

Miami-Dade County Public Schools

Mater Academy East Charter High School



2015-16 School Improvement Plan

Mater Academy East Charter High School

998 SW 1ST ST, Miami, FL 33130

<http://materacademyeast.dadeschools.net>

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 2)

96%

Alternative/ESE Center

No

Charter School

Yes

2015-16 Minority Rate
(Reported as Non-white on Survey 2)

100%

School Grades History

Year
Grade

2014-15
A*

2013-14
B

2012-13
A

2011-12
B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The vision of Mater Academy East Charter High School is to deliver a first-class academic program with a seamless curriculum that enables students to become productive citizens who are prepared to address the challenges of the twenty-first century.

Provide the school's vision statement

The mission of Mater Academy East 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.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process of getting to know our Mater Academy East Charter High School students begins before the first day of school for many of our students. When students come to register with their parents, they interact with the secretarial staff, guidance counselor, and registrar. The guidance counselor takes time to pull previous grades, check test scores, and discuss with the student what his/her future plans are in an effort to provide the student with the most suitable course schedule. The registrar then gives the parents any additional information they might need to make sure their student's records are complete. Prior to the beginning of school, all parents are invited to attend Orientation sessions per grade level, where expectations and requirements are explained in depths. During the first week back, teachers have getting-to-know you activities in an effort to learn more about their students and make them feel comfortable and welcome. School-wide activities are also provided to develop students' social skills. Additionally, teachers communicate with parents via phone calls, emails, and parent conferences in an effort to not only strengthen the relationship with the student and parent but also to involve the parents in their child's educational development.

Describe how the school creates an environment where students feel safe and respected before, during and after school

An environment of safety and respect is created at Mater Academy East Charter High by having off-duty police officers, security, teachers, and administration staff that is visible and circulates throughout the school on a daily basis. The assistant principals makes every effort to walk the halls every morning to greet students and staff. During the school day, security circulates the building. During lunch times, administrators serve as additional security to ensure smooth transitions between lunches. After school, security and administrators aide in the dismissal process. Additionally, the school has an after care program where students are supervised from 2:30pm to 6pm in the event they do not take a bus home or their parent cannot pick them up at dismissal.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Mater Academy East Charter High follows the procedures and protocols as indicated in the MDCPS Code of Student Conduct as well as has developed a simplified version for distribution to parents. During the week of teacher planning, Mater Academy East Charter High School's administration holds a procedural meeting where all the school's policies and procedures are discussed. The procedures are not only discussed but are given to all teachers in a binder so that they may reference them as needed. Additionally, all procedural documents are placed on the school's shared drive so that all teachers may have access to them via their classroom desktop. All teachers who are new to Mater Academy East Charter High are paired up with a mentor who helps with procedural items as well as educational ones. Administration also emails any updates with regards to procedures as needed. All staff are encouraged to call or email an administrator if they are unsure about any procedural items.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Mater Academy East High provides a wide variety of clubs, and activities in an effort to entice as many students as possible to participate in co-curricular and extra-curricular activities such as DECA, Student Government, and Math Club. These provide students an outlet for self expression and social-emotional development. The school's guidance counselor keeps an open door policy and students are encouraged to speak with her when needed. Additionally, students are encouraged to speak to any teacher, club sponsor, security staff, or administrator if they are having any issues that are affecting them.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Identified by Lorena Carrasco, school attendance clerk

Attendance is taken daily, reported to the district and state via MDCPS gradebook and ISIS management system. Reports are given to the Assistant Principal for review, then posted for teachers to cross-reference. Errors are corrected and reports are re-printed if necessary. All attendance bulletins are filed in the front office. Students with excessive tardies and absences are referred to the office by homeroom teachers and parents are scheduled for a meeting.

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension was a total of 102 students

Identified by Mr. Mulrooney and Ms. Aguirre, Assistant Principals

Students with one or more suspensions are placed on a behavior plan, when the parents and student are scheduled to discuss the incident causing the suspension. These students are closely monitored by the assistant principals with regards to attendance, behavior and performance. The students are also scheduled with the counselor for regular meetings.

