

Mater Academy Bay Elementary



2016-17 Schoolwide Improvement Plan

Mater Academy Bay Elementary

22025 SW 87TH AVE, Cutler Bay, FL 33190

www.materacademybay.com

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School KG-5 | No | 69% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 92% |

School Grades History

| Year | 2017-18 |
|-------|---------|
| Grade | A |

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Mater Academy Bay Elementary

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mater Academy Cutler Bay School will deliver a rigorous and relevant curriculum, thereby preparing students with the academic skills that foster student success.

b. Provide the school's vision statement.

Mater Academy Cutler Bay will provide a safe, supportive, and dynamic learning environment, and through the delivery of a rigorous and relevant curriculum, will strive to cultivate relationships amongst all stakeholders to produce students who have acquired the necessary skills and knowledge for success.

2. School Environment

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

Mater Academy Cutler Bay school climate survey and home language survey will help to provide valuable insight to our students' cultural needs. Teachers will use monthly newsletters 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: Orientation, Open House, Hispanic Heritage Festival, Vocabulary Parade, Florida State Assessment (FSA) Information Night, and SAT Information Night.

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

Mater Academy Bay maintains a safe and secure learning environment at all times. All procedures at the school follow the Miami-Dade County Public School plan, implementing the MDCPS Student Code of Conduct as a guide. We have clear procedures implemented for arrival and dismissal of students. The school complies with all state and county regulations and stays current on all state and county inspections. Fire drills are conducted and input into the Fire Alarm Safety Information screen and Charter School Compliance Management Systems (CSCMS) on a monthly basis. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. 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. The school has created a Critical Incident Response Plan (CIRP) based on guidelines and safety inspections for MDCPS.

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

Mater Academy Bay maintains a safe and secure learning environment at all times and follows the Miami-Dade County Public School plan, implementing the MDCPS Student Code of Conduct as a guide. Proper behavior is recognized and consequences are given for breaking the student code of conduct. 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.

Mater Academy Cutler Bay 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. Mater Academy Bay ensures that all faculty members adhere to the Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (Rti) approach as a general education and behavioral initiative in which the levels of support are allocated in direct proportion to student needs.

d. 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 Bay provides support services to meet the physical, social, emotional and academic needs of the students population. All students have access to support and guidance from teachers and administration. The school participates in "Do The Right Thing". The purpose of Do The Right Thing of Miami, Inc. (DIRT) is to recognize and reward students for their exemplary behavior, accomplishments and good deeds. The DIRT Award Program distinguishes exceptional school-age children who choose to be drug and crime free, exhibit non-violent behavior, do well in school, make a difference in their communities and demonstrate turnaround behavior. In addition, Mater Academy Bay participates in the AAA School Safety Patrol Program which instills students with responsibility, leadership, and citizenship skills. Coupled with keeping students safe, this program allows students to build peer mentoring relationships with students across grade levels. Mater Academy Bay provides quality exceptional student education to all identified students with an Individualized Education Plan (IEP). Services rendered to students with exceptional education requiring supplemental aids and services are provided on site by certified exceptional education teachers, Occupational Therapists (OT) and Speech and Language Pathologists (SLP) to ensure the success of all students as required by Individuals with Disabilities Act (IDEA 2004. PL-94-142).

3. Early Warning Systems

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

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

Mater Academy Bay's early warning system provides a collaborative approach to administrators, teachers and parents to keep students on the path to academic success. Rapid interventions will take place for those students at Mater Academy Bay as identified in the Early Warning Indicators below such as:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *Absent 18 or more days
- *Course failure in English Language Arts or Mathematics
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- *Retention
- *Failed 2 or more courses in any subject

Teachers will monitor student attendance daily by using the Daily Attendance Report. Teachers will identify students that have missed four or more unexcused days by November, parents will be notified and will meet with attendance committee to discuss unexcused absences.

Leadership Team will meet quarterly to review student grades/data and identify students who are failing a core academic course. These parents/students will receive a letter notifying them of their child's academic standing. Identified students will receive additional interventions and after school tutoring. All level 1 and level 2 students will be offered additional after school tutoring throughout the school year. In addition, these students will participate in the RTI Process which offers additional support for struggling students. These students will also be brought up through the MTSS process.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 1 | 3 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA or Math | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |

c. 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. In order to support behavior and minimize suspensions, Mater Academy Bay 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 2nd through 5th grade. Wonder Works Program to use as an intervention piece during our Multi-Tiered System of Supports (MTSS) instructional time. The following programs will be used throughout the school year to supplement our core reading and math instruction: iStation for Reading and Math, Mathletics, Gizmos

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

2. 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.

