

Miami-Dade County Public Schools

Mater Academy East Charter School



2016-17 Schoolwide Improvement Plan

Mater Academy East Charter School

450 SW 4TH ST, Miami, FL 33130

www.matereast.org

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	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	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 East Charter School

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.

The Mission of the District is:

- Meaningful achievement of
- Academics facilitated by
- Teachers, administrators, parents & the community
- Enabling students to become confident, self-directed &
- Responsible lifelong learners.

Our mission is to accomplish a fostering educational environment by providing students with the necessary skills to reach their highest potential.

b. Provide the school's vision statement.

The Vision of Mater Academy, Inc. is to provide students a viable educational choice that offers an innovative, rigorous, and seamless college preparatory curriculum, providing Mater students, at every level from PK-12th grade, 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.

Mater Academy East's vision is to provide a loving, caring and supportive educational environment that furthers a philosophy of respect and high expectations for all students, parents, teachers and staff.

2. School Environment

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

Mater Academy East's 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: Pre-Orientation, Open House, Hispanic Heritage Festival, Book Fair, McDonald Teacher Night, Vocabulary Parade, Florida State Assessment (FSA) Information Night, SAT Information Night, and our Yearly Student Art Auction event.

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

We have clear procedures implemented for arrival and dismissal of students with off duty police supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Having a staff and leadership team that is visible and available allows for students and

parents to feel valued, appreciated, and respected. A student code of conduct has been established in order to provide clear guidelines with regards to behaviors and consequences. This will help to foster an environment where students will participate and contribute to the learning environment. Mater Academy East 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.

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.

The Mater Academy East Charter's Code of Excellence is a school wide plan, which clearly outlines student expectations. Proper behavior is recognized and consequences are given for breaking our code. Each parent must take an active role in supporting this plan. We want our children to learn and to be responsible citizens. It is in the children's best interest that parents and staff work together to ensure a happy, safe, and productive learning experience.

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.

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

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315567>.

2. Description

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

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 East has several partnerships with the local community. Through these partnerships, Mater Academy East is able to secure and utilize resources to support the school and student achievement. Our school administrators establish new relationships, while maintaining previous relationships with area businesses. Our partnerships include, but are not limited to: McDonalds, Publix, Jose Marti Park, Common Threads, City of Miami, and Amigos for Kids.

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
Riera, Beatriz	Principal
Estrada, Magdalena	Other
Garcia, Jennifer	Instructional Coach
Alvarez, Cristina	School Counselor
Aguirre, Yvette	Assistant Principal
Aguilar, Jessica	Instructional Coach
Charney-Perez, Jaci	Instructional Coach

b. Duties

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

Beatriz Riera/Principal and Yvette Aguirre/Assistant Principal, are instructional leaders who sustain a shared vision for the students' academic achievement. They ensures 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 East.

Yvette Aguirre/Assistant Principal assists in progress monitoring of at risk students. She will analyze the data collected and ensure proper interventions are taking place. Additionally, Ms. Aguirre will oversee the after school tutoring program for ELL students using funds granted through Title III.

Jennifer Garcia/Instructional Coach, Jessica Aguilar/Instructional Coach, and Jaci Charney-Perez/ 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.Garcia ensures proper implementation of interventions.

Maggie Estrada, Staffing Specialist, will anticipate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations. Ensure IEPs, EPs and 504s are created and implemented.

Our Guidance Counselor, Cristina Alvarez, 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 support 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.

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Tier 1

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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 Yvette Aguirre.

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).

*The designated person/s assigned to oversee the implementation of the Title III Grant is Yvette Aguirre.

Nutrition Programs
Wellness Policies
2016-2017

Physical Activity and Nutrition
Committee Members:

The following committee members are involved in the development of this Policy and its implementation throughout the school year.

Parents: Ivette Blazquez, Frank Castillo, and Becky Brossett

Students: Leonardo Castillo, Edgar Rivera, and Michael Rodriguez

School food service: Rosa Peramo, Rita Del Puppo, and Vivian Fernandez

The school board: Robert Blanch

School administrators: Beatriz Riera, Alex Tamargo, Francisco Jimenez, Ceclia Guilarte, Lourdes Isla-Marrero, Beatriz Morris, Judith Marty, Marisol Gomez, Ileana Milan, Sheila Gonzalez, Brenda Cruz, Eddie Gorriz, and Eileen Hernandez

Physical Education: Diego Gracia-Plaza, Gregory Daughton, and Juan Urbina

Health education: Diego Gracia-Plaza, and Victor Martinez,

Local physicians, dentists, and other health professionals: Dr. Jose Rodriguez

Setting Nutrition Education Goals

Nutrition. Academic performance and quality of life issues are affected by the choice and availability of good foods in our schools. Healthy foods support student physical growth, brain development, resistance to disease, emotional stability and ability to learn.

