tutors.	11/04/06	02/10/06	Other/ Not Applicable	36900
For Hispanic and economically disadvantaged students- implement and facilitate the use of targeted tutoring, differentiated instruction, Saturday tutoring, remediation courses, progress monitoring through various assessments, quarterly parent conferences, and extended family support through informational sessions offered on Saturdays.	Principal, Instructional staff, administrative team, student services, reading coach, and community involvement specialist	08/14/06	05/30/07	Other/ Not Applicable	5000
Disaggregate and analyze data from the 2006 FCAT Reading Subtests to identify strengths and opportunities for improvement, and develop and implement targeted Benchmark instruction to address deficiencies as evidenced in the 2006 FCAT Reading Test.	Principal, AP, Curriculum Council, Reading Coach, Test Chairperson	06/01/06	08/01/06	Other/ Not Applicable	5000
Require all teachers to obtain appropriate endorsement, according to their teaching assignment, for reading (e.g. reading endorsement FOR PD, CAR-PD, etc.)	Principal, AP and Reading Coach.	08/07/06	05/30/07	Other/ Not Applicable	0
Enroll students in the most rigorous academic program the student can handle including advance academic courses whenever the student's ability and class schedule permits. As well as, enroll students in remediation courses when reading below grade level as evidenced by the 2006 FCAT administration.	Principal, AP and Student services	01/02/06	08/01/06	Other/ Not Applicable	5000
Facilitate seminars for parents during selected Saturday tutoring sessions to inform and provide them with strategies that will be useful in encouraging student literacy.	Principal, AP, Reading coach, Title I Community Involvement Specialist (CIS), select faculty and district support staff.	11/01/06	02/15/07	Other/ Not Applicable	5000
Implement several research-based Reading Programs to target student specific learning needs (e.g. Read XL, Reading and Writing Sourcebook, Accelerated Reader, Read 180) and other supplementary programs such as (e.g. Achieve 3000 Kid/Teenbiz reading and writing tool, FCAT Explorer, Voyager/Journeys, and the Kaplan Series for Intensive Reading Classes.)	Principal, AP, Reading Coach, Classroom Teachers, paraprofessionals.	08/14/06	05/30/07	Other/ Not Applicable	25000



School Improvement Plan 2007-2008



Research-Based Programs

To address the need for improvement of Hispanic and economically disadvantaged students, several enhancements will be made to the curriculum being offered them, including but not limited to, use of Achieve 3000 (Kid/Teenbiz) reading and writing tool, target tutoring, Saturday FCAT tutoring, FCAT benchmark lessons across the curriculum, classroom libraries, differentiated instruction, remediation courses for those students scoring below grade level and additional exposure to novels/literature that can be assessed and monitored using Accelerated Reader directly in the classrooms.

Continued monitoring of specific students utilizing various measures such as: the MAZE, Diagnostic Assessment in Reading (DAR) when necessary; Interim Reading Assessment; the Gates McGinite and; the Scholastic Reading Inventory (SRI) as applicable.

Additionally, the school will utilize the K-12 Comprehensive Research-Based Reading Plan as the standard curriculum model for Reading and Language Arts and will also utilize such programs as Read 180, Voyager Journeys, Read XL, and the Kaplan Series for Intensive Reading Classes.

Professional Development

Provide professional development to teachers in the areas of CRISS, data analysis, FCAT Explorer, FCAT Simulator, Accelerated Reader, Continuous Improvement Model, EduSoft, and LEP critical training as provided by MDCPS. Also, depending on the teacher's schedule, in-service will be provided on the respective monitoring devices needed by each of the teachers (e.g. MAZE, DAR, Interim Assessments, etc.). Furthermore, specific in-service will also be given to train teachers as to the implementation of programs used within the school (e.g. Read 180, Voyager Journeys, Read XL, etc.) as it becomes necessary with addition or changes to staff.

Evaluation

Various evaluation tools will be utilized to document student progress, as well as to diagnose opportunities for improvement. For example, results gathered from the MAZE, Diagnostic Assessment in Reading (DAR), Interim Reading Assessment, and teacher informal/formal assessment, will be utilized to target instruction, offering remediation or opportunities for advanced academics.