Mater Academy Bay has several partnerships with the local community. Through these partnerships, Mater Academy Bay it is able to secure and utilize resources to support the school and student achievement. Our school administrators established new relationships, while maintaining previous relationships with area businesses. Administration, teachers, parents, and community members analyze prior year student performance and establish measurable goals for the current school year through EESAC meetings and the creation of the parent involvement plan. These trends are identified and written in the School Improvement Plan to assist the school in the continuous improvement process. Teachers are encouraged to reach out to community members using Donorschoose.org and adoptaclassroom.org to assist in implementation of classroom resources and instructional programs. In addition, Mater Academy Bay conducts informal surveys to determine the specific needs of our parents which leads to parent training's. Parent nights are held to work with parents in whichever outcome the survey results prompted.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|------------------|---------------------|
| Cruz, Brenda | Principal |
| Nunez, Angela | Assistant Principal |
| Fernandez, Susie | SAC Member |
| Valido, Robert | Teacher, ESE |

b. Duties

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

Brenda Cruz/Principal and Angela Nunez/Assistant Principal, are instructional leaders who sustain a shared vision for the students' academic achievement. They ensure rigorous, standards-based

instruction is taking place in all classrooms and supports continuous professional development opportunities for all teachers and staff members; oversee the mentor and mentee program. Additionally, they analyze data and connect it to the instructional needs of the students at Mater Academy Cutler Bay.

Angela Nunez/Assistant Principal assists in progress monitoring of at risk students. She will analyze the data collected and ensure proper interventions are taking place. Additionally, /Instructional Coach, and Science Chair meet with teachers during common planning to support the

design of rigorous unit plans. They provide resources and assist teachers in locating and using instructional materials that support best practices. Ms. Nunez ensures proper implementation of interventions.

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.

Our Guidance Counselor provides guidance services and character education to our students.

The 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
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the 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.

2. 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 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:

Tier 1

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
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.

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3. Select students (see SST guidelines) for SST Tier 3 intervention

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

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

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school

programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and

intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the 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

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.

Title I, Part D

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and provide: tutorial programs and reading and supplementary instructional materials (grades 2-5).

Title X- Homeless

- Miami-Dade County Public Schools’ School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act ensuring

homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust a

community organization.

- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Title II

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

- Training to certify qualified mentors for the New Teacher (MINT) Program

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

time for Paraprofessional Development Liaisons (PDL) at each school focusing on Professional

Learning

Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

*The designated person/s assigned to oversee the implementation of the Title II Program is Title III

through school flyers. School should encourage parents to pack healthy lunches and snacks. Such support will also include sharing information about physical activity and physical education through the website, newsletter, take-home materials or physical education homework.

Setting Physical Activity Goals

A. Elementary K-5 grade

1. Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of thirty minutes, three days a week, or the equivalent.
2. Participation in a daily 5 minute morning stretch exercise routine for all students in the kindergarten through grade five.
3. Participation in several physical activity programs throughout the school year for all students in kindergarten through grade five. Programs Activities include:

- Field Day
- * Fitness Gram
- Red Ribbon / Drug Free activity
- Cheerleading
- School Sports Program

Nutrition services policies and guidelines for reimbursable meals shall not be less restrictive than federal and state regulations require.

School Meals: Meals served through the National School Lunch and Breakfast Program will:

- a) Be appealing and attractive to children
- b) Be served in clean and pleasant setting
- c) Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.
- d) Serve only low-fat (1%) white, chocolate, or strawberry milk. Breakfast: To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn.

Setting Goals for Other School-Based Activities Designed to Promote Student Wellness

Staff Wellness The school and each work site shall provide information about wellness resources and services and establish a staff committee to assist in identifying and supporting the health, safety and well

being of site staff.

- (a) Each school site shall be in compliance with drug, alcohol and tobacco free policies.
- (b) Each school site shall provide an accessible and productive work environment free from physical dangers or emotional threat that is as safe as possible and consistent with applicable occupation and health laws, policies and rules.