Nutrition guidelines that require the use of products that are high in fiber, low in added fats, sugar and sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the school's Nutrition Services Department or contracted vendors. Menu and product selection shall utilize student, parent, staff and community advisory groups whenever possible.

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

Health Education and Life Skills. Healthy living skills shall be taught as part of the regular instructional program and provides the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

Each school shall provide for an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks.

Students shall have access to valid and useful health information and health promotion products and services.

Students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Students shall be taught communication, goal setting and decision making skills that enhance personal, family and community health.

Nutrition Education:

School: Schools will put up Posters throughout the school to promote good eating habits and healthy food options. Other information will be available through the school website, flyers and/or school newsletter.

Staff: School staff will attend in-services and/or nutrition trainings.

Parent: The school will support parents' effort to provide a healthy diet and daily physical activity for their children. The school will send home nutrition information, post nutrition tips on school website or 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

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.

Participation in a daily 5 minute morning stretch exercise routine for all students in the kindergarten through grade five.

Participation in several physical activity programs throughout the school year for all students in kindergarten through grade five. Programs Activities include:

Jump Rope For Heart

Rumba

Field Day

Fitness Gram

Walk to School Program - October

Red Ribbon / Drug Free activity

DARE Program

Walk-a-thon

Cheerleading/Dance Program

After-School Aerobics Classes

School Sports Program

Commit to Fit Program

Miami Run

B. Middle School 6-8th grade will participate and complete 80% of the activities provided below before the end of the school year.

Such instruction may be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school-wide activities.

Participation in several physical activity programs throughout the school year for all students in grade six through grade eight. Programs Activities include:

Jump Rope For Heart

Zumba

Field Day

Fitness Gram

School Sports Program

Walk-A-Thon

Red Ribbon / Drug Free activity

Miami Run

C. High School 9-12 grade will participate and complete 80% of the activities provided below before the end of the school year.

1. High schools shall require one (1) credit for graduation, to include one semester of Personal Fitness (.5 credit) and one semester of an approved Physical Education course (.5 credit).

2. Participation in several physical activity programs throughout the school year for all students in grade nine through grade twelve. Programs Activities include:

Jump Rope For Heart

Zumba

Field Day

Fitness Gram

School Sports Program

Walk-A-Thon

After-school Weight Training

Red Ribbon / Drug Free activity

Establishing Nutrition Standards for All Foods Available on School Campus during the School Day
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:

Be appealing and attractive to children

Be served in clean and pleasant setting

Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.

Serve only low-fat (1%) white, chocolate, or strawberry milk.

Breakfast: All schools will provide a free nutritional breakfast, to ensure that all children have breakfast.

Vending Machines.

1.All snack vending machines shall add a healthier option.

2.Vending machines where student meals are served or eaten shall include a healthier option, such as 100% fruit juice and water.

3.All beverage vending machines in secondary school public areas and all faculty/staff areas at school and school sites shall include:

water

100% fruit juice

non-carbonated drinks with less than 150 calories per container

no more than 1/3rd of the choices will be carbonated drinks

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.

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: Cecilia Telleria

Mater East Elementary: Betty Riera

Mater East Middle/High: Jenny Aguirre

Mater Academy of International Studies: Ileana Melian

Mater International Academy: Ileana Melian

Mater Beach Academy: Marisol Gomez

Mater Middle/High/Performing Arts: Judith Marty

Mater Gardens Elementary & Middle: Lourdes Isla-Marrero

Mater Lakes Middle & High: Francisco Jimenez

Mater Grove Academy: Sheila Gonzalez

Mater Academy Mount Sinai: Eileen Hernandez

iMater Elementary: Brenda Cruz
iMater Middle/High: Eddie Gorriz
SLAM: Alex Tamargo

All activity reports will be submitted to Rosa Peramo - Mater Academy, Inc. Lunch Program Director, two weeks before last pre-scheduled board meetings. She will present it at the scheduled board meetings for its effectiveness and/or any necessary recommendation the board may have to revise the plan.