Other results that will be considered to plan instruction include Accelerated Reader results, Computer Generated Reports, such as EduSoft Reports and Student Performance Indicator Reports (SPI), and FCAT Explorer and Simulator.

Reviewing all of the aforementioned results will enable the teachers to utilize these evaluation tools as prescriptive methods for differentiated instruction throughout the 2006-07 school year, with the 2007 FCAT Reading Test being a significant tool utilized for basic teacher planning for the upcoming school year. The results of this test can also be utilized as the evaluation tool to indicate to the teacher whether or not the prescriptive methods utilized helped the student to master grade level skills.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

Students at Mater Academy Charter High will gain mastery of mathematical concepts and achieve mastery of skills at grade level and beyond.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 72% of students were at or above grade level in math and 75% of students made a year's worth of progress in math.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their mathematics comprehension skills as evidenced by maintaining or exceeding the 2005-2006 achievement record of 72% of students or more meeting high standards (scoring at Level 3 or above) on the 2006 FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enroll students in the most rigorous academic program the students can handle including advanced academic courses whenever the student's ability and class schedule permits.	Principal, AP, Math Department Chairperson, Math Coach, math teachers, and student services.	06/01/06	08/31/06	Other/ Not Applicable	5000
Disaggregate and analyze data from the 2006 FCAT Mathematics Subtests to identify strength and opportunities for improvement, and develop and implement targeted Benchmark instruction to address deficiencies as evidenced in the 2006 FCAT Mathematics Examination.	Principal, AP, Curriculum Council, Testing Chairperson, Math Coach, and Mathematics Department Chair	09/11/06	05/31/07	Other/ Not Applicable	2000
Continue to provide incentives for students who obtain a score at a level 3 or above in the FCAT and Enroll students in the most rigorous academic program the students can handle including advanced academic courses whenever the student's ability and class schedule permits.	Principal, AP, Math Department Chairperson, Math Coach, math teachers, and student services	09/11/06	05/31/07	Other/ Not Applicable	7500
Implement the following opportunities to improve student academic achievement: target tutoring program for students in the lower 25% quartile as evidenced in the 2006 FCAT math assessment; math "problem of the day" in all math classes, offer targeted Benchmark driven instruction during the 10 Saturday FCAT tutorial sessions to specifically assist students in improving their math skills; utilize and implement District wide midterms and final exams; provide students with before and after school tutorial sessions that target SSS skills in specific grade levels. SAT and AP Calculus preparation classes will be offered after school as well as Saturdays.	Principal, AP, Mathematics Department Chair, Math Coach, and all select instructional staff	09/11/06	05/31/07	Other/ Not Applicable	15000

Research-Based Programs

To address the need for improvement of the ESE students, several enhancements will be made to the curriculum being offered to them, including but not limited to, use of FCAT explorer for all students; Riverdeep ; targeted after school and Saturday FCAT tutoring; Intensive Math Courses for all students scoring below grade level proficiency on the FCAT Math examination; and increased utilization and implementation of real life math situations/applications for all high school students in their mathematics classes.

Increases of media technology use for mathematics courses both throughout the day and in all after school programs including the use of Smartboards, computers, and scientific calculators.

Professional Development

Professional development will include the training and inservices necessary to deliver quality instruction and also as requested by instructional mathematics staff including AP teachers and teachers of the gifted. In addition, workshops will be offered in the areas of CRISS strategies, FCAT Explorer, and Riverdeep.

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the interim district assessment(s) as a progress monitoring tool. Additionally, apart from teacher made tests, the Midterm and Final District assessments will be utilized as an evaluation tool.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

Students at Mater Academy Charter High School will achieve grade level mastery or beyond in writing.

Needs Assessment

In the 2005 - 2006 school year, 89% of our students met high standards in Writing. Only 73% of Limited English Proficiency students met high standards in writing. Maintaining a high percentage of students meeting high standards in writing becomes a challenge especially with the standard acceptable score moving from 3.0 to a 3.5.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards:

* all tenth grade students will maintain or exceed their writing skills as evidenced by a one percentage point increase in the percentage of students scoring a 3.5 or higher on the 2007 administration of the FCAT Writing Plus.