(c) Employees shall be encouraged to engage in daily physical activity during the workday as part of work breaks and/or lunch periods, before or after work hours in site sponsored programs or as part of discounted membership in local fitness facilities.

Setting Goals for Measurement and Evaluation

The designee will ensure compliance with established nutrition and physical activity wellness policies and will report on the schools compliance to the school principal. School food service staff, at the school, will

ensure compliance with nutrition policies within the school food service areas and will report on this matter to the school principal. In accordance with the Department of Education, Food and Nutrition Dept., an SMI review will be done once every five years and will report all findings and resulting

changes to the school. To help with the initial development of the school's wellness policies, the school will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies, and revise the policies and develop work plans to facilitate their implementation every three years. All records and activity log will be collected for each physical and nutritional activity and stored at the school site in order to ensure that all activities are documented and complied with, using the current wellness policy.

Designated Person/s

The designated person/s assigned to oversee the implementation of the Wellness Policy at each school will be the administrator mentioned below:

- Mater Academy Cutler Bay: Robert Valido

All activity reports will be submitted to Rosa Peramo - Mater Academy, Inc. Lunch Program Director, two weeks before pre-scheduled board meetings (4 times a year). She will present it at the scheduled board meetings for its effectiveness and/or

a) any necessary recommendation the board may have to revise the plan.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Brenda Cruz | Principal |
| Angela Nunez | Education Support Employee |
| Ethan Quintas | Student |
| Ms. Silva | Parent |
| Mr. Mondaca | Business/Community |
| Susana Fernandez | Teacher |
| Jacqueline Quintas | Parent |
| Robert Valido | Teacher |
| Carmen Penate | Teacher |
| Lourdes Suero | Student |
| Charlene Silva | Parent |
| Airyana Portman | Student |
| Madison Ponce | Student |
| Heydin Perez | Business/Community |
| Robert Blanch | Business/Community |

b. Duties

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

a. Evaluation of last year's school improvement plan

Not applicable. Mater Academy Cutler Bay is in its first year of operation; this information cannot be provided.

b. Development of this school improvement plan

On September 29, 2016, the EESAC members assisted in deciding on the implementation of programs addressing school improvement. They also read and reviewed data to assist with the development of the School Improvement Plan.

c. Preparation of the school's annual budget and plan

During the September 29, 2016 meeting, updated budget information was shared and the SAC provided input in the shared decision making process of allocations for professional development for teachers as well as expenditures for instructional materials.

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

Not applicable. Mater Academy Cutler Bay is in its first year of operation; this information cannot be provided.

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

No

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|------------------|---------------------|
| Cruz, Brenda | Principal |
| Nunez, Angela | Assistant Principal |
| Fernandez, Susie | SAC Member |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will review data from assessments such as iStation, FLRKS, diagnostic assessments and link to instructional decisions. They will identify professional development and resources. School wide annual events such as book fair, vocabulary parade, and the principal's reading challenge will be used to promote literacy throughout the school year. Additionally, the LLT will develop lessons that will provide students with opportunities for research and to incorporate writing and vocabulary throughout. Furthermore, they will ensure programs such as iStation are implemented and utilized with fidelity. The team will meet monthly to engage in the following activities: Reading liaison and mentor reading teachers will identify professional development opportunities. Principal, Teacher, and Instructional Coach/Reading Liaison will analyze data and connect to instructional needs. Reading liaison will ensure programs such as iStation are implemented through reports and logs.

D. Public and Collaborative Teaching

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

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

Mater Academy Cutler Bay 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. Grade-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/Grade 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. In addition, research based protocols are utilized to focus the meetings on students' academic needs.

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

Mater Academy Bay has an abundance of resources that help to support schools purpose of developing pride in academic achievement as well as creating responsible members within the community. Mater Academy Bay faculty and staff thrive in providing excellent services to nurture our students' needs. The school employs instructional staff that meets State and Federal requirements. All staff members are required to hold a bachelor's degree or higher in their field and have State Certification for the required position. Each teacher and administrator must be highly qualified and meet the rules and requirements of the Florida Department of Education. All teachers have Bachelor's degrees and many have advanced degree's including Master's degrees, Specialists, and Endorsements. Job recruiting fairs are held to match qualified teachers with positions available at the school.

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

Mater Academy Cutler Bay builds its mentoring program by pairing those teachers with extensive knowledge

in the core subject area to those that are first year teachers.