Date of adoption: November 9th, 2015

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 East Elementary: Greg Daughton

All activity reports will be submitted to Rosa Peramo - Mater Academy, Inc. Lunch Program Director, two

weeks before prescheduled 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
BEATRIZ RIERA	Principal
ALEXIS NUNEZ	Parent
ANTONIO ROCA	Business/Community
DAVID DE LA CAL	Education Support Employee
JENNIFER GARCIA	Teacher
JENNY CASAL	Teacher
JOEY CASAL	Education Support Employee
MARIA JIMENEZ	Teacher
NIKE AKINDE	Parent
ERICK HERNANDEZ	Parent
ROBERTO LORES	Business/Community
YVETTE AGUIRRE	Teacher
DAISY CANO	Parent
TOMMY REYES	Parent
JAVIER LLANES	Parent
EDWIN MIRANDA	Student
MELISSA VALLADARES	Teacher
SUSANA PEREZ	Teacher

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

On October 17, 2016 the EESAC committee will meet and review the 2015- 2016 school improvement plan in conjunction with 2016 FCAT 2.0 Science and FSA assessment results to evaluate of it's goals and effectiveness.

b. Development of this school improvement plan

On October 17, 2016, the EESAC members will assist in deciding on the implementation of programs addressing school improvement. They will also read and review data to assist with the development of the School Improvement Plan.

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

During the October 19, 2016 meeting, updated budget information will be shared and the SAC will provide input in the shared decision making process of allocations for professional development for teachers as well as expenditures for additional instructional materials.

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

The EESAC funds will be used to order Reading and Math Coach instructional materials for the after school tutoring. The amount that will be used is \$9,000.00

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

Yes

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
Aguirre, Yvette	Assistant Principal
Estrada, Magdalena	Other
Garcia, Jennifer	Instructional Coach
Gunawardena, Delmi	Teacher, K-12
Jorge, Xiomara	Teacher, K-12
Riera, Beatriz	Principal

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 iReady, 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 iReady 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 iReady 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 East 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.

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

1. Competitive Salaries- Principal
2. Job Fairs- Assistant Principal
3. Partnering new teachers with mentor teachers-Assistant Principal
4. Professional Development- Assistant Principal

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

Mater Academy East's builds its mentoring program by pairing those teachers with extensive knowledge in the core subject area to those that are first year teachers.

Nelda Schmelkin will be paired up with Janine Pujol because they share the same grade assignment and Ms.Pujol 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.

Neyda Victorero will be paired up with Anyellin Vasallo because they share the same grade assignment and Ms.Vasallo 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.

Yelitza Benitez will be paired up with Celia Martinez because they share the same grade assignment and Ms.Martinez 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.

Jaclyn Pruna will be paired up with Carolina Perez because they share the same content area assignment and Ms. Perez has extensive knowledge in Language Arts/Reading. 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.

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 East 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, 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 East 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: After School Program

Minutes added to school year: 6,840

Selected students in 2nd through 5th grade will attend an extended instructional day. These students will be tutored in the areas of reading, math, science and writing by a certified teacher. The teachers will use standards-aligned instructional materials that will help increase student performance on state mandated exams as well as enrich the core curriculum to maximize student learning .

Strategy Rationale

As a result, students overall reading, math, science, and writing proficiency will increase.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Aguirre, Yvette, yaguirre@matereast.com

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

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

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 East Charter School, all incoming kindergarten students take an entrance exam 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), 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. To increase student achievement by improving core instruction in all content areas. 1a

G087842

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0
FSA ELA Achievement	86.0
FSA Mathematics Achievement	92.0

Targeted Barriers to Achieving the Goal 3

- Students lack the ability to use vocabulary properly and identify the meaning of unknown words in passages.
- Students experience difficulties identifying mathematical key terms/concepts.
- Students lack sufficient background knowledge on scientific terms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Wonders
- Reading Wonder Works
- Laptops
- iReady
- Accelerated Reader (AR)
- Go Math
- Gizmos
- Discovery Education
- MTSS and Leadership Team
- Science Weekly
- Studies Weekly
- Florida Performance Coach

Plan to Monitor Progress Toward G1. 8

The teachers and administration will monitor all student assessments to ensure student progress.

