

Miami-Dade County Public Schools

Mater Academy At Mount Sinai



2015-16 School Improvement Plan

Mater Academy At Mount Sinai

4300 ALTON RD, Miami Beach, FL 33140

[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)
Elementary	No	54%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	86%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Dade County School Board.

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

To develop the intellectual and social skills of its students by facilitating a rigorous curriculum making available a wide-range of educational resources within a safe learning environment, to enable students to perform at or above grade level, availing success within a global society.

Provide the school's vision statement

The Vision of Mater Academy is to provide students a viable educational choice that offers an innovative, rigorous, and seamless college preparatory curriculum, providing Mater students, at every level, with a competitive advantage against their contemporaries. To that end, Mater Schools strive to:

- Create a thirst for knowledge in all disciplines;
- Kindle the art of thinking and serve as a springboard for lifelong learning; and
- Deliver and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

School Environment

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

Mater Academy at Mount Sinai learns about students' cultures by conducting many school events that involve their families such as: Hispanic Heritage Celebration, Family BBQ Kick-Off, Holiday Show, Family Movie Night, Dad Pumpkin Day, and Mother's Day Breakfast.

The school builds relationships between teachers by engaging everyone in discussions, participating in Professional Learning Communities, and allowing teachers to collaborate together while taking the lead in something that interest them such as a school wide event or curriculum implementation for the school.

The school builds relationships between students by building character development, encouraging students to do their best through the buddy system, after school activities/clubs, and working collaboratively in the classroom.

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

Mater Academy at Mount Sinai creates an environment where students feel safe in the mornings by offering Morning Care with a staff member so students are never left unattended and welcoming students into the school to ensure that every student enters the campus safely.

The school creates an environment where students feel safe and respected during school because all staff members recognize the students by name, have lunch with the students. All parents must sign every child out with the teacher when picking up the children.

The students at Mater Academy at Mount Sinai feel safe and respected afterschool by offering After Care with staff members that help them with their home learning assignments. All parents must sign every child out with the after care staff when picking up the children.

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

We believe that a safe and orderly school is of primary importance. When children behave in a respectful, responsible, and safe manner, they learn more and develop into responsible children whose “character counts” through the use of Class Dojo.

Under no circumstances is corporal punishment to be administered at Mater Academy at Mount Sinai. Teachers and students must foster a mutual respect for one another. NEVER use physical punishment or harsh verbal language toward a student. We encourage methods of positive reinforcement/rewards and/or loss of privileges.

Mater Academy at Mount Sinai students will abide by the Miami-Dade County Public Schools Code of Student Conduct. The Code of Student Conduct is a school-wide plan that clearly outlines student expectations. Proper behavior is recognized and consequences are given for breaking the code. Teachers are required to review its contents with their students so that the expectations for behavior at Mater Academy are clear. In addition, behavioral expectations and/or classroom rules are posted in each classroom.

Consequences for violations of the Code of Student Conduct

1st Consequence – VERBAL WARNING/TIME OUT

2nd Consequence – PARENT CONTACTED/CONFERENCE

3rd Consequence – DETENTION ISSUED

4th Consequence – REFERRAL

5th Consequence – SEND TO PRINCIPAL’S OFFICE

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 at Mount Sinai ensures the social-emotional needs of all students are being met by a school therapist such as occupational therapist and speech/language therapist. When needed, Mater Mount Sinai reaches out to our larger campus for additional support such as having their school counselor visit our campus to assist.

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

In order to create a supportive environment that addresses the early warning systems, teachers, administrators, and support staff will work together to monitor student academic progress, and promote attendance and positive school behavior.

Administration and teachers monitor student attendance on a daily basis. After students exceed five tardies or absences, the teacher administers a violation attendance notices. Students with excessive absences will be referred to the administration/Attendance Review Committee. Referrals will be issued after reaching ten tardies or absences, and may result in the student’s report card reflecting insufficient attendance for receiving a grade.