-One or more suspensions, whether in school or out of school was a total of 23 students

Identified by the school counselor, Melissa Rubio

As the school counselor, Mrs. Rubio has access to the electronic gradebook and closely monitors students failures. She meets with students regularly to discuss grade requirements and review academic histories. She calls students and meets with parents in reference to grades. Mrs. Rubio works collaboratively with the teachers to address the needs of students in classes. The assistant principals meet with her when conducting RtI meetings to track these students.

-Course failure in English Language Arts or Mathematics was divided as follows:

9th grade - 19 students

10th grade - 10 students

11th students - 18 students

12th students - 3 students

- Level 1 on statewide assessment was a total of 56 students
- Two students were retained in the 10th grade

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	25	19	24	34	102
One or more suspensions	8	7	5	3	23
Course failure in ELA or Math	19	10	18	3	50
Level 1 on statewide assessment	33	20	3	0	56
Retention	0	2	0	0	2
	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	17	15	15	3	50

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students exhibiting two or more early warning indicators meet with the Guidance Counselor and one of the administrators in an effort to determine the cause(s) behind the indicators as well as to discuss potential solutions that will benefit the student the most. The parent is invited to the meeting in an effort to involve the parent in the student's academic improvement. The student's teachers also participate in the meeting. Every effort is made to show the student that he/she has allies who are interested in seeing him/her succeed and do well academically.

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system. In order to promote student attendance the school has implemented an in-house reward system for the students that have perfect attendance for each nine weeks. Additionally, our Title I community involvement specialist performs home visits when students are not in school for an excessive amount of days. The administration conducts regular parent meetings with those parents who's students begin to miss more than 5 days of school. In order to support behavior and minimize suspensions, Mater Academy East Middle school celebrates "Student of the Month" in order to motivate and promote positive self-esteem amongst our student body. Students are awarded on a different theme each month. We have also implemented the "Good Citizenship" program. In this program, students have the opportunity to be recognized for their actions at a school-wide level. To improve the academic performance of our students who scored a Level 1 on statewide assessments, we will be providing after school tutoring in reading for students in 9th and 10th grade. The after school tutoring is partially funded through the Title III grant and it provides small group instruction for all level 1 and ELL students. Programs will be used throughout the school year to supplement our core reading and math instruction: iReady, Gizmos and Discovery Education.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193199>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Creating a successful school partnership with organizations is a challenging process. There has to be a clear vision and goal that relates to our school. There has to be structure and management to ensure that the partnerships are responsive to the needs of Mater Academy East Charter High School. To optimize the benefit to Mater Academy East and the community the school has to draw from a wide range of perspectives and expertise. Naturally there has to be complete cooperation from Mater East and their partners. Partners include City of Miami, Henderson Park, McDonald's, Publix, Amigos for Kids, and Leading and Learning.

Mater Academy East Charter has formed partnerships with both private and government owned agencies in order to build our Academy of Finance. Sustaining the partnerships requires constant communication with the partners, updating contacts, inviting local and national speakers, opening all lines of communication.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Tamargo, Alex	Principal
Mulrooney, Dennis	Assistant Principal
Bello-Rodriguez, Martha	SAC Member
Rubio , Melissa	Guidance Counselor
Valdes, Ruth	Teacher, K-12
Reyes, Maria	Teacher, K-12
Trujillo, Gisella	Teacher, K-12
Capdevila, Lergia	
Aguirre, Jenny	Assistant Principal
Carrion, Jennifer	Instructional Coach
Estrada, Maggie	Administrative Support
Valladares, Melissa	Administrative Support

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators Alex Tamargo - Principal, Jennifer Aguirre - Assistant Principal and Dennis Mulrooney - Assistant will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide and facilitate for professional development opportunities, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.

Instructional Coach Jennifer Carrion, Maria Reyes - Math Department Chair, Ruth Valdez - Reading/ ELA Department Chair and Martha Rodriguez - Science Department Chair will provides guidance on 9-12 reading, math, science plans; facilitates and supports data collection activities; FAIR; iReady reading and math assists in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning. In addition, the coaches will develop, lead and evaluate school Reading standards/ programs; identifies and analyzes existing literature on scientifically based curriculum for all students' achievement levels. Oversee and coordinate all the intervention programs.

Melissa Rubio - Guidance Counselor will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social Success. Maggie Estrada, Staffing Specialist, will anticipate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations. Insure IEPs, EPs and 504s are created and implemented.