Person Responsible

Jennifer Garcia

Schedule

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

Evidence of Completion

All summative and formative assessments throughout the 2016-2017 school year.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

G087842

G1.B1 Students lack the ability to use vocabulary properly and identify the meaning of unknown words in passages. 2

B233536

G1.B1.S1 Teacher will provide differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Florida State Standards to develop focused lessons during instruction. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program, Studies Weekly, and i-Ready Program will enhance reading comprehension and vocabulary development. 4

S246428

Strategy Rationale

Students will enhance their vocabulary skills and increase student achievement.

Action Step 1 5

Teachers will attain knowledgeable strategies in which they will be to provide differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Florida State Standards to develop focused lessons during instruction. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program, Studies and Science Weekly, and iReady Program will enhance reading comprehension and vocabulary development.

Person Responsible

Jennifer Garcia

Schedule

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

Evidence of Completion

All summative and formative assessments throughout the 2016-2017 school year

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

The administration will review all data from student assessments to monitor student progress.

Person Responsible

Jennifer Garcia

Schedule

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

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Reading Works benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and iReady
Summative: Results from the 2017 FSA

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

The teachers and administration will monitor all student assessments to ensure student progress.

Person Responsible

Jennifer Garcia

Schedule

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

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, Reading Works benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and iReady
Summative: Results from the 2017 FSA

G1.B1.S2 One and a half hour after school tutoring sessions will continue to take place 2 to 3 times a week using Florida Coach. Standards-based Instruction will continue to be implemented in order to correlate instruction in areas of difficulties. 4

S246429

Strategy Rationale

Students will enhance their vocabulary skills and increase student achievement.

Action Step 1 5

The students will attend an after school tutoring program that will focus instruction in the areas of reading, math, science, and writing whereby vocabulary will be enhanced in all core content areas.

Person Responsible

Yvette Aguirre

Schedule

Weekly, from 10/10/2016 to 4/7/2017

Evidence of Completion

All student assessments will be monitored in order to ensure student progress.

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

The administration will review all data from student assessments to monitor student progress.

Person Responsible

Yvette Aguirre

Schedule

Monthly, from 10/10/2016 to 4/7/2017

Evidence of Completion

Florida Coach Assessments and 2017 FSA

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

The teachers and administration will monitor all student assessments to ensure student progress.

Person Responsible

Yvette Aguirre

Schedule

Monthly, from 10/10/2016 to 4/7/2017

Evidence of Completion

Florida Coach Assessments and 2017 FSA

G1.B2 Students experience difficulties identifying mathematical key terms/concepts. 2

B233537

G1.B2.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the Florida State Standards to increase student performance in identifying mathematical key terms/concepts. The students will use the technology and manipulative resources provided by the Go Math series. Through the use of the netbooks/laptops the students will access online enrichment programs such as iReady and Gizmos to increase understanding of concepts taught by the teacher. 4

S246430

Strategy Rationale

Students will enhance their ability to identify key terms/concepts and increase student achievement.

Action Step 1 5

Students will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problems. Through the use of the laptops the students will access online enrichment programs such as iReady and Gizmos to increase understanding of measurement and geometry taught by teacher. Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. The administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement.

Person Responsible

Jennifer Garcia

Schedule

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

Evidence of Completion

All summative and formative assessments throughout the 2016-2017 school year.

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

The administration will review all data from student assessments to monitor student progress.

Person Responsible

Beatriz Riera

Schedule

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

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, iReady Data, Florida Coach assessments, Rally 2.0 assessments Summative: Results from the 2017 FSA

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

The teachers and administration will monitor all student assessments to ensure student progress.

Person Responsible

Jennifer Garcia

Schedule

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

Evidence of Completion

Formative: Interim Assessments, teacher-made assessments, iReady Data, Florida Coach assessments, Rally 2.0 assessments Summative: Results from the 2017 FSA

G1.B3 Students lack sufficient background knowledge on scientific terms. 2

B233538

G1.B3.S1 Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of Science Weekly, featuring science concepts/terms and technology, as well as age appropriate current events. 4

S246431

Strategy Rationale

Students will enhance their ability to identify key terms/concepts and increase student achievement.

Action Step 1 5

Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of Science Weekly, featuring science concepts/terms and technology, as well as age appropriate current events.

Person Responsible

Jaci Charney-Perez

Schedule

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

Evidence of Completion

All student assessments will be monitored to ensure student progress.

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

The administration will review all data from student assessments to monitor student progress.