* all Limited Language Proficiency students will maintain or exceed their writing skills as evidenced by a one percentage point increase in the percentage of students scoring a 3.5 or higher on the 2007 administration of the FCAT Writing Plus.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2006 FCAT Writing Plus assessment to identify strengths and opportunities for improvement.	Principal, AP, Curriculum Council, Test Chairperson, Language Arts Department	06/15/06	08/03/06	Other/ Not Applicable	2500
Expose students to different forms of writing and encourage student writing through essay contests.	Principal, AP, LA Department Head, Language Arts Teachers, Reading Coach	08/14/06	05/30/07	Other/ Not Applicable	2500
Provide staff development for process writing strategies, identifying patterns of organization (eg. cause and effect, sequencing) and the use of graphic organizers.	Principal, AP, Reading coach and Language Arts department chair	08/14/06	5/30/07	Other/ Not Applicable	4000

Research-Based Programs

Sunshine State Standards, K-12 Comprehensive Research-Based Reading Program, Individualized Instruction through afterschool and Saturday FCAT Tutoring, utilization of CRISS Strategies and Teenbiz Web-based program.

Professional Development

Provide professional development to teachers in the areas as requested and in CRISS, data analysis, FCAT Explorer and FCAT Simulator.

Evaluation

The 2007 FCAT Writing Plus subtests will be used to evaluate this objective as well as in-class teacher-made assessments and activities such as writing across the curriculum assignments.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

Mater Academy High students will demonstrate an improvement in their science comprehension and practical skills that will enable them to improve their performance in the 11th grade science FCAT and to achieve mastery in the science component of the Sunshine State Standards.

Needs Assessment

The results of the 2006 Science FCAT show that 25 percent of our eleventh grade students scored at level 3 or above. Further analysis of performance per content area shows that our eleventh grade students score lowest in the physical and chemical sciences questions. The next lowest scoring section is in the area of scientific thinking. In addition, as a result of continuing work to expand and improve our facility, certain space limitations have resulted in difficulties in providing laboratory time for high school students to reinforce conceptual knowledge through practical applications.

Measurable Objective

Given instruction using the Sunshine State Standards, Mater Academy High School students will improve their science skills as evidenced by a minimum achievement of 26 percent of the eleventh grade students meeting high standards (scoring at level 3 or above on the 2007 Science FCAT).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Include FCAT Science Daily as part of lesson.	Principal, AP, Science Department Chair, and all science teachers	8/14/2006	05/30/07	Other/ Not Applicable	500
Develop FCAT Science Diagnostic Assessment.	Principal, AP and Science Department Chair	8/14/2006	08/21/06	Other/ Not Applicable	500
Hold Ten Science Saturday tutoring sessions.	Principal, AP and Science Department Chair	10/14/06	02/27/07	Other/ Not Applicable	15000
Develop FCAT Benchmark-Specific Lessons for Saturday.	Principal, Science Department Chair and AP	8/14/2006	05/30/07	Other/ Not Applicable	500
Develop a School-wide Science Initiative that infuses science content and reasoning skills in all subject areas.	Principal, AP, Science Department Chair, and all science teachers	8/14/2006	05/30/07	Other/ Not Applicable	500
Utilize FCAT Explorer, FCAT Simulator, and RiverDeep to enhance the curriculum.	Principal, AP, Science Department Chair, and all science teachers	8/14/2006	05/30/07	Other/ Not Applicable	7500
Develop a schedule for the availability of laboratory facilities and/or equipment for all teachers and students.	Principal, Science Department Chair and AP	8/14/2006	05/30/07	Other/ Not Applicable	5000
Train teachers on the effective use of science demonstrations and laboratory facilities and equipment.	Principal, Science Department Chair and AP	8/14/2006	05/30/07	Other/ Not Applicable	500
Increase the use of media and technology in all science courses.	Principal, Science Department Chair, all science teachers and AP	8/14/2006	05/30/07	Other/ Not Applicable	5000

Research-Based Programs

FCAT Simulator, RiverDeep, FCAT Explorer, EduSoft, Creating Independence through Student-Owned Strategies (CRISS), Long and short term planning, Differentiated Individualized Instruction, ESOL Program, Project-Based Learning, School-wide science initiative, Sunshine State Standards, Competency Based Curriculum, District Scope and Sequence, State Adopted Textbooks.