Suspensions are monitored by the principal and teachers. In order to reduce the amount of suspensions, teachers will implement a variety of positive classroom strategies as well as informing the parents on a daily basis through email, phone calls, conferences, and behavior management plans such as Class Dojo. Should a suspension be issued, the principal will meet with the parents to discuss a behavior monitoring plan.

All students scoring a 1 in ELA or Mathematics state wide, standardized assessments or failure in English Language Arts or Mathematics are monitored by administration and teachers through data

chats that track previous state assessment data, current interim assessment data, progress reports, report cards, iStation reports, and class assessments.

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
	K	1	2	3	4	5	
Attendance below 90 percent	4	3	0	1	0	2	10
One or more suspensions	0	0	1	0	0	0	1
Course failure in ELA or Math	2	2	3	1	3	0	11
Level 1 on statewide assessment	0	0	0	2	3	0	5

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Mater Academy at Mount Sinai has created a blue print for success that includes the following strategies to improve the academic performance of the targeted students: Academic tutoring after school program, Character Education Program (Core Essentials), Student Code of Conduct, Reading and Math Interventions (Workshop), iStation, IXL, Reading Eggs, Reading Plus, Wonder Works, Data Chats, Department Chair Meetings, and Parent Conferences for the students that have been identified.

As part of the data chats, teachers will set goals with students scoring a level 1 in ELA or Mathematics statewide and standardized assessments and differentiate instruction based on data compiled from interim assessments and other data sources. Teachers will complete a "Know Your Student" data report per student for parents to become aware of their child's academic performance throughout the year. Teachers will also distribute iStation reports per student for parents to become aware of their child's current reading level three times a year.

In addition, all 3rd to 5th grade students who scored a level 1 or 2 on ELA or Mathematics state wide standardized assessments or are performing below grade level on iStation's Initial Placement will be included in the school's after school tutoring program.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Mater Academy at Mount Sinai builds positive relationships with families to increase involvement by offering the parent many engagement opportunities during the school year which gives them a chance to meet new parents and collaborate with parents that they already know. Parents may participate in quarterly field trips, EESAC meetings, PTM meetings, Room Parent meetings, assist office staff and classroom teachers, and participate in coffee chats with the principal and PTM to communicate their ideas on how to improve the school. The principal will review sign in sheets to determine the number of parents attending school or community events. Parents also participate in many school wide events such as Ice Breaker Party, Reading Under the Leaves, Hispanic Heritage Celebration, Dad Pumpkin Day, Family BBQ, Holiday Show, Feeding the Homeless during Homeless Awareness Month, Family Movie Night, and much more.

Parents stay informed of their child's progress by viewing the grades on the parent portal, progress reports, report cards, meeting with the teachers regularly, and sending home data sheets called "Know Your Student" (KYS) that reflect all district/state assessments during the year. The KYS data sheets are sent home to the parents after all iStation Diagnostic Assessments and Interim Assessments.

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

The school has built a partnership with several companies such as: Publix assist the school with the Mother's Day Cakes and Pumpkins for Dad's Pumpkin Day, restaurants assist the school by offering cooking classes to the students and gift cards for the student of the month, Costco donates many items for school events, and Whole Foods and Home Depot donate resources to help grow our butterfly/edible garden.

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
Hernandez, Eileen	Principal

Duties

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

The principal, Eileen Hernandez, will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition to Mater Academy at Mount Sinai's Leadership Team includes the following members who will carry out SIP planning and MTSS problem solving.

- special education program specialist
- school psychologist
- department head teachers

In addition, the Leadership Team members will meet to review consensus, infrastructure, and implementation of building level MTSS.