ESOL Coordinator, Melissa Valladares articulates the vision for a developmentally appropriate program that builds from basic literacy skills to high school-level. Addresses communication and cultural issues with international students and their parents. Responsible for ensuring that teachers within the department are given access to tools and resources that enable each student to be optimally challenged, thoroughly engaged, and appropriately supported in the process of learning. Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. Rtl leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- Member of advisory group

3. Community stakeholders Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in

addition to

and in alignment with effective core instruction and behavioral supports to groups of targeted students who

need additional instructional and/or behavioral support.

- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

Tier 2

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

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

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

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

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

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team

extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Mater Academy East High School, in an effort to meet its stakeholder's needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a

federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to students

each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper

cleanliness techniques that should be used routinely. Parental involvement is of the utmost importance at

Mater Academy East. One of the school's goals is to help parents become learning facilitators so they may

effectively meet the educational needs of their children, as the students in turn, strive to meet the school's

high academic standards. One way in which this will be accomplished is by providing parents, in collaboration

with the Bilingual Parent Outreach Program, a series of informational workshops on various topics. These

workshops will be held in the evenings on a monthly basis. Additionally, parents have access to the school's

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs

are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

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; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis;

participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the

school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An

all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I

and other programs to ensure student needs are met. 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school).

Title I, Part D

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

Title II

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

- Training for add-on endorsement programs, such as Reading, Gifted, ESOL Training and substitute release

time for these training sessions

Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by

providing funds to implement and/or provide:

- Parent outreach activities
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers

Reading and supplementary instructional materials

Title VI, Part B - NA

Title X- Homeless

All schools are eligible to receive services and will do so upon identification and classification of a student as

homeless. District Homeless Social Worker provides resources (clothing, school supplies, social services

referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free

and appropriate education.

Supplemental Academic Instruction (SAI)

Several extended learning opportunities exist for the Mater Academy East students. These include but are

not limited to:

- Target tutoring delivered as a pull-out program for students needing assistance in the subject areas of

reading and mathematics

- After-school tutoring will also be offered to middle school students by the faculty

These opportunities for improvement are available to students in all grades and at all levels of achievement.

Opportunities for enrichment are also available for all students at Mater Academy East. The curriculum is

developed to allow students opportunities to partake in Honors and Advanced level courses from grades 9-12.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students; which incorporates field trips, community service and counseling. The City of Miami Police Department has established a presence and

rapport with the students at Mater Academy East High School in an effort to intervene and inform the

students

about violence prevention.

Nutrition Programs

Mater Academy East High School, in an effort to meet its stakeholders' needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a

federally assisted meal program which provide nutritionally balanced, low-cost or free lunches to students

each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper

cleanliness techniques that should be used routinely.

1) The school adheres to and implements the nutritional requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the

Healthy Food and Beverages Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start - N/A

Other

- 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.

- Increase parental engagement/involvement through developing (with on-going parental input) our school's

Title I School-Parent Compact ; our school's Title I Parental Involvement Plan; scheduling the Title I Annual

Meeting; and other documents/activities necessary in order to comply with dissemination and reporting

requirements.

- Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops,

Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our

goal to empower parents and build their capacity for involvement.

- 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.

- Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and

the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

- 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 Improve 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Martha Bello-Rodriguez	Parent
Alex Tamargo	Principal
Claire Fernandez	Teacher
Gisella Trujillo	Teacher
Lydia Figueroa	Education Support Employee
Nayadis Couce	Student
Millie Sanchez	Business/Community
Valerie Rodgers	Business/Community
Melissa Rubio	Education Support Employee
Irv Greenberg	Education Support Employee
Lance Lobar	Teacher
Michael Reyes	Student
Lergia Capdevila	Teacher
Robert Baal	Teacher
Karen Loucel	Parent
Nike Akinde	Parent
Alexis Nunez	Parent
Ingrid Nunez	Parent
Raul Pineyro	Parent
Erick Hernandez	Parent
Lisset Fernandez	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Once all the testing data has been received by the school during the summer, the data is disaggregated and made into a presentation. The data is then presented and discussed with the

EESAC members during our first EESAC meeting. Members are encouraged to ask questions and make suggestions regarding the strategies needed to make improvements for the following school year. Meeting took place in March 2014.