Additionally, increases of media technology use for science courses both throughout the day and in all after school programs including the use of Smartboards, computers, and scientific calculators, will make an impact.

Professional Development

Training on Curriculum Development, Data Interpretation, and development of a School-wide science initiative. Training on the effective use of demonstrations and lab applications in science. Training all faculty on Creating Independence through Student-Owned Strategies (Criss) and the Sunshine State Standards Scope and Sequence. Training on all the above listed Research Based Programs and FCAT Strategies.

Evaluation

The measurement and evaluation of the success of this objective will be primarily achieved through analysis of the 2007 administration of the Science FCAT. Additionally, tests and evaluations given during instructional time will reflect a progressive development of the skills addressed by this objective.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parental Involvement Statement

To work together with all school stakeholders to enable students to become confident, self-directed, and responsible life-long learners.

Needs Assessment

As a school of choice, families make a concerted effort to become enrolled at Mater Academy and as a result, most parents are already willing to be involved in all aspects of their child’s schooling. As a condition of enrollment, parents, together with their children, sign a contractual agreement which obligates them to serve a minimum of 30 volunteer hours, thereby increasing opportunities for all parents to be involved in their child’s academic career.

In the 2005-2006 school year, 53,160 volunteer hours were completed for all three Mater schools on our campus, which translates to approximately 1,772 parents (74% of our parent population) completing their volunteer obligation.

Furthermore, with the implementation of all new rules and regulations stipulated by law regarding the Jessica Lunsford Act, the challenge has become to handle the additional scrutiny all volunteers who have even minimal contact with children must undergo.

Measurable Objective

Given varied opportunities, a minimum of 80% of our parents/guardians will contribute 30 hours of their time or equivalent, in accordance with the parent participation requirements stipulated in the parent contract during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the annual parent contract requiring parents to complete 30 hours of volunteer service at the school and maintain and monitor parent volunteer log.	Principal, Community Involvement Specialists, AP and School Treasurer's Office	08/14/06	05/30/07	Other/ Not Applicable	500
Create opportunities for parents to volunteer and distribute information monthly through newsletters, event calendars, and website.	Principal, Student Services, Webmaster, Activities Director and AP	08/14/06	05/30/06	Other/ Not Applicable	1000
Develop workshops in which parents can participate at the school covering topics that pertain to their child and their lives.	Principal, AP, Curriculum Council, Reading Coach, and Community Involvement Specialists	08/14/06	05/30/07	Other/ Not Applicable	2500
Continued expansion of the school Store, allowing students to fully operate the business.	Principal, AP, Curriculum Council and School Store Manager	08/01/06	05/30/07	Other/ Not Applicable	1000
Hire a Title I - Community Involvement Specialist to: implement Saturday Parent Seminars; Conduct Home visits whenever necessary; represent Mater High at District Title I meetings; coordinate community involvement activities; and serve as the liaison and voice for parents and to community stakeholders.	Principal and Administrative Team	06/01/06	06/01/07	Other/ Not Applicable	5000
Establish a Parent Information Center where informative documents, memos, newsletters, calendars, and/or event flyers can be obtained by the parents/guardians.	Principal, Title I Community Involvement Specialist and AP	08/14/06	05/30/07	Other/ Not Applicable	2500
Conduct four Parent/Teacher Conferences after every progress report issuance to allow parents and teachers the opportunity to discuss student progress and target opportunities for improvement.	Principal, AP, Student Services and Title I Community Involvement Specialist	08/14/06	05/31/07	Other/ Not Applicable	500

Research-Based Programs

Research has indicated that parental involvement contributes to student success in school.

Professional Development

The school will provide professional development for our parents/guardians by implementing the following:

- Administration/Student Services Orientation Meeting
- Quarterly Parent-Teacher Conferences (Educate on AIPs and student progress)
- Monthly EESAC Meetings
- Monthly PTSA Meetings
- Saturday FCAT Parent Workshop
- Parent Academy Workshops w/ Guest Speakers
- Extracurricular Activities such as:
 - o Dances / Music Concerts / Theatrical Events
 - o Athletic Events
 - o Family Picnic Day
 - o Honor / Award Ceremonies
 - o Graduation / Promotion Ceremonies

Evaluation

This objective will be evaluated by comparing school enrollment to the per family completion rate of parental volunteer forms, which will be monitored and controlled by the School Treasurer's Office.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Discipline & Safety Statement

Mater Academy students will be provided a safe learning environment.