Person Responsible

Yvette Aguirre

Schedule

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

Evidence of Completion

All summative and formative assessments throughout the 2016-2017 school year.

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

The administration and teachers will monitor student progress on all assessments.

Person Responsible

Jennifer Garcia














Schedule

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

Evidence of Completion

All summative and formative assessments throughout the 2016-2017 school year.

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.S2.MA1  M333042	The teachers and administration will monitor all student assessments to ensure student progress.	Aguirre, Yvette	10/10/2016	Florida Coach Assessments and 2017 FSA	4/7/2017 monthly
G1.B1.S2.MA1  M333043	The administration will review all data from student assessments to monitor student progress.	Aguirre, Yvette	10/10/2016	Florida Coach Assessments and 2017 FSA	4/7/2017 monthly
G1.B1.S2.A1  A319727	The students will attend an after school tutoring program that will focus instruction in the areas...	Aguirre, Yvette	10/10/2016	All student assessments will be monitored in order to ensure student progress.	4/7/2017 weekly
G1.MA1  M333048	The teachers and administration will monitor all student assessments to ensure student progress.	Garcia, Jennifer	8/22/2016	All summative and formative assessments throughout the 2016-2017 school year.	6/8/2017 monthly
G1.B1.S1.MA1  M333040	The teachers and administration will monitor all student assessments to ensure student progress.	Garcia, Jennifer	8/22/2016	Formative: Interim Assessments, teacher-made assessments, Reading Works benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and iReady Summative: Results from the 2017 FSA	6/8/2017 monthly
G1.B1.S1.MA1  M333041	The administration will review all data from student assessments to monitor student progress.	Garcia, Jennifer	8/22/2016	Formative: Interim Assessments, teacher-made assessments, Reading Works benchmark reading assessment, Florida Coach assessments, Rally 2.0 assessments and iReady Summative: Results from the 2017 FSA	6/8/2017 monthly
G1.B1.S1.A1  A319726	Teachers will attain knowledgeable strategies in which they will be to provide differentiated...	Garcia, Jennifer	8/22/2016	All summative and formative assessments throughout the 2016-2017 school year	6/8/2017 monthly
G1.B2.S1.MA1  M333044	The teachers and administration will monitor all student assessments to ensure student progress.	Garcia, Jennifer	8/22/2016	Formative: Interim Assessments, teacher-made assessments, iReady Data, Florida Coach assessments, Rally 2.0 assessments Summative: Results from the 2017 FSA	6/8/2017 monthly
G1.B2.S1.MA1  M333045	The administration will review all data from student assessments to monitor student progress.	Riera, Beatriz	8/22/2016	Formative: Interim Assessments, teacher-made assessments, iReady Data, Florida Coach assessments, Rally 2.0 assessments Summative: Results from the 2017 FSA	6/8/2017 quarterly
G1.B2.S1.A1  A319728	Students will use the technology and manipulative resources provided by the Go Math series that...	Garcia, Jennifer	8/22/2016	All summative and formative assessments throughout the 2016-2017 school year.	6/8/2017 weekly
G1.B3.S1.MA1  M333046	The administration and teachers will monitor student progress on all assessments.	Garcia, Jennifer	8/22/2016	All summative and formative assessments throughout the 2016-2017 school year.	6/8/2017 quarterly
G1.B3.S1.MA1  M333047	The administration will review all data from student assessments to monitor student progress.	Aguirre, Yvette	8/22/2016	All summative and formative assessments throughout the 2016-2017 school year.	6/8/2017 quarterly
G1.B3.S1.A1  A319729	Provide students with opportunities to design and develop science and engineering projects to...	Charney-Perez, Jaci	8/22/2016	All student assessments will be monitored to ensure student progress.	6/8/2017 weekly

V. Professional Development Opportunities

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

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

G1.B1 Students lack the ability to use vocabulary properly and identify the meaning of unknown words in passages.

G1.B1.S1 Teacher will provide differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Florida State Standards to develop focused lessons during instruction. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program, Studies Weekly, and i-Ready Program will enhance reading comprehension and vocabulary development.

PD Opportunity 1

Teachers will attain knowledgeable strategies in which they will be to provide differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Florida State Standards to develop focused lessons during instruction. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program, Studies and Science Weekly, and iReady Program will enhance reading comprehension and vocabulary development.

Facilitator

Jennifer Garcia

Participants

All teachers

Schedule

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

G1.B2 Students experience difficulties identifying mathematical key terms/concepts.