All MTSS Leadership Team members will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

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

Mater Academy at Mount Sinai will use the Response to Intervention (RTI) process to set 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. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
4. 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.
5. 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 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 for SST Tier 3 intervention

The school improvement plan (SIP) summarizes Mater Academy at Mount Sinai'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. 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 and ongoing progress monitoring measures 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 grades, the MTSS leadership team at Mater Academy at Mount Sinai extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, interventionist support during all differentiated instruction centers, and daily intervention workshop classes). The principal coordinates in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. The principal also schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Department head teachers 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Eileen Hernandez	Principal
Javier Mora	Education Support Employee
Thom Mozloom	Parent
Michelle Reyes	Parent
Melissa Razuri	Parent
Tracey Sharpe	Business/Community
Dawn Dunkley	Business/Community
Nathalie Tijerino	Teacher
Marielys Vergara	Business/Community
Lynette Sanchez	Teacher
Aitor Muguruza	Teacher
Tristan Samson	Student

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

The SAC's evaluation of the previous year's school improvement plan took place during the first SAC meeting, September 17, 2014. Four SAC meetings are conducted to enhance our school improvement plan. During the meetings, SAC members would discuss the areas of strength and need for student growth, in addition to any concerns or recommendations they might have.

Development of this school improvement plan

The principal and curriculum leaders developed this school improvement plan based off the strengths/weaknesses of the school and the SAC's recommendations. The SAC will review data and make adjustments, if necessary, which are discussed at the SAC meetings. Input is received from stakeholders as it pertains to changes in the school improvement plan for the following year.

Preparation of the school's annual budget and plan

The preparation of the school's annual budget and plan was done in collaboration with the principal and stakeholders at the initial EESAC meeting that took place on October 8, 2015. The use of improvement funds was discussed and a plan for use of the funds was presented and reviewed by members of the SAC. The funds will be used to offer free tutoring to our struggling students especially those students in the lowest 25% category.

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

The use of school improvement funds will be used to offer free tutoring to our struggling students especially those students in the lowest 25% category. The \$725 that the SAC receives will hope pay for the cost of after school tutoring.

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
Hernandez, Eileen	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy at Mater Academy at Mount Sinai by mentoring teachers, creating staff professional developments, implementing school wide competitions by utilizing Reading Plus and Reading Eggs, creating a capacity of reading knowledge, and focusing on areas of literacy concern. The LLT will meet quarterly to discuss the needs of the students, teachers, and the school. The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal and department head teachers should serve on this team which should meet at least once per quarter. The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administration that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The English - Language Arts department head must be a member of the Literacy Leadership Team. The team will meet quarterly throughout the school year. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The major initiatives supported and implemented by this team include implementation of the CRRP, Florida Standards Curriculum, and the MTSS Rtl problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction. Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. In addition, the LLC will promote the continued implementation of Reading initiatives such as Reading Plus and Reading Eggs that are created to motivate students to read as well as to promote literacy throughout the school. In addition this team will:

- Implement a writing plan across the curriculum
- Incorporate a school-wide reading initiative as an incentive system to use with Reading Plus and Reading Eggs to encourage and motivate students to read independently.
- Implementing reading intervention programs through iStation.
- Host a Scholastic Book Fair to promote literacy
- Host a school-wide literacy event (Reading Under the Leaves)
- Monitor and implement literacy software programs

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 at Mount Sinai encourages positive working relationships between teachers by a Teacher Mentoring Program, collaborative planning, peer observations, collaborating in school wide events, and professional learning communities.

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

Our school has an interview committee that interviews all new teachers to the school. We contact local Universities to advertise openings in our school. The principal closely reviews highly qualified status and certificates. Teachers are evaluated through frequent informal walkthroughs and formally twice a year using IPEGS. Walkthroughs and formal observations are conducted by the Principal. The principal retains the highly qualified teachers by involving teachers in decision making process and by creating leadership teams.

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

Mater Academy at Mount Sinai has a Teacher Mentoring Program that will be used as a support system to new teachers. The assigned mentors are experienced teachers with knowledge and skills pertaining to the corresponding grade level and subject. The mentors will plan weekly with new teachers, assist in data chats and conduct informal walkthroughs. The new teacher will observe their mentor in all subject areas at least once during the school year and on any skill he/she is having difficulties with.