Needs Assessment

Mater Academy has put in place consistent and strict student discipline procedures that have minimized the number of student discipline concerns, as evidenced by less than 8% of students being suspended from classes in the 2005-06 school year. Furthermore, in light of the new Jessica Lunsford act, Mater Academy will need to focus its efforts on preventing unauthorized visitors from having access to our students, and also facilitate awareness amongst students and parents of potential sexual predators.

Measurable Objective

Mater Academy will decrease the vulnerability of the school in terms of safety by: employing a new system for screening school visitors; increasing the number of radios available for staff and security; increasing the number of security related employees for the 2006/7 school year; increasing the number of existing surveillance system cameras from 32 to 51 closed circuit cameras; and reinforcing external doors to prevent unauthorized access from the outside.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement School Check-in system for screening school-site visitors	Principal, Administrative Team and Technology Specialist	06/05/2006	08/14/2006	Other/ Not Applicable	1000
Provide students with a copy of Mater student contract and make them aware of the pertinent and applicable rules as those contained in the Code of student Conduct and Promoting and maintaining a safe learning environment.	Principal, Administrative Staff, Student Services, Classroom teachers	08/14/06	08/21/06	Other/ Not Applicable	1000
Increase the number of radios available for staff and security.	Principal, Assistant Principal, Head of Security, Technology Specialist.	08/01/06	08/14/06	Other/ Not Applicable	750
Use the schools website to promote awareness of parents and students through access to a list of the locally registered sexual predators.	Principal, Technology Specialist, Web-Design teacher and AP	8/14/2006	5/30/2007	Other/ Not Applicable	500
Increase the number of security cameras in the school surveillance system from 32 to 51.	Principal, AP, Head of Security, Technology specialist.	6/5/2006	8/9/2006	Other/ Not Applicable	1500
Increase the number of security related employees at the school site by the end of the 2006/7 school year as compared to the beginning of the year.	Principal, Administrative Team, Head of Security	8/14/2006	5/30/2007	Other/ Not Applicable	500

Research-Based Programs

Research indicates that when children feel safe, their receptiveness to learning is enhanced.

Professional Development

Teachers will receive professional development as to the implementation of the Critical Incident Response Plan (CIRP), as well as be instructed as to the school wide policies and procedures regarding visitors, security breaches, and emergency procedures to ensure the safety and well-being of all students.

Evaluation

The success of this objective will be measured by a reduction of student safety breaches and/or student discipline incidents.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technology Statement

Teachers at Mater Academy will regularly use technology to enhance teaching and learning. Teachers will use technology to improve classroom management, communication, collaboration, and instruction. All staff accepts the challenge to become proficient in the use of job related forms of technology.

Needs Assessment

It is not confirmed whether or not 75% of the Staff completed the Online School Climate Survey in the 05-06 school year. Similarly, in the last school year only 50% of the staff utilized their District e-mail accounts. In 2004-2005 Edusoft was used almost-exclusively for District Quarterly Assessment.

Measurable Objective

Teachers will utilize technology to facilitate and improve instruction as evidenced by:

- 75% or more of the instructional staff completing the online survey
- 75% or more of the English, Math and Science teachers completing their student's PMP online;
- 75% or more of English, Math and Science teachers using SPI as a tool to review the student's performance;
- Increase in the use of Edusoft as assessment and instructional tool; and
- 75% or more of the instructional staff using the district email and the teacher's portal at the district web site.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage staff participation in online workshops.	Principal, AP and Department heads	08/07/06	05/31/07	Other/ Not Applicable	2500
Train teachers in the use of Edusoft.	Principal, AP and Media specialist	08/07/06	05/31/07	Other/ Not Applicable	500
Inservice training PMP for all Math, English and Science teachers.	Principal, AP and Department heads	08/07/06	05/31/07	Other/ Not Applicable	1500
Develop school website for use as an instructional tool.	Principal, Technology specialist, Web-design teacher and AP	08/07/06	05/31/07	Other/ Not Applicable	7500
Guarantee the teachers access to e-mail accounts and Intranet.	Principal, AP and Network/Technology specialist	08/07/06	05/31/07	Other/ Not Applicable	15000

Research-Based Programs

Research indicates that the use of technology in the learning environment provides enrichment and encourages an environment conducive learning.