Development of this school improvement plan

- Read and review data, as well as plan, for cohesiveness.
- Development of the Parent Compact and Parent Involvement Plan.
- Ensure School Improvement Plan is followed with fidelity.
- March 2014

Preparation of the school's annual budget and plan

The budget is presented and discussed with the EESAC members for approval during the meeting. Questions and suggestions are solicited. Meeting on October 9, 2014

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

EESAC funds will be used to order Reading Coach instructional materials for after school tutoring. The amount that will be used is \$1735.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bello-Rodriguez, Martha	Administrative Support
Tamargo, Alex	Principal
Mulrooney, Dennis	Assistant Principal
Valdes, Ruth	Teacher, K-12
Rubio , Melissa	Guidance Counselor
Aguirre, Jenny	Assistant Principal
Carrion, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the LLT this year will be

- Infuse Reading across the curriculum by ensuring that all teachers are supplementing their instruction with reading strategies via differentiated instruction.
- Monitor the fidelity of the delivery of instruction and intervention.
- Develop and implement instructional routines that use complex text and incorporate text dependent questions.
- Develop lessons that provide students with opportunities for research and to incorporate writing throughout

- Provide levels of support and interventions to students based on data

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

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

Tier 2

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

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

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

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

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

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Mater Academy East High provides Professional Development which is geared towards encouraging positive working relationships between teachers and staff. The master schedule has been designed to provide teachers with common planning time. Department-level meetings are focused on student's

academic needs and how students are being assessed. Student improvement is monitored and instruction is modified as needed based on the decisions made through collaboration. Leadership/ Department levels meetings will be conducted among grade levels on a monthly basis and documentation such as agendas/minutes and sign-in sheet must be turned in to the administration to ensure proper planning for instruction is taking place.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Compensation and benefits equal to that of traditional public schools.
2. Soliciting referrals from current employees.
3. Soliciting referrals from administrative colleagues.
4. Provide individualized support for all teachers
5. Attend job fairs at local colleges and universities

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Tatiana Castro(first year teacher)/Vanessa Villamiel (department chairperson)
Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas
Christine Erice(first year teacher)/Jennifer Carrion (reading coach)
Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Mater Academy East High ensures its core instructional programs and materials are aligned to Florida's Standards during department-level meetings/common planning times. During these meetings the leadership team and department level team focus on specific standards to develop a cohesive and rigorous units of study. The MDCPS pacing guides, FSA, NGSSS, and Professional Development Services are used to assist with the development of standards-based units. The units include an overall learning goal with specific learning targets from Florida Standard(s). Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Mater Academy East High uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments in Reading, Math, and Science. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students'

achievement relative to the standards-based learning goal. Small reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency will receive intervention specific to their needs during MTSS. These students will be progress monitored on a weekly basis. The leadership team and department levels will meet monthly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address specific learning targets/needs. Students who are proficient will receive advanced instruction in small groups.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,600

Weekend program- Adding tutorial services from 3:15pm - 4:30pm Tuesdays or Thursdays for instruction in Reading. Using Triumph Learning, Reading materials aligned to Florida Standards in reading.

Strategy Rationale

Selected students in 9th and 10th grade will attend after school tutorial program. These students will be tutored in the areas of reading by a certified teacher. The teachers will use standards-aligned instructional materials that will help increase student performance on the FSA assessment as well as enrich the core curriculum to maximize student learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mulrooney, Dennis, dmulrooney@matereastmiddle.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from Interim testing is collected throughout the year to determine the effectiveness of tutorial programs as well as team planning groups. Additionally, in-house quarterly assessments have been developed to monitor student academic progress and to assist with curriculum development.

Strategy: Weekend Program

Minutes added to school year: 1,800

Students taking AP courses are offered study sessions to practice for subject area Advanced Placement exams utilizing College Board test prep Document Based Questions (DBQs).

Strategy Rationale

This strategy will allow to students to reinforce skills learned during the school day and further explore topics related to course being taken

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Trujillo, Gisella, gtrujillo@matereastmiddle.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher-made assessment

Strategy: After School Program

Minutes added to school year: 1,140

After School Program – Teachers have weekly department meetings for team planning.