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

The Florida Standards provide focus on in-depth critical-thinking and problem solving skills rather than rote memorization and "teaching to the test." The pacing guides designed by Miami Dade County Public School were designed to reflect and align to the Florida Standards with the use of the adopted core text books. Our school ensures that the core instructional programs and strategies are directly correlated to the adopted curriculum and pacing created by the MDCPS.

This differentiated instruction may be on grade level with special attention to the needs of each student. In addition to the 90-plus minutes, the classroom teacher, interventionist, or department head teachers will provide immediate intensive intervention to children in need (as determined by a diagnostic assessment).

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 at Mount Sinai places a significant emphasis on the analysis and synthesis of data to drive instruction. The team strives to ensure that students are getting a quality education where they

can access grade level material with strategies that fall in their instructional capacity. The principal, department head teachers, and classroom teachers are first equipped with the tools and training on evaluating school-wide and student data. At the start of the school year, the faculty and staff participate in a data analysis training, where they analyzes the school trends from the previous year.

Teacher Data chats are conducted at the start of every quarter and/or immediately upon receiving results from interim or diagnostic assessments. The team gathers to discuss student progress in English-Language Arts and Mathematics. The students in the lowest 25 percentile are monitored closely.

The school uses data to provide and differentiate instruction by participating in monthly data chats using iStation, Interim Assessments, digital diagnostic reports and classroom assessments aligned to the Florida Standards. Teachers modify or supplement the instruction to assist students having difficulties through small group instruction during core classes, 30 minute daily interventions, and after school tutoring. This information is also relayed to give specific strategies to target the students when they are out of the classroom.

Some of the strategies include:

- Differentiated Instruction techniques
- Aligned benchmark activities
- Computer Software assigned lessons
- Professional Development in the areas of student needs

The process listed above is on-going.

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: 2,880

Mater Academy at Mount Sinai's Tutoring Program meets twice a week for 60 minutes. The purpose is to increase student proficiency in English-Language Arts and Math, target the lowest 25%, and prepare students for the Florida Standardized Assessment.

Strategy Rationale

This strategy will serve the purpose of providing additional reinforcement or enrichment to students working below grade level or having difficulties on specific grade level benchmarks. Students will benefit from being in a small group setting where their specific needs are being met.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hernandez, Eileen, hernandez_alcs@dadeschools.net

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

Data is collected quarterly through district interim assessments, iStation, digital assessments as well as weekly through school developed benchmark assessments.

Data is analyzed to determine effectiveness of the strategy during grade level meetings and monthly data chats with the Principal, department head teachers, and classroom teachers. The leadership team completes this process at every meeting to adjust goals as it pertains to new data received from interim assessments, iStation, digital assessment and benchmark assessments.

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

In order to assist preschool children in the transitioning process, the principal will attend meetings at the nearby day cares, pre-schools, and Montessori schools. During these meetings, the principal provides parents with information about the school. The school also hosts several school tours to parents who are interested in attending Mater Academy at Mount Sinai. The principal has also created a partnership with the child care facility that pertains to Mount Sinai Hospital. A field trip for the child care students is scheduled for them to spend the day in a kindergarten class, while the parents come for a tour. Once the year begins, the school supports these students by communicating with parents on a daily basis and comforting students in the classroom.

Mater Academy at Mount Sinai supports incoming students in the transition process for grades 1 to 5 by offering an open house/tour of the school during school hours. During this time, the incoming students and parents can observe the classrooms, teachers, students, and school. Information regarding the school is also given to the parents.

Since the students at Mater Academy at Mount Sinai do not live within the area, the school has created a partnership with many other middle charter schools such as Mater Academy, Somerset

Academy, Doral Academy, and Pinecrest Academy. The principal supports outgoing students by meets with each 5th grade student and parent individually and educate them on the other schools within their area. Mater Academy at Mount Sinai has also create a feeder pattern with Mater Beach for any student that chooses to stay on Miami Beach.