G1.B2.S1 Teachers will implement the use of Houghton Mifflin Go Math! Series and align with the Florida State Standards to increase student performance in identifying mathematical key terms/concepts. The students will use the technology and manipulative resources provided by the Go Math series. Through the use of the netbooks/laptops the students will access online enrichment programs such as iReady and Gizmos to increase understanding of concepts taught by the teacher.

PD Opportunity 1

Students will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problems. Through the use of the laptops the students will access online enrichment programs such as iReady and Gizmos to increase understanding of measurement and geometry taught by teacher. Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. The administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement.

Facilitator

Jessica Aguilar

Participants

All Teachers

Schedule

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

G1.B3 Students lack sufficient background knowledge on scientific terms.

G1.B3.S1 Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of Science Weekly, featuring science concepts/terms and technology, as well as age appropriate current events.

PD Opportunity 1

Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of Science Weekly, featuring science concepts/terms and technology, as well as age appropriate current events.

Facilitator

Jaci Charney-Perez

Participants

All Teachers

Schedule

Weekly, 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.

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

G1.B1 Students lack the ability to use vocabulary properly and identify the meaning of unknown words in passages.

G1.B1.S2 One and a half hour after school tutoring sessions will continue to take place 2 to 3 times a week using Florida Coach. Standards-based Instruction will continue to be implemented in order to correlate instruction in areas of difficulties.

TA Opportunity 1

The students will attend an after school tutoring program that will focus instruction in the areas of reading, math, science, and writing whereby vocabulary will be enhanced in all core content areas.

Facilitator

Yvette Aguirre

Participants

All teachers participating in the after school tutoring program

Schedule

Weekly, from 10/10/2016 to 4/7/2017

VII. Budget

1	G1.B1.S1.A1	Teachers will attain knowledgeable strategies in which they will be to provide differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction by implementing the Florida State Standards to develop focused lessons during instruction. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words. The Accelerated Reader Program, Studies and Science Weekly, and iReady Program will enhance reading comprehension and vocabulary development.				\$40,850.57
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3100 - Mater Academy East Charter School	General Fund		\$19,510.00
			<i>Notes: i-Ready Reading/Math</i>			
			3100 - Mater Academy East Charter School	General Fund		\$3,056.00
			<i>Notes: Accelerated Reader</i>			
			3100 - Mater Academy East Charter School	General Fund		\$3,592.05

			<i>Notes: Reading Wonder Works</i>			
			3100 - Mater Academy East Charter School	General Fund		\$14,692.52
			<i>Notes: Reading Wonders</i>			
2	G1.B1.S2.A1	The students will attend an after school tutoring program that will focus instruction in the areas of reading, math, science, and writing whereby vocabulary will be enhanced in all core content areas.				\$35,966.40
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3100 - Mater Academy East Charter School	School Improvement Funds		\$9,116.40
			<i>Notes: Florida Performance Coach- Reading/Math</i>			
			3100 - Mater Academy East Charter School	Title III		\$26,850.00
			<i>Notes: Teachers providing the tutoring</i>			
3	G1.B2.S1.A1	Students will use the technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problems. Through the use of the laptops the students will access online enrichment programs such as iReady and Gizmos to increase understanding of measurement and geometry taught by teacher. Ongoing classroom assessment focusing on student's knowledge of determining the area of two-three dimensional shapes, classifying angles, determining the area of shapes, and measurement concepts will be conducted throughout the school year. The administration will conduct grade level meetings to discuss with teachers the effectiveness of technology and manipulative usage with students in the target areas of geometry and measurement.				\$102,511.56
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3100 - Mater Academy East Charter School	General Fund		\$8,505.00
			<i>Notes: i-Ready Math</i>			
			3100 - Mater Academy East Charter School	General Fund		\$78,561.34
			<i>Notes: Laptops</i>			
			3100 - Mater Academy East Charter School	General Fund		\$15,445.22
			<i>Notes: Go Math Series Renewal</i>			
4	G1.B3.S1.A1	Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of Science Weekly, featuring science concepts/terms and technology, as well as age appropriate current events.				\$18,661.04
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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			3100 - Mater Academy East Charter School	General Fund		\$9,375.08
			<i>Notes: Science/Studies Weekly</i>			
			3100 - Mater Academy East Charter School	General Fund		\$9,285.96
			<i>Notes: Science Fusion</i>			
					Total:	\$197,989.57