Ms.Diaz will be paired up with Ms. Sanchez because they share the same grade assignment and has extensive knowledge in the core subject areas. The mentor and mentee meet weekly to discuss best practices and evidence-based strategies for each content area. Time is given for the feedback, coaching and planning. The administration provides resources and time necessary for mentoring teams to meet and observe each others techniques, model best practices and discuss improvements to classroom instructional practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Mater Academy Cutler Bay ensures its core instructional programs and materials are aligned to Florida's

Standards during grade-level meetings/common planning times. During these meetings the leadership team and grade level team focus on specific standards to develop a cohesive and rigorous units of study. The M-DCPS pacing guides, FLorida State Standards, 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.

b. Instructional Strategies

1. 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 Cutler Bay 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 diagnostic 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 grade 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.

2. 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: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

At Mater Academy Cutler Bay Charter School, all incoming kindergarten students take an entrance exam prior to or upon entering kindergarten to aid in placement . In addition, all incoming kindergarten student from a local VPK/Head Start program take several field trips throughout the year exposing them to daily elementary routines. Students spend a day at our school and are partnered with one of our students thereby allowing them to receive the maximum kindergarten experience. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills. Screening tools will be re-administered mid-year and at the end of the year. Additionally, parents and students attend a pre-orientation meeting that is held before the school year to familiarize them with the school's procedures.

Furthermore, those students entering the middle school will attend an orientation at various neighboring middle schools. Parents are encouraged to attend the informational "transition to middle school" meeting during the school year to become familiarized with the middle school experience.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Mater Academy Bay's core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

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

G1. If Mater Academy Bay's core instruction is increased in all content areas then student achievement will improve. 1a

G087723

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 56.0 |

Targeted Barriers to Achieving the Goal 3

- Limited exposure to vocabulary and understanding the meanings of words contained in a text is limiting reading comprehension.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wonders Reading Series- Through an integrated approach, literacy solutions Reading Wonders/ Wonder Works builds all learners - both striving and struggling, as well as both English and Spanish - speaking - into stronger readers and writers. The program uses explicit instruction of phonological awareness, phonemic awareness, phonics, fluency and word recognition to close identified gaps. It also provides ample practice for achieving accuracy and fluency, provides assessments to monitor progress and mastery, and closes gaps quickly - allowing students to accelerate and succeed!
- Highly qualified personnel, professional development opportunities, research-based materials, flexible master schedules, curriculum, instruction, funding, school wide leadership, community partners, environment, and school culture.
- iStation Reading - iStation Reading continuously monitors each student's performance to create the optimal experience for every child. The program includes intuitive and powerful reporting. Educators have the necessary resources to easily monitor and support individual student progress - enabling differentiated instruction.
- Florida Performance Coach - The standards-based instruction and essential practice offered throughout Performance Coach will prepare your class for your new state standards assessments. Students will gain exposure to the rigor and new item types featured in FSA. Using a gradual release model, our popular Coach series has been updated to include more practice and teacher support than ever before.

Plan to Monitor Progress Toward G1. 8

Teachers will be observed by administration on a regular basis to ensure proper implementation of ELA strategies. Evidence of student ELA data must be provided during professional learning communities and small group instruction.

Person Responsible

Brenda Cruz

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Evidence of ELA strategies being implemented will monitored through differentiated instruction, small groups, weekly assessments, and classroom walkthrus.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Mater Academy Bay's core instruction is increased in all content areas then student achievement will improve. 1

 G087723

G1.B1 Limited exposure to vocabulary and understanding the meanings of words contained in a text is limiting reading comprehension. 2

 B233227

G1.B1.S1 Provide professional development on the effective implementation of the Florida Standards in English Language Arts. 4

 S246150

Strategy Rationale

Teachers need assistance developing and implementing grade level appropriate lessons for vocabulary instruction, fluency, and reading comprehension.

Action Step 1 5

Teachers will receive additional training in the requirements needed for vocabulary instruction, fluency, and reading comprehension strategies.

Person Responsible

Angela Nunez

Schedule

Every 6 Weeks, from 8/22/2016 to 6/8/2017

Evidence of Completion

Participants will complete a lesson plan implementing the strategies and activities presented in the professional development. Classroom walkthrus and instructional strategies will indicate vocabulary instruction is being implemented effectively.