Professional Development

Staff will be trained on the use of computers for a variety of educational applications, including but not limited to, use of the electronic gradebook, use of email and internet and document storage and management.

Evaluation

The evaluation component will include Online Climate Survey percentage provided by the District office, Edusoft Reports, In-service attendance, an increase in paperless communication.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health & Physical Fitness Statement

Through physical education and health awareness, students at Mater Academy Charter High will be given the opportunity to attain their optimal level of fitness while participating in a developmentally appropriate plan of activities. It is the role of the Physical education and Health class to develop the health – related competencies and cognitive perceptiveness about physical activities to be adopted by them throughout their lives and wellness.

Needs Assessment

A good portion of the population at Mater Academy High, has demonstrated an unhealthy attitude and a tendency for indulgent behaviors (eg: fast food consumption, sedentary non-activity, etc. etc.). Although the school provides students with balanced meals and healthy choices for breakfast and lunch, many of our students skip breakfast, elect fast food, and/or make unhealthy food choices.

Measurable Objective

Given instruction using the Sunshine State Standards and a school-wide emphasis on physical fitness, the students will demonstrate healthier eating choices as evidenced by a 5% increase in the number of students eating school breakfast from August 2006 to May 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement monitoring of blood pressure, heart rate as well as instruction on understanding food labels.	Education and Health Teachers, AP and Principal	08/08/06	05/31/07	Other/ Not Applicable	500
Implement a diet and physical activity curriculum correlated to the Sunshine State Standards.	Principal, Physical Education and Health Education teachers and AP	08/01/06	05/31/07	Other/ Not Applicable	500
Implement curriculum to address basic knowledge of Nutrition and Human Anatomy.	Physical Education and Health Teachers, Principal and AP	08/14/06	05/31/07	Other/ Not Applicable	1500
Disaggregate and analyze data from in-class fitness assessments to identify strengths and opportunities for improvement, and develop and implement targeted Benchmark instruction to address deficiencies as evidenced by such.	Principal, Title I Community Involvement Specialist and AP Physical Education, Health Education teachers and AP	06/01/06	08/05/06	Other/ Not Applicable	500
Collaborate amongst various Mater schools to form Wellness Committee to review various aspects of student's health and wellness and to decide upon implementation of local, district and federal guidelines regarding student wellness.	Principal, Administrative Team, and various school representatives	05/31/06	05/31/07	Other/ Not Applicable	0

Research-Based Programs

The Sunshine State Standard and the Competency Based Curriculum are utilized throughout the year for teacher lesson planning purposes.

Professional Development

Provide professional development to teachers in the areas of nutrition, and emergency response.

Evaluation

Grading of teacher assigned short and long term projects including: (Diet plans, and exercise training logs.)
 Grading of teacher assigned written and physical examinations (eg; Physical Fitness Tests such as the, The Lion's 5 Physical Plan, (1. Mile run, flexibility, sit-ups, pushups and shuttle runs.)
 Also, there will be an increase in student's participation in school breakfast programs.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Students at Mater Academy will have the opportunity to pursue other educational venues through electives.

Needs Assessment

Mater Academy presently offers a variety of elective courses. Due to the increase in school enrollment and the implementation of High School Reform, a need for more elective options is required. In addition these new elective courses need to be adjusted to fit our current student demographic profiles. In addition, another limiting challenge to expanding the elective offerings is the temporary physical plant constraint, which exists only until our new building is ready.

Measurable Objective

Mater Academy will survey interest using the Course Selection Forms in an attempt to offer at least two new elective courses.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze data and open new courses.	Principal, Student Services and AP	4/2/2007	7/20/2007	Other/ Not Applicable	500
Enroll students in the most rigorous academic program the students can handle including advanced language and higher level electives courses whenever the student's ability and class schedule permits.	Principal, Electives Teachers, student services and AP	6/5/2006	8/9/2006	Other/ Not Applicable	1500
Develop a new course request form in order to survey the students interest.	Student Services, Principal and AP	1/8/2007	2/16/2007	Other/ Not Applicable	500

Research-Based Programs

Sunshine State Standards will be utilized to deliver instruction in elective areas as well as State adopted texts will also be utilized.