Strategy Rationale

As a result, students overall reading, math, science, and writing proficiency will increase. The data will be collected using a diagnostic pre-test and post-test. Subsequently they will take a chapter test after each lesson. A data chat will take place after every chapter test to discuss student progress. The teachers and administration will decide if the strategies being implemented are producing the desired results. If any changes need to be made the changes will be made at the data chats.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Perez, Susana , sperez15@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Lesson Plans, and Classroom walkthroughs

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Grade level meetings are held at the beginning of each school year to discuss previous year's data with students. There is a presentation which discusses the graduation requirements for the varying cohorts that students are placed into. This assists students and parents with decisions on what type of program (Finance, Dual Enrollment) they wish to participate in. In addition, the Guidance Counselor hosts another grade level meeting just before subject selection cards are distributed to all students. During this meeting, the counselor will review graduation requirements and advanced placement opportunities and discuss what they should be focusing on for next year. Students then meet with the Guidance Counselor on an individual basis if they are unclear about their path for the following school year or have any other questions regarding their academic plan.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

All of the students at Mater Academy are addressed at a general assembly with regards to the curriculum bulletin and course selection. The students then meet individually with the counselor to review their selections and teacher recommendations. Students also complete ePEPs on www.facts.org and they are updated to reflect any changes in student programs. All students are encouraged to select course work within the Academy of Finance as well as foreign languages. Students at the middle school level have the opportunity to take courses that account for high school credit in the areas of Science, Math, and Foreign Language. Students in 10th through 12th grade are scheduled for PSAT, SAT, and ACT examinations as well as CPT exams at Miami-Dade College. Advanced Placement courses are offered in 11 different subject areas.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school offers a wide variety of courses that are aligned with the State's curriculum to ensure a smooth transition from year to year. All of the courses are interconnected to build on each other as the student moves toward graduation. The school offers opportunities for internships through the Academy of Finance as part of summer partnerships and OJT program.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Mater Academy East offers courses at a variety of levels. The school offers courses at the remedial, regular, advanced/honors, and advanced placement levels; 45% of students successfully passed Advanced Placement courses with a score of 3 or higher. Graduation Rate for 2014-2015 school year was 93%.

Students are encouraged to take the more advanced courses to supplement our already rigorous curriculum. The guidance department at Mater Academy East conducts meeting with students and reviews their individual student histories and standardized test scores to properly recommend the following school year's course work. Mater Academy East offers dual enrollment courses in conjunction with Miami-Dade College and Florida International University.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Mater Academy East Charter High school offers an advanced curriculum that allows students to accelerate their educational opportunities. Students have the ability to take advanced level Language Arts, Mathematics, Social Studies and Science courses. Once the transition has been made into High

School those advanced learners can enter Mater East High School's nationally recognized Academy of Finance or enter the high school's dual enrollment program through a variety of colleges.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To Improve student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To Improve student achievement by improving core instruction in all content areas. 1a

G070881

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0
AMO Math - Hispanic	70.0
AMO Math - ELL	61.0
AMO Math - ED	69.0
AMO Reading - All Students	69.0
AMO Reading - Hispanic	68.0
AMO Reading - ELL	49.0
AMO Reading - ED	67.0
4-Year Grad Rate (Standard Diploma)	95.0
Math Gains	60.0
Math Lowest 25% Gains	62.0
Math Achievement District Assessment	17.0
FSA English Language Arts - Achievement	47.0
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	54.0
Algebra I EOC Pass Rate	56.0
Geometry EOC Pass Rate	48.0
Bio I EOC Pass	87.0

Resources Available to Support the Goal 2

- Access to Pearson SuccessNet for textbook and resources access for students and teachers
- After-school tutorial program for EOC preparation
- Title III dollars will be utilized for an after-school tutorial program in Reading instruction for all ELL learners
- iReady Math for all Math courses
- Weekly literacy block instruction
- iReady for all Level 1 and 2 students
- Test prep materials for all students enrolled in EOC courses
- A Reading Coach was hired to assist teachers with implementing best practices, developing lessons, differentiating their reading instruction, provide professional development and direct a reading intervention program for struggling readers.
- SpringBoard
- Triumph Learning tutorial materials for Reading after-school tutorial program
- Use of primary and secondary sources across all content areas
- Edge

Targeted Barriers to Achieving the Goal 3

- Students need to improve their ability to comprehend grade level text as evidenced by overall low proficiency scores on the 2015 Reading FSA (55%), 2015 Algebra I EOC (44%), 2014 Geometry EOC (48%), and 2015 Biology EOC (77%).