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

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

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

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

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.** Mater Academy at Mount Sinai's goal is to increase student achievement in all core subject areas through writing as a tool for thinking and learning that can be used 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. Mater Academy at Mount Sinai's goal is to increase student achievement in all core subject areas through writing as a tool for thinking and learning that can be used in all content areas. 1a

G073961

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FSA Mathematics - Achievement	
Math Gains	
Math Lowest 25% Gains	
AMO Reading - All Students	
FSA English Language Arts - Achievement	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Interim Assessment Data, Benchmark Assessment Data, iStation Assessment Data, Highly Qualified Personnel, District Pacing Guides, District Adopted Text Books, District Adopted Supplemental Resources, Thinkgate, Reading Plus Reports, iStation Reports, Gizmos Reports, IXL Reports, Reflex Math Reports, Cold Read Binders from Reading Wonders, Math Interactive Journals, and Science Interactive Journals

Targeted Barriers to Achieving the Goal 3

- As noted on the 2015 administration of the FSA Language Arts test, students demonstrated a T-Score of 57 points. Students are to maintain or increase their proficiency. Students lacked vocabulary and proper grammar and usage techniques.
- As noted on the 2015 administration of the FSA Mathematics test, students demonstrated a T-Score of 51 points. Students are to maintain or increase their proficiency. Students need to complete word problems and explain the process through writing skills using proper vocabulary.
- As noted on the 2015 FCAT Science test, 40% of the students were proficient in Physical Science. Students need more exposure to the characteristics of scientific knowledge. Students need to complete labs/experiments and explain the process through writing skills using proper vocabulary.

Plan to Monitor Progress Toward G1. 8

Principal, department head teachers, and classroom teachers will meet during Grade Level Meetings to discuss progress and share samples of student work.

Person Responsible

Eileen Hernandez

Schedule

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

Evidence of Completion

Interim Assessments, Benchmark Assessments, Class Assessments, Digital Diagnostic Assessments, Classroom Instruction, Cold Read Binders, Writing Folders, ELA Short Answer Response Rubrics, ELA Essay Rubrics, Math Journals, Math Scoring Rubrics, Science Interactive Journals, Science Scoring Rubrics

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. Mater Academy at Mount Sinai's goal is to increase student achievement in all core subject areas through writing as a tool for thinking and learning that can be used in all content areas. **1**

 G073961

G1.B1 As noted on the 2015 administration of the FSA Language Arts test, students demonstrated a T-Score of 57 points. Students are to maintain or increase their proficiency. Students lacked vocabulary and proper grammar and usage techniques. **2**

 B193157

G1.B1.S1 Implement writing folders to complete district text based writing responses such as informational and opinion texts, and responding to reading sources through short answer responses using proper grammar/usage skills and vocabulary. **4**

 S204671

Strategy Rationale

Implementing the Language Arts Florida Standards in collaboration with writing skills, will ensure that the students are receiving the proper skills for the Florida Standards Assessment and all core subjects.

Action Step 1 **5**

Classroom instruction will target the Language Arts Florida Standards and writing through the use of all assignments.

Person Responsible

Eileen Hernandez

Schedule

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

Evidence of Completion

Lesson Plans, Objectives, Textbooks, Supplemental Resources, Technology Resources, Assessments and Student Work

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

Principal will monitor by conducting weekly walk through's to ensure teachers are covering the proper standards that are reflected on the district pacing guide, observe student work, and support teachers by collaborating during Grade Level Meetings.

Person Responsible

Eileen Hernandez

Schedule

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

Evidence of Completion

Student Work, Cold Read Binders, Writing Folders, Teacher Observations, and Lesson Plans

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

Principal will monitor that teachers are using pacing guides, district adopted textbooks, and writing rubrics as a guide for evaluating student short answer responses/essays.

Person Responsible

Eileen Hernandez

Schedule

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

Evidence of Completion

Informal observations, Formal observations, Student Work, Cold Read Binders, Writing Folders, Scoring Rubrics, Gradebook

G1.B2 As noted on the 2015 administration of the FSA Mathematics test, students demonstrated a T-Score of 51 points. Students are to maintain or increase their proficiency. Students need to complete word problems and explain the process through writing skills using proper vocabulary. 2

 B193158

G1.B2.S1 Implement math interactive journals to complete word problems and explain the process using proper grammar/usage skills and vocabulary. 4

 S204672

Strategy Rationale

Writing skills will help students across all core subjects.

Action Step 1 5

Classroom instruction will target writing through the use of math journals.

Person Responsible

Eileen Hernandez

Schedule

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

Evidence of Completion

Student Work and Math Journals

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Principal will monitor by conducting weekly walk through's, observing student work, and supporting teachers by collaborating during Grade Level Meetings.

Person Responsible

Eileen Hernandez

Schedule

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

Evidence of Completion

Student Work, Math Journals, Teacher Observations, and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will use rubrics as a guide for evaluating student responses in the math journals.

Person Responsible

Eileen Hernandez

Schedule

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


Evidence of Completion

Student work, math journals, scoring rubrics, gradebook

G1.B3 As noted on the 2015 FCAT Science test, 40% of the students were proficient in Physical Science. Students need more exposure to the characteristics of scientific knowledge. Students need to complete labs/experiments and explain the process through writing skills using proper vocabulary. 2

 B193159

G1.B3.S1 Implement science interactive journals to complete all class notes, assignments, labs, experiments, and reflections. 4

 S204673

Strategy Rationale

Writing skills will help students across all core subjects.

Action Step 1 5

Classroom instruction will target writing through the use of the interactive journal.

Person Responsible

Eileen Hernandez

Schedule

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

Evidence of Completion

Student Work, Class Assessments, and Interactive Journals

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Principal will monitor by conducting weekly walk through's, observing student work and supporting teachers by collaborating during Grade Level Meetings.

Person Responsible

Eileen Hernandez

Schedule

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

Evidence of Completion

Student Work, Interactive Journals, Teacher Observations, and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers will use rubrics as a guide for evaluating student responses in the science interactive journals.

Person Responsible

Eileen Hernandez

Schedule

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

Evidence of Completion

Student Work, Interactive Journal, Scoring Rubrics, gradebook

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	Classroom instruction will target the Language Arts Florida Standards and writing through the use of all assignments.	Hernandez, Eileen	8/24/2015	Lesson Plans, Objectives, Textbooks, Supplemental Resources, Technology Resources, Assessments and Student Work	6/9/2016 daily
G1.B2.S1.A1	Classroom instruction will target writing through the use of math journals.	Hernandez, Eileen	8/24/2015	Student Work and Math Journals	6/9/2016 daily
G1.B3.S1.A1	Classroom instruction will target writing through the use of the interactive journal.	Hernandez, Eileen	8/24/2015	Student Work, Class Assessments, and Interactive Journals	6/9/2016 daily
G1.MA1	Principal, department head teachers, and classroom teachers will meet during Grade Level Meetings to discuss progress and share samples of student work.	Hernandez, Eileen	8/24/2015	Interim Assessments, Benchmark Assessments, Class Assessments, Digital Diagnostic Assessments, Classroom Instruction, Cold Read Binders, Writing Folders, ELA Short	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
				Answer Response Rubrics, ELA Essay Rubrics, Math Journals, Math Scoring Rubrics, Science Interactive Journals, Science Scoring Rubrics	
G1.B1.S1.MA1	Principal will monitor that teachers are using pacing guides, district adopted textbooks, and writing rubrics as a guide for evaluating student short answer responses/essays.	Hernandez, Eileen	8/24/2015	Informal observations, Formal observations, Student Work, Cold Read Binders, Writing Folders, Scoring Rubrics, Gradebook	6/9/2016 weekly
G1.B1.S1.MA1	Principal will monitor by conducting weekly walk through's to ensure teachers are covering the proper standards that are reflected on the district pacing guide, observe student work, and support teachers by collaborating during Grade Level Meetings.	Hernandez, Eileen	8/24/2015	Student Work, Cold Read Binders, Writing Folders, Teacher Observations, and Lesson Plans	6/9/2016 weekly
G1.B2.S1.MA1	Teachers will use rubrics as a guide for evaluating student responses in the math journals.	Hernandez, Eileen	8/24/2015	Student work, math journals, scoring rubrics, gradebook	6/9/2016 monthly
G1.B2.S1.MA1	Principal will monitor by conducting weekly walk through's, observing student work, and supporting teachers by collaborating during Grade Level Meetings.	Hernandez, Eileen	8/24/2015	Student Work, Math Journals, Teacher Observations, and Lesson Plans	6/9/2016 weekly
G1.B3.S1.MA1	Teachers will use rubrics as a guide for evaluating student responses in the science interactive journals.	Hernandez, Eileen	8/24/2015	Student Work, Interactive Journal, Scoring Rubrics, gradebook	6/9/2016 monthly
G1.B3.S1.MA1	Principal will monitor by conducting weekly walk through's, observing student work and supporting teachers by collaborating during Grade Level Meetings.	Hernandez, Eileen	8/24/2015	Student Work, Interactive Journals, Teacher Observations, and 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. Mater Academy at Mount Sinai's goal is to increase student achievement in all core subject areas through writing as a tool for thinking and learning that can be used in all content areas.

G1.B1 As noted on the 2015 administration of the FSA Language Arts test, students demonstrated a T-Score of 57 points. Students are to maintain or increase their proficiency. Students lacked vocabulary and proper grammar and usage techniques.

G1.B1.S1 Implement writing folders to complete district text based writing responses such as informational and opinion texts, and responding to reading sources through short answer responses using proper grammar/usage skills and vocabulary.

PD Opportunity 1

Classroom instruction will target the Language Arts Florida Standards and writing through the use of all assignments.

Facilitator

Reading Department Head

Participants

Teachers

Schedule

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

G1.B2 As noted on the 2015 administration of the FSA Mathematics test, students demonstrated a T-Score of 51 points. Students are to maintain or increase their proficiency. Students need to complete word problems and explain the process through writing skills using proper vocabulary.

G1.B2.S1 Implement math interactive journals to complete word problems and explain the process using proper grammar/usage skills and vocabulary.

PD Opportunity 1

Classroom instruction will target writing through the use of math journals.

Facilitator

Math Department Head Teacher

Participants

Teachers

Schedule

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

G1.B3 As noted on the 2015 FCAT Science test, 40% of the students were proficient in Physical Science. Students need more exposure to the characteristics of scientific knowledge. Students need to complete labs/experiments and explain the process through writing skills using proper vocabulary.

G1.B3.S1 Implement science interactive journals to complete all class notes, assignments, labs, experiments, and reflections.

PD Opportunity 1

Classroom instruction will target writing through the use of the interactive journal.

Facilitator

Science Department Head Teacher

Participants

Teachers

Schedule

Daily, 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	Classroom instruction will target the Language Arts Florida Standards and writing through the use of all assignments.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$0.00
			<i>Notes: Reading Department Head will participate in all District Reading Professional Development courses. Reading Department Head will then lead a professional development for the teachers communicating the necessary information that will be implemented into our school.</i>			
			District-Wide	Other		\$0.00
			<i>Notes: Classroom Digital Allocation funding; Professional Development for iReady. (Training is included in the cost of the program.)</i>			
2	G1.B2.S1.A1	Classroom instruction will target writing through the use of math journals.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$0.00
			<i>Notes: Math Department Lead will participate in all District Math Liaison Professional Development courses. Math Department head will then lead a professional development for the teachers communicating the necessary information that will be implemented into our school.</i>			
3	G1.B3.S1.A1	Classroom instruction will target writing through the use of the interactive journal.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$0.00
			<i>Notes: Science Department Lead will participate in all District Science Liaison Professional Development courses. Science Department Head will then lead a professional development for the teachers communicating the necessary information that will be implemented into our school.</i>			
Total:					\$0.00	