Professional Development

Professional Development will be encouraged as necessary to special area and electives teachers. Additionally, all AP teachers, including AP Language Teachers will receive AP training during the summer.

Evaluation

The evaluation component will include the results from the Student Interest Survey and the amount of elective courses opened for the 06-07 school year.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Mater Academy will rank at or above the District average percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

Mater Academy High School did not receive a score ranking on the State of Florida ROI index publication. However, an increase of learning gains will in effect increase the return on investment.

Measurable Objective

Since data is not supplied from the FLDOE, Mater Academy High will work to improve the learning gains of all students, thus improving the ROI.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal and Administrative Team, Faculty, EESAC, and Governing Board	08/01/06	05/24/07	Other/ Not Applicable	1000
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Administrative Team, Faculty, EESAC, and Governing Board	06/01/06	06/02/07	Other/ Not Applicable	1250
Consider shared use of facilities, partnering with community agencies.	Principal and Administrative Team, Faculty, EESAC, and Governing Board	06/01/06	05/24/07	Other/ Not Applicable	5000

Research-Based Programs

1. Become more informed about the use of financial resources in relation to school programs.
2. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.
3. Consider shared use of facilities, partnering with community agencies.

Professional Development

All staff developments that occur at this school will aid to increase the return on investment.

Evaluation

If the State of Florida ROI index publication does in fact assign an ROI score, Mater Academy Charter High School will document progress toward reaching and/or exceeding the District percentile as well as Mater will increase the percentage of students making learning gains.

Graduation (High Schools Only) Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Graduation (High Schools Only) Statement

Mater Academy Charter High School will improve student achievement, the graduation rate, post secondary enrollment, and decrease the number of students who must participate in remedial courses upon entering college.

Needs Assessment

Over 90% of Mater Academy students come from immigrant families of low socioeconomic background, as evidenced by 72% of the families qualifying for free or reduced lunch. Over 80% of these students will be first generation college students. The objective of the school is to facilitate the transition to post secondary education, both academically and socially, to demonstrate an increase of the 2006-2007 graduation rate.

Measurable Objective

Mater Academy High School will improve its graduation rate to at least 84 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule grade level orientations.	Principal, Leadership Team, Student Services Department Chair.	8/14/2006	5/30/07	Other/ Not Applicable	1000
Implement a comprehensive guidance program with an emphasis on career development	Principal and Administrative Team and Student Services Department Chair	8/14/2006	5/30/2007	Other/ Not Applicable	500
Offer Saturday FCAT Tutoring for re-takers	Principal and Administrative Team and Testing Chair	9/8/2006	5/30/07	Other/ Not Applicable	7000
Offer SAT Prep Course	Principal, Administrative Team and Testing Chair	8/14/2006	5/30/07	Other/ Not Applicable	15000
Develop Progress Monitoring Plan.	Principal and Administrative Team and Student Services Department Chair	8/14/2006	5/30/07	Other/ Not Applicable	500
Design "College Matters at Mater" webpage and update regularly.	Principal and Administrative Team, Department Chair and Web Design Class	8/14/2006	5/30/07	Other/ Not Applicable	500
Create a culture of college interest through college fairs, college tours, Advanced Placement and Dual Enrollment Classes.	Principal and Administrative Team, Cap Advisor, Curriculum Council.	8/14/2006	5/30/07	Other/ Not Applicable	10000
Provide Parent Seminar: Guide to College.	Principal and Administrative Team and Student Services Department Chair	9/12/2006	5/31/07	Other/ Not Applicable	500

Research-Based Programs

My Road (College Board); SAT online; Vertical Alignment; PSAT used for AP Potential; Flexible scheduling.

Professional Development

Administrators will participate in professional development programs on secondary school reform.

Teachers and will participate in professional development programs to learn to integrate career themes into content areas.

Counselors and CAP advisors will attend student services workshops offered by the county, the state, and local colleges and universities.