Action Step 2 5

Teachers will receive training in the implementation of the iStation Reading program to further expand its function and objectives. They will be able to run data reports to group students for differentiated instruction and to monitor growth.

Person Responsible

Angela Nunez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans indicating differentiated instruction groups and reports from iStation identifying student deficiencies. Classroom walkthrus and instructional strategies will indicate English Language Arts instruction is being implemented effectively.

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

Students will be assessed using Wonders Florida Standards Weekly Benchmark Assessments. Their progress and growth will be monitored.

Person Responsible

Angela Nunez

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Students progress will be assessed using Wonders Florida Standards Weekly Benchmark Assessments. The scores will be collected and should demonstrate growth throughout the Florida English Language Arts Standards.

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

Students will be assessed using weekly benchmark assessments. Their progress and growth will be monitored.

Person Responsible

Angela Nunez






Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Student progress will be assessed using weekly benchmark tests. Students should demonstrate growth throughout the English Language Arts Standards.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--|--|---------------|-------------------------------|--|------------------------|
| 2017 | | | | | |
| G1.B1.S1.MA1  M332391 | Students will be assessed using weekly benchmark assessments. Their progress and growth will be... | Nunez, Angela | 9/2/2016 | Student progress will be assessed using weekly benchmark tests. Students should demonstrate growth throughout the English Language Arts Standards. | 6/2/2017 weekly |
| G1.B1.S1.MA1  M332392 | Students will be assessed using Wonders Florida Standards Weekly Benchmark Assessments. Their... | Nunez, Angela | 9/2/2016 | Students progress will be assessed using Wonders Florida Standards Weekly Benchmark Assessments. The scores will be collected and should demonstrate growth throughout the Florida English Language Arts Standards. | 6/2/2017 weekly |
| G1.MA1  M332393 | Teachers will be observed by administration on a regular basis to ensure proper implementation of... | Cruz, Brenda | 8/22/2016 | Evidence of ELA strategies being implemented will monitored through differentiated instruction, small groups, weekly assessments, and classroom walkthrus. | 6/8/2017 weekly |
| G1.B1.S1.A1  A319117 | Teachers will receive additional training in the requirements needed for vocabulary instruction,... | Nunez, Angela | 8/22/2016 | Participants will complete a lesson plan implementing the strategies and activities presented in the professional development. Classroom walkthrus and instructional strategies will indicate vocabulary instruction is being implemented effectively. | 6/8/2017 every-6-weeks |
| G1.B1.S1.A2  A319118 | Teachers will receive training in the implementation of the iStation Reading program to further... | Nunez, Angela | 8/22/2016 | Lesson plans indicating differentiated instruction groups and reports from iStation identifying student deficiencies. Classroom walkthrus and instructional strategies will indicate English Language Arts instruction is being implemented effectively. | 6/8/2017 monthly |

V. Professional Development Opportunities

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

G1. If Mater Academy Bay's core instruction is increased in all content areas then student achievement will improve.

G1.B1 Limited exposure to vocabulary and understanding the meanings of words contained in a text is limiting reading comprehension.

G1.B1.S1 Provide professional development on the effective implementation of the Florida Standards in English Language Arts.

PD Opportunity 1

Teachers will receive additional training in the requirements needed for vocabulary instruction, fluency, and reading comprehension strategies.

Facilitator

Angela Nunez

Participants

All teachers at Mater Academy Bay.

Schedule

Every 6 Weeks, from 8/22/2016 to 6/8/2017

PD Opportunity 2

Teachers will receive training in the implementation of the iStation Reading program to further expand its function and objectives. They will be able to run data reports to group students for differentiated instruction and to monitor growth.

Facilitator

Angela Nunez, iStation webinars

Participants

All teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|---|-------------------------------------|----------------|-----|----------|
| 1 | G1.B1.S1.A1 | Teachers will receive additional training in the requirements needed for vocabulary instruction, fluency, and reading comprehension strategies. | | | | \$100.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 4010 - Mater Academy Bay Elementary | General Fund | | \$100.00 |
| 2 | G1.B1.S1.A2 | Teachers will receive training in the implementation of the iStation Reading program to further expand its function and objectives. They will be able to run data reports to group students for differentiated instruction and to monitor growth. | | | | \$50.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 4010 - Mater Academy Bay Elementary | General Fund | | \$50.00 |
| Total: | | | | | | \$150.00 |