Plan to Monitor Progress Toward G1. 8

Review of strategy instruction; lesson plans; classroom walk-throughs; gradebook reviews; and assessment data (teacher and interim)

Person Responsible

Alex Tamargo

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans Classroom walk-throughs Grade-book reviews Mathletics data Gizmos usage reports Assessment data (teacher-made and interim)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To Improve student achievement by improving core instruction in all content areas. **1**

 G070881

G1.B1 Students need to improve their ability to comprehend grade level text as evidenced by overall low proficiency scores on the 2015 Reading FSA (55%), 2015 Algebra I EOC (44%), 2014 Geometry EOC (48%), and 2015 Biology EOC (77%). **2**

 B184773

G1.B1.S1 Provide differentiated instruction for students to maintain necessary reading comprehension strategies when applied to variety of text structures. Teachers will develop focused comprehension lessons throughout the content areas to decipher meaning when reading all types of text. Students will be exposed to an array of literary pieces such as novels, informational text, newspapers, primary sources, secondary sources, chapter books, etc. throughout the school year. Students will apply reading comprehension strategies to all types of text. Reading Plus Program will enhance reading comprehension and vocabulary development. **4**

 S196195

Strategy Rationale

Gain understanding of text based on learned reading comprehension strategies.

Action Step 1 **5**

Identify text structure when reading grade-level text; understand author's purpose for writing text; and identify is if text is primary or secondary source.

Person Responsible

Jennifer Carrion

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson Plans

Action Step 2 5

Differentiate instruction based on student data in the area of reading comprehension.

Person Responsible

Jennifer Carrion

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, Data binders

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review Reading/Language Arts lesson plans for reading comprehension strategy and differentiated instruction implementation

Person Responsible

Jennifer Carrion

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, lesson plan review checklist

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of Assessment Data in the area of reading application and informational text/reading process as described in the FCIM

Person Responsible

Alex Tamargo


Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Interim Assessments; FSA 2015 in Reading

G1.B1.S2 Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve arguments. Support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned word problem comprehension strategies to real-life situations as it applies to Algebra and Geometry concepts. 4

 S196196

Strategy Rationale

Analyze word problems to understand, clarify, and solve problems effectively

Action Step 1 5

Practice construction of arguments and critiques when working with word problems; walk through the problem solving process out-loud.

Person Responsible

Martha Bello-Rodriguez

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Bell ringer word problem exercises

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Conduct weekly walk-throughs to observe the use of word problem bell ringers and student-teacher instruction in the approach to solving word problems.

Person Responsible

Jenny Aguirre

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walk-throughs, lesson plans, iReady Math data, assessment data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Provide opportunities for multiple exposure to strategy implementation through teacher professional development in differentiated instruction and Math pacing guide professional development sessions

Person Responsible

Jenny Aguirre

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Implementation of strategies learned visible in lesson plans; classroom walk-throughs

G1.B1.S3 Foster creativity and critical thinking in students through cross curricular integration of skills. Provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life experiences and to explain and write about their results and experiences. 4

 S196197

Strategy Rationale

Utilize critical thinking skills to gain meaning of abstract concepts presented in text.

Action Step 1 5

Provide inquiry-based, hands-on laboratory activities incorporating the nature of science

Person Responsible

Martha Bello-Rodriguez

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans; Science Department Pacing Guide Meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review of lesson plans for planned laboratory activities

Person Responsible

Martha Bello-Rodriguez

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review of interim data and unit assessments in the area of Nature of Science

Person Responsible

Martha Bello-Rodriguez

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Interim assessments; teacher-made assessments; Gizmos usage reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Identify text structure when reading grade-level text; understand author's purpose for writing text; and identify if text is primary or secondary source.	Carrion, Jennifer	8/24/2015	Lesson Plans	6/9/2016 daily
G1.B1.S2.A1	Practice construction of arguments and critiques when working with word problems; walk through the problem solving process out-loud.	Bello-Rodriguez, Martha	8/24/2015	Bell ringer word problem exercises	6/9/2016 daily
G1.B1.S3.A1	Provide inquiry-based, hands-on laboratory activities incorporating the nature of science	Bello-Rodriguez, Martha	8/24/2015	Lesson plans; Science Department Pacing Guide Meetings	6/9/2016 biweekly
G1.B1.S1.A2	Differentiate instruction based on student data in the area of reading comprehension.	Carrion, Jennifer	8/24/2015	Lesson plans, Data binders	6/9/2016 weekly
G1.MA1	Review of strategy instruction; lesson plans; classroom walk-throughs;	Tamargo, Alex	8/24/2015	Lesson plans Classroom walk-throughs Grade-book reviews Mathletics data	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	gradebook reviews; and assessment data (teacher and interim)			Gizmos usage reports Assessment data (teacher-made and interim)	
G1.B1.S1.MA1	Review of Assessment Data in the area of reading application and informational text/reading process as described in the FCIM	Tamargo, Alex	8/24/2015	Interim Assessments; FSA 2015 in Reading	6/9/2016 quarterly
G1.B1.S1.MA1	Review Reading/Language Arts lesson plans for reading comprehension strategy and differentiated instruction implementation	Carrion, Jennifer	8/24/2015	Lesson plans, lesson plan review checklist	6/9/2016 weekly
G1.B1.S2.MA1	Provide opportunities for multiple exposure to strategy implementation through teacher professional development in differentiated instruction and Math pacing guide professional development sessions	Aguirre, Jenny	8/24/2015	Implementation of strategies learned visible in lesson plans; classroom walk-throughs	6/9/2016 quarterly
G1.B1.S2.MA1	Conduct weekly walk-throughs to observe the use of word problem bell ringers and student-teacher instruction in the approach to solving word problems.	Aguirre, Jenny	8/24/2015	Classroom walk-throughs, lesson plans, iReady Math data, assessment data	6/9/2016 weekly
G1.B1.S3.MA1	Review of interim data and unit assessments in the area of Nature of Science	Bello-Rodriguez, Martha	8/24/2015	Interim assessments; teacher-made assessments; Gizmos usage reports	6/9/2016 quarterly
G1.B1.S3.MA1	Review of lesson plans for planned laboratory activities	Bello-Rodriguez, Martha	8/24/2015	Lesson plans	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To Improve student achievement by improving core instruction in all content areas.

G1.B1 Students need to improve their ability to comprehend grade level text as evidenced by overall low proficiency scores on the 2015 Reading FSA (55%), 2015 Algebra I EOC (44%), 2014 Geometry EOC (48%), and 2015 Biology EOC (77%).

G1.B1.S1 Provide differentiated instruction for students to maintain necessary reading comprehension strategies when applied to variety of text structures. Teachers will develop focused comprehension lessons throughout the content areas to decipher meaning when reading all types of text. Students will be exposed to an array of literary pieces such as novels, informational text, newspapers, primary sources, secondary sources, chapter books, etc. throughout the school year. Students will apply reading comprehension strategies to all types of text. Reading Plus Program will enhance reading comprehension and vocabulary development.

PD Opportunity 1

Differentiate instruction based on student data in the area of reading comprehension.

Facilitator

Mulrooney, Dennis

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G1.B1.S3 Foster creativity and critical thinking in students through cross curricular integration of skills. Provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life experiences and to explain and write about their results and experiences.

PD Opportunity 1

Provide inquiry-based, hands-on laboratory activities incorporating the nature of science

Facilitator

MDCPS Science Department

Participants

All science teachers

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1	Identify text structure when reading grade-level text; understand author's purpose for writing text; and identify is if text is primary or secondary source.				\$0.00
2	G1.B1.S1.A2	Differentiate instruction based on student data in the area of reading comprehension.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$100.00
<i>Notes: Differentiated Instruction Professional Development</i>						
3	G1.B1.S2.A1	Practice construction of arguments and critiques when working with word problems; walk through the problem solving process out-loud.				\$0.00
4	G1.B1.S3.A1	Provide inquiry-based, hands-on laboratory activities incorporating the nature of science				\$0.00
					Total:	\$100.00