Parents will participate in seminars offered by the school to inform them of graduation requirements, scholarships, financial aid, and college life in general.

Evaluation

Mater Academy High School will note an increase in the graduation rate from the 2005-2006 school year to the 2006-2007 school year.

Other Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Statement

Through the implementation of a guided self study, it is clear that all Mater stakeholders consider the need to instill Personal and Social Responsibility Goals as follows:

- 1) Students will take responsibility for personal actions and act ethically.
- 2) Students will respect themselves and others, and understand and appreciate the diversity and interdependence of all people.
- 3) Students will demonstrate an understanding of and responsibility for global and environmental issues.
- 4) Students will act as responsible citizens in the community, state, and nation.

Needs Assessment

The 2006 National Study of School Evaluation's Survey of Goals for Student Learning show that average scores for this area are low.

Referrals to the administration and student services department show that lack of responsibility is the common factor in most cases.

Structured interviews with teachers, parents, and sometimes students, indicate that all groups rank personal and social responsibility as the area in greatest need of improvement.

Measurable Objective

Mater Academy will decrease the number of students placed in indoor and outdoor suspension as a result of students being more personally and socially responsible.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a spiral curriculum addressing Character Development using Character Counts.	Social Studies Department Chair, Principal and Administrative Team	8/7/06	8/17/06	Other/ Not Applicable	1000
Create a Character Development Team to implement and monitor lessons for classroom teachers using Character Counts.	Principal and Curriculum Council	8/14/06	5/30/07	Other/ Not Applicable	500
Establish a Comprehensive Recycling Program.	Principal, Administrative Team, and Helping Hands Club Sponsor	8/14/06	5/30/07	Other/ Not Applicable	500
Conduct professional development sessions to educate teachers on how to implement the Student Code of Excellence Policy.	Principal and Administrative Team	8/7/06	8/11/06	Other/ Not Applicable	1500
Students will participate in peer mediation/mentoring groups.	Principal and Administrative Team and Student services Department Chairperson	8/14/06	5/30/07	Other/ Not Applicable	500
Provide opportunities for community service on campus.	Principal and administrative team and Student Services Department Chair	8/14/06	5/30/07	Other/ Not Applicable	250

Research-Based Programs

Mater Academy High School implements special programs such as Character Counts, Spiral Curriculum, Peer Mediation/Mentoring, Red Ribbon Week Activities, and other personal awareness programs offered through community organizations.

Professional Development

Staff will be trained to implement Character Counts and the Student Code of Excellence goals and objectives.

Evaluation

The personal and social responsibilities objectives will be measured by comparing the 2005-2006 indoor/outdoor suspension rates with the 2006-2007 indoor/outdoor suspension rates.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high 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.</i></p>

Budget:

The EESAC committee has the opportunity to review and offer input regarding the school budget, such as the dissemination of School Recognition Funds on an annual basis.

Training:

The EESAC committee is provided all information on staff development through the School Improvement Plan and through information disseminated during monthly EESAC meetings.

Instructional Materials:

The EESAC committee is informed of the purchase of books and other instructional materials as is specified herein the SIP.

Technology:

The EESAC committee is aware of the technology plan and of funds designated for technology as are stipulated herein the SIP.

Staffing:

Staff needs are often discussed at EESAC meetings, especially in relation to budget presentations that occur at meetings and often they have the opportunity to offer input over strengths and opportunities for improvement of the instructional staff.

Student Support Services:

Student Support Services, activities, and athletics, are discussed at all EESAC meetings.

Other Matters of Resource Allocation:

Matters requiring allocation of resources are often discussed at EESAC meetings. For example, construction issues and dissemination of School Recognition funds are discussed at EESAC meetings.

Benchmarking:

Statistical data and student achievement data is presented as often as it is available during EESAC meetings.

School Safety & Discipline:



School Improvement Plan 2007-2008



Parents, students and teachers have the opportunity to present safety and discipline issues at the EESAC meetings for discussion and resolution.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	86900
Mathematics	29500
Writing	9000
Science	35000
Parental Involvement	13000
Discipline & Safety	5250
Technology	27000
Health & Physical Fitness	3000
Electives & Special Areas	2500
Return On Investment	7250
Graduation (High Schools Only)	35000
Other	4250
Total	257650



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent