

Miami-Dade County Public Schools

Mater East Academy Middle School



2015-16 School Improvement Plan

Mater East Academy Middle School

998 SW 1ST ST, Miami, FL 33130

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	96%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	0

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 mission of Mater Academy East Middle/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.

Provide the school's vision statement

The vision of Mater East Academy Middle/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.

School Environment

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

Mater Academy East Middle school climate survey and home language survey will help to provide valuable insight to our students' cultural needs. Teachers will use monthly newsletter in order to maintain constant contact and bridge the gap between home and school. Our monthly newsletter will also provide parents with updates and information regarding important events that are taking place at the school. The continued support and communication between faculty, students and parents will ensure positive relationships. Our parental/student involvement events will build positive relationships and communicate the school's mission and vision. These events include, but are not limited to: Pre-Orientation, Open House, Hispanic Heritage Festival, Book Fair, Florida State Assessment (FSA) Information Night, and monthly parent universities.

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

We have clear procedures implemented for arrival and dismissal of students with off-duty police supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Security monitors are available for assistance to maintain a safe and controlled environment during class changes and in the cafeteria. Having a staff and leadership team that is visible and available allows for students and parents to feel valued, appreciated, and respected. This will help to foster an environment where students will participate and contribute to the learning environment. Mater Academy East Middle provides a quality after school program which creates a place where school, neighborhood and community resources team-up to positively impact the student and their families.

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

The Mater Academy East Charter Middle school Code of Excellence is a school wide plan, which clearly outlines student expectations. Miami Dade County Public Schools Code of Student Conduct is also adhered to for specific consequence guidelines. Proper behavior is recognized and

consequences are given for breaking our code. Each parent must take an active role in supporting this plan. We want our children to learn and to be responsible citizens. It is in the children's best interest that parents and staff work together to ensure a happy, safe, and productive learning experience.

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

A full time guidance counselor is available to all students if counseling is needed/requested. The guidance counselor has created a protocol whereby teachers, parents and the administration request services in order to meet the needs of our students. Guidance counselor provides ongoing monthly character education classes to all students.

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 below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension was a total of 53 students
 Identified by Mr. Mulrooney and Ms. Aguirre, Assistant Principals
 -One or more suspensions, whether in school or out of school was a total of 45 students
 -Course failure in English Language Arts or Mathematics was divided as follows:
 6th grade - 46 students
 7th grade - 40 students
 8th students - 48 students
 -Level 1 on statewide assessment was a total of 142 students for the 13-14 School Year.

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
	6	7	8	
Attendance below 90 percent	14	19	20	53
One or more suspensions	17	13	15	45
Course failure in ELA or Math	46	40	48	134
Level 1 on statewide assessment	61	36	45	142

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	33	25	35	93

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

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 the areas of reading, math, science, and writing for students in 6th through 8th 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. Standards directed small group instruction is to be used as an intervention piece during our Multi-Tiered System of Supports (MTSS) instructional time. Standards directed small group instruction is the center piece of a school wide intervention program that specifically targets those students in the lowest 25% and targets the deficiencies of each of the students as they are grouped. The following 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/193202>.

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 Middle 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, Amingo's 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 and 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
Rubio , Melissa	Guidance Counselor
Bello-Rodriguez, Martha	Administrative Support
Estrada, Maggie	Administrative Support
Reyes, Maria	Teacher, K-12
Valdes, Ruth	Teacher, K-12
Carrion, Jennifer	Instructional Coach
Aguirre, Jenny	Assistant Principal
Riera, Betty	Principal
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 Betty Riera - Principal, Jenny Aguirre - Assistant Principal and Dennis Mulrooney - Assistant Principal 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 6-8 reading, math, science plans; facilitates and supports data collection activities; FAIR and iReady 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. RtI 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 RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
 - 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 to 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.

1. 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 Middle 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 6-8.

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 Middle School in an effort to intervene and inform the students

about violence prevention.

Nutrition Programs

Mater Academy East Middle 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
Alex Tamargo	Principal
Lance Lobar	Teacher
Gisela Trujillo	Teacher
Millie Sanchez	Business/Community
Lorena Carrasco	Parent
Susana Perez	Education Support Employee
Valerie Rogers	Business/Community
Evelin Barriel	Business/Community
Rodrigo Valencoso	Teacher
Daniela Gonzalez	Student
Melissa Rubio	Education Support Employee
Gloria Ponce	Student
Irv Greenburg	Education Support Employee
Alexis Nunez	Parent
Ingrid Nunez	Parent
Damaris Coladas	Teacher
Betty Riera	Principal
Nike Akinde	Parent
Mercedes Herrera	Teacher
Michael Tamayo	Teacher
Karen Loucel	Parent
Lisset Fernandez	Parent
Raul Pinetro	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

On October 9, 2015 the committee will review the 2014-2015 school improvement plan in conjunction with 2014 FCAT 2.0 assessment results and FSA EOC results to determine an evaluation of it's goals and effectiveness.

Development of this school improvement plan

On October 9, 2015 the committee will read and review data, as well as plan, for cohesiveness and ensure the School Improvement Plan is followed with fidelity.

Preparation of the school's annual budget and plan

On October 9, 2015 the SAC members will review Mater Academy East's 2015-2016 annual budget and plan. During this meeting, updated budget information will be shared and the SAC will provide input in the shared decision making process of allocations for professional development for teachers as well as expenditures for instructional materials.

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
Mulrooney, Dennis	Assistant Principal
Valdes, Ruth	Teacher, K-12
Estrada, Maggie	Administrative Support
Aguirre, Jenny	Assistant Principal
Carrion, Jennifer	Instructional Coach
Riera, Betty	Principal

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

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 Middle 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

Madeline Silver/Lorena Lam:

Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas.

Maria Reyes/Sonia Marquez:

Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas.

Michael Tamayo/Danny Delgado:

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 Middle 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 unit 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 Middle 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: 7,200

Selected students in 6th through 8th grade will attend an after school tutorial program. These students will be tutored in the areas of reading, math, science and writing by a certified teacher. The teachers will use standards-aligned instructional materials that will help increase student performance on the FSA and EOC assessments as well as enrich the core curriculum to maximize student learning.

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)

- 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.

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 after 8th grade as they matriculate

from Mater East Middle into Mater East High. In addition, as students are ready to move from 8th grade into 9th, 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 discusses 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.

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

As students matriculate from the middle to the high school, students are offered 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; 44% of students successfully passed Advanced Placement courses with a score of 3 or higher. Graduation Rate for 2014-2015 at Mater East High school year was 93%. By beginning the trend of advanced placement in Mater east Middle school students are offered the opportunity for greater academic success. 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.

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 East Middle 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 for High School Credit. Once the transition has been made into High School those advanced learners can enter Mater East High School's nationally recognized Finance Academy or enter the high school dual enrolment 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:

.

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

G070907

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Reading - African American	64.0
AMO Reading - ED	68.0
AMO Reading - ELL	57.0
AMO Reading - Hispanic	70.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	78.0
AMO Math - All Students	70.0
AMO Math - African American	66.0
AMO Math - ED	69.0
AMO Math - ELL	62.0
AMO Math - Hispanic	70.0
Algebra I EOC Pass Rate	86.0
Geometry EOC Pass Rate	100.0
Math Gains	60.0
Math Lowest 25% Gains	69.0
FCAT 2.0 Science Proficiency	42.0
CELLA Writing Proficiency	33.0

Resources Available to Support the Goal 2

-
- Springboard
- Inside
- Visions
- Florida Performance Coach
- Gizmos
- Discovery Science
- iReady

Targeted Barriers to Achieving the Goal 3

- Students need to improve their ability to identify the meaning of words in reading passages and word problems as evidenced by overall low proficiency scores on the 2014 FCAT 2.0 in Reading (56%), Math (43%) and Science (2015) (42%).

Plan to Monitor Progress Toward G1. 8

Formal Formative and Summative Assessment Data will be reviewed.

Person Responsible

Betty Riera

Schedule

Annually, from 9/30/2015 to 6/9/2016

Evidence of Completion

Formative and Summative Assessments; FSA 2015/2016

Plan to Monitor Progress Toward G1. 8

Weekly teacher made vocabulary assessments will be reviewed.

Person Responsible

Jennifer Carrion

Schedule

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

Evidence of Completion

During reading/ELA department meeting teachers will review student work samples and assessment data.

Plan to Monitor Progress Toward G1. 8

iReady Progress Monitoring Data

Person Responsible

Jennifer Carrion

Schedule

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

Evidence of Completion

Vocabulary results from iReady data will be reviewed.

Plan to Monitor Progress Toward G1. 8

iReady Math Progress Monitoring Data

Person Responsible

Jennifer Carrion

Schedule

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

Evidence of Completion

Vocabulary results tied to specific Florida Standards will be reviewed.

Plan to Monitor Progress Toward G1. 8

Monthly Math Department Vocabulary targeted Assessments

Person Responsible

Martha Bello-Rodriguez

Schedule

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

Evidence of Completion

During math department meeting teachers will review student work samples and assessment data.

Plan to Monitor Progress Toward G1. 8

Gizmos Progress monitoring data.

Person Responsible

Martha Bello-Rodriguez

Schedule

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

Evidence of Completion

Student Achieve from Gizmos labs will be reviewed, specifically targeting Vocabulary results.

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**

 G070907

G1.B1 Students need to improve their ability to identify the meaning of words in reading passages and word problems as evidenced by overall low proficiency scores on the 2014 FCAT 2.0 in Reading (56%), Math (43%) and Science (2015) (42%). **2**

 B184843

G1.B1.S1 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Florida State Standards and Next Generation Sunshine State Standards to develop focused vocabulary lessons during reading instruction. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words. Reading Plus Program will enhance reading comprehension and vocabulary development. **4**

 S196272

Strategy Rationale

Students will enhance their vocabulary skills and increase student achievement.

Action Step 1 **5**

Professional development will given to all teachers regarding differentiated instruction.

Person Responsible

Dennis Mulrooney

Schedule

On 8/20/2015

Evidence of Completion

Administrative classroom walkthroughs

Action Step 2 5

Teachers will identify key words in a passage or text and create a working, student centered word walls in reading class.

Person Responsible

Dennis Mulrooney

Schedule

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

Evidence of Completion

Teacher made assessment results focused on vocabulary development and reading plus data.

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

Weekly Administrative Walkthroughs to review the implementation of differentiated instructional activities.

Person Responsible

Dennis Mulrooney

Schedule

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

Evidence of Completion

Administrative Review

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

Review of student work, teacher made and Interim benchmark reading assessments; specifically vocabulary standards.

Person Responsible

Jennifer Carrion

Schedule

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

Evidence of Completion

Teacher made and interim assessments

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

During department level meeting teachers will review student work samples and assessments to determine student strengths and weaknesses and adapt instruction as necessary.

Person Responsible

Jennifer Carrion


Schedule

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

Evidence of Completion

Teacher made and interim assessment data

G1.B1.S3 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Florida State Standards and Next Generation Sunshine State Standards to develop focused vocabulary lessons during math instruction. Additionally, students will be exposed to an array of word problems throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words and key words that will assist in determining the proper processes and strategies for problem solving. Mathletics program will enhance mathematics instruction and vocabulary development. 4

 S196274

Strategy Rationale

Students will enhance their vocabulary skills and increase student achievement.

Action Step 1 5

Professional development will given to all teachers regarding differentiated instruction.

Person Responsible

Dennis Mulrooney

Schedule

On 8/20/2015

Evidence of Completion

Administrative classroom walkthroughs

Action Step 2 5

Teachers will identify key words in a word problem or text and create a working, student centered word walls in math class.

Person Responsible

Dennis Mulrooney

Schedule

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

Evidence of Completion

Teacher made assessment results focused on vocabulary development and iReady Math data.

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

Weekly Administrative Walkthroughs to review the implementation of differentiated instructional activities.

Person Responsible

Dennis Mulrooney

Schedule

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

Evidence of Completion

Administrative Review

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

Review of student work, teacher made and Interim benchmark math assessments; specifically vocabulary standards.

Person Responsible

Maria Reyes

Schedule

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

Evidence of Completion

Teacher made and interim assessments

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

During department level meeting teachers will review student work samples and assessments to determine student strengths and weaknesses and adapt instruction as necessary.

Person Responsible

Martha Bello-Rodriguez

Schedule

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

Evidence of Completion

Teacher made and interim assessment data

G1.B1.S4 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Next Generation Sunshine State Standards to develop focused vocabulary lessons during science instruction. Additionally, students will be exposed to an array of word problems throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words and key words that will assist in determining the proper processes and strategies for problem solving. Gizmos program and Discovery Education will enhance science instruction and vocabulary development. 4

 S196275

Strategy Rationale

Students will enhance their vocabulary skills and increase student achievement.

Action Step 1 5

Professional development will given to all teachers regarding differentiated instruction.

Person Responsible

Dennis Mulrooney

Schedule

On 8/20/2015

Evidence of Completion

Administrative classroom walkthroughs

Action Step 2 5

Teachers will identify key words in a word problem or text and create a working, student centered word walls in science class.

Person Responsible

Martha Bello-Rodriguez

Schedule

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

Evidence of Completion

Teacher made assessment results focused on vocabulary development and Gizmos data.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Weekly Administrative Walkthroughs to review the implementation of differentiated instructional activities.

Person Responsible

Dennis Mulrooney

Schedule

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

Evidence of Completion

Administrative Review

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Review of student work, teacher made and Interim benchmark science assessments; specifically vocabulary standards.

Person Responsible

Martha Bello-Rodriguez

Schedule

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

Evidence of Completion

Teacher made and interim assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

During department level meeting teachers will review student work samples and assessments to determine student strengths and weaknesses and adapt instruction as necessary.

Person Responsible

Martha Bello-Rodriguez

Schedule

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

Evidence of Completion

Teacher made and interim assessment data

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	Professional development will given to all teachers regarding differentiated instruction.	Mulrooney, Dennis	8/20/2015	Administrative classroom walkthroughs	8/20/2015 one-time
G1.B1.S3.A1	Professional development will given to all teachers regarding differentiated instruction.	Mulrooney, Dennis	8/20/2015	Administrative classroom walkthroughs	8/20/2015 one-time
G1.B1.S4.A1	Professional development will given to all teachers regarding differentiated instruction.	Mulrooney, Dennis	8/20/2015	Administrative classroom walkthroughs	8/20/2015 one-time
G1.B1.S1.A2	Teachers will identify key words in a passage or text and create a working, student centered word walls in reading class.	Mulrooney, Dennis	8/24/2015	Teacher made assessment results focused on vocabulary development and reading plus data.	6/9/2016 weekly
G1.B1.S3.A2	Teachers will identify key words in a word problem or text and create a working, student centered word walls in math class.	Mulrooney, Dennis	8/24/2015	Teacher made assessment results focused on vocabulary development and iReady Math data.	6/9/2016 weekly
G1.B1.S4.A2	Teachers will identify key words in a word problem or text and create a working, student centered word walls in science class.	Bello-Rodriguez, Martha	8/24/2015	Teacher made assessment results focused on vocabulary development and Gizmos data.	6/9/2016 weekly
G1.MA1	Formal Formative and Summative Assessment Data will be reviewed.	Riera, Betty	9/30/2015	Formative and Summative Assessments; FSA 2015/2016	6/9/2016 annually
G1.MA2	Weekly teacher made vocabulary assessments will be reviewed.	Carrion, Jennifer	8/24/2015	During reading/ELA department meeting teachers will review student work samples and assessment data.	6/9/2016 biweekly
G1.MA3	iReady Progress Monitoring Data	Carrion, Jennifer	8/24/2015	Vocabulary results from iReady data will be reviewed.	6/9/2016 monthly
G1.MA4	iReady Math Progress Monitoring Data	Carrion, Jennifer	8/24/2015	Vocabulary results tied to specific Florida Standards will be reviewed.	6/9/2016 monthly
G1.MA5	Monthly Math Department Vocabulary targeted Assessments	Bello-Rodriguez, Martha	8/24/2015	During math department meeting teachers will review student work samples and assessment data.	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA6	Gizmos Progress monitoring data.	Bello-Rodriguez, Martha	8/24/2015	Student Achieve from Gizmos labs will be reviewed, specifically targeting Vocabulary results.	6/9/2016 monthly
G1.B1.S1.MA1	During department level meeting teachers will review student work samples and assessments to determine student strengths and weaknesses and adapt instruction as necessary.	Carrion, Jennifer	8/24/2015	Teacher made and interim assessment data	6/9/2016 biweekly
G1.B1.S1.MA1	Weekly Administrative Walkthroughs to review the implementation of differentiated instructional activities.	Mulrooney, Dennis	8/24/2015	Administrative Review	6/9/2016 weekly
G1.B1.S1.MA2	Review of student work, teacher made and Interim benchmark reading assessments; specifically vocabulary standards.	Carrion, Jennifer	8/24/2015	Teacher made and interim assessments	6/9/2016 biweekly
G1.B1.S3.MA1	During department level meeting teachers will review student work samples and assessments to determine student strengths and weaknesses and adapt instruction as necessary.	Bello-Rodriguez, Martha	8/24/2015	Teacher made and interim assessment data	6/9/2016 biweekly
G1.B1.S3.MA1	Weekly Administrative Walkthroughs to review the implementation of differentiated instructional activities.	Mulrooney, Dennis	8/24/2015	Administrative Review	6/9/2016 weekly
G1.B1.S3.MA2	Review of student work, teacher made and Interim benchmark math assessments; specifically vocabulary standards.	Reyes, Maria	8/24/2015	Teacher made and interim assessments	6/9/2016 biweekly
G1.B1.S4.MA1	During department level meeting teachers will review student work samples and assessments to determine student strengths and weaknesses and adapt instruction as necessary.	Bello-Rodriguez, Martha	8/24/2015	Teacher made and interim assessment data	6/9/2016 biweekly
G1.B1.S4.MA1	Weekly Administrative Walkthroughs to review the implementation of differentiated instructional activities.	Mulrooney, Dennis	8/24/2015	Administrative Review	6/9/2016 weekly
G1.B1.S4.MA2	Review of student work, teacher made and Interim benchmark science assessments; specifically vocabulary standards.	Bello-Rodriguez, Martha	8/24/2015	Teacher made and interim assessments	6/9/2016 biweekly

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 identify the meaning of words in reading passages and word problems as evidenced by overall low proficiency scores on the 2014 FCAT 2.0 in Reading (56%), Math (43%) and Science (2015) (42%).

G1.B1.S1 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Florida State Standards and Next Generation Sunshine State Standards to develop focused vocabulary lessons during reading instruction. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words. Reading Plus Program will enhance reading comprehension and vocabulary development.

PD Opportunity 1

Professional development will given to all teachers regarding differentiated instruction.

Facilitator

Mulrooney, Dennis

Participants

All Instructional Staff

Schedule

On 8/20/2015

G1.B1.S3 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Florida State Standards and Next Generation Sunshine State Standards to develop focused vocabulary lessons during math instruction. Additionally, students will be exposed to an array of word problems throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words and key words that will assist in determining the proper processes and strategies for problem solving. Mathletics program will enhance mathematics instruction and vocabulary development.

PD Opportunity 1

Professional development will given to all teachers regarding differentiated instruction.

Facilitator

Mulrooney, Dennis

Participants

All Instructional Staff

Schedule

On 8/20/2015

G1.B1.S4 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Next Generation Sunshine State Standards to develop focused vocabulary lessons during science instruction. Additionally, students will be exposed to an array of word problems throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words and key words that will assist in determining the proper processes and strategies for problem solving. Gizmos program and Discovery Education will enhance science instruction and vocabulary development.

PD Opportunity 1

Professional development will given to all teachers regarding differentiated instruction.

Facilitator

Mulrooney, Dennis

Participants

All Instructional Staff

Schedule

On 8/20/2015

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	Professional development will given to all teachers regarding differentiated instruction.	\$0.00
2	G1.B1.S1.A2	Teachers will identify key words in a passage or text and create a working, student centered word walls in reading class.	\$0.00
3	G1.B1.S3.A1	Professional development will given to all teachers regarding differentiated instruction.	\$0.00
4	G1.B1.S3.A2	Teachers will identify key words in a word problem or text and create a working, student centered word walls in math class.	\$0.00
5	G1.B1.S4.A1	Professional development will given to all teachers regarding differentiated instruction.	\$0.00
6	G1.B1.S4.A2	Teachers will identify key words in a word problem or text and create a working, student centered word walls in science class.	\$0.00
Total:			\$0.00