

Miami-Dade County Public Schools

Mater Brickell Preparatory Academy



2016-17 Schoolwide Improvement Plan

Mater Brickell Preparatory Academy

2805 SW 32ND AVE, Miami, FL 33133

materbrickell.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) |
|--|------------------------|---|
| Combination School KG-8 | No | 49% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 96% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A | A* | A | C |

**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 Brickell Preparatory Academy

| 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.

Our Mission is to provide a loving, caring, and supportive educational environment, where the whole child is developed and a philosophy of respect and high expectations is instilled for all students, parents, teachers, and staff.

b. Provide the school's vision statement.

At Mater we will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

2. School Environment

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

As a school, we conduct events in which students can express their cultures. We are mindful of the diversity of the school culture. Our school understands that in diverse cities, like Miami, children come from different cultures and backgrounds. Our school understands the value of students' senses of belonging, which can be of greater value and build self-worth for minority students. Our teachers demonstrate a heightened sense of understanding for our students' cultures which, in return, provides a better understanding between the school, teachers, students, and parents.

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

Our school creates a positive learning environment which in return optimizes student learning. Our school takes preventive measures by teaching the students strategies that will prepare them for the following emergency drills: fire drill, shelter in place, and lock-down. Students feel a sense of security in our school with the help of our security personnel. The security officer in our school promotes attitudes of student responsibility and assists the professional staff with the safety of students and staff and the security of the facilities. Furthermore, we have implemented a school safety patrol program to assist young children to walk from the drop off area to their classrooms. Safety patrols also help young pedestrians learn responsibilities regarding traffic safety.

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.

We believe that a safe and orderly school is of primary importance. When children behave in a respectful, responsible, and safe manner, they learn more and develop into responsible children whose "character counts". The Mater Brickell Preparatory'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. Teachers actively participate in professional developments and training to utilize proper procedures when addressing an

incident. Mater Brickell follows the MDCPS Code of Student Conduct that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The “reculturing” of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect.

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.

Our school ensures the social-emotional needs of all students are being met by following each student's IEP. Our school counselor provides services in which are required by each students' IEP. The counselor along with the teachers and SPED coordinator, collaborate to create a student's individual education plan by utilizing a student's anecdotal information, and data. Teachers provide interventions and monitor student growth through the use of a progress monitoring plan to determine if the RTI process must be implemented.

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.

Teachers use baseline assessments or previous state assessment scores to identify a student in need. Level one and two students, as well as struggling students, are enabled to utilize an intervention program to enhance student learning. This implementation process is carried out over the course of the year and is aligned to the Florida State Standards. Specific steps are undertaken during defined periods of the year, many in a recurring or continuous manner, so that the process of reviewing early warning data and identifying struggling students is timely and responsive to individual student needs.

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 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 4 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide assessment | 0 | 0 | 1 | 1 | 3 | 8 | 2 | 6 | 8 | 0 | 0 | 0 | 0 | 29 | |

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 | 0 | 0 | 3 | 0 | 3 | 6 | 0 | 0 | 0 | 0 | 12 | |

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

Our leadership team determine the appropriate interventions for the students that are exhibiting two or more early warning indicators. Our school requires teachers to communicate with parents and provide written notice regarding the exhibited early warning indicators. Students who are absent or tardy 10 times will receive a referral and will meet with classroom teachers and administrators as needed. Students who demonstrate inappropriate behaviors will receive demerits, detentions, and referrals. Mater Brickell will follow the MDCPS Code of Conduct and will implement consequences as needed depending on the nature of the behavior. Academic performance will be recognized during quarterly honor roll ceremonies and by individual teacher recognition.

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

The school implements a wide variety of communication methods in order to inform parents about upcoming events. Some of these methods include: monthly school calendar (posted on school website and emailed by homeroom teacher), PALS (Parents as Liaisons) newsletters, Constant Contact emails, Shutterfly class webpages, classroom websites, Parent Academy workshops and Remind 101. Principal and Assistant Principal will monitor implementation and review sign in sheets to determine the number of parents attending school or community events for effectiveness. Progress will be determined by analyzing sign in sheets for parent participation.

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.

At our school we have a partnership with the Boys and Girls Club of Miami. We lease the facility during the school day, and turn students over to their after school program. Students have the opportunity to enroll in after school sports and other extracurricular activities.

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 |
|-------------------|---------------------|
| Caleo, Sheila | Principal |
| Toledo, Elizabeth | Assistant Principal |
| Paz, Raquel | Teacher, K-12 |

b. Duties

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

Principal- The principal will meet with the school leadership team on a weekly basis in order to discuss any changes/updates to academic programs. Ms. Gonzalez will serve as an instructional leader by guiding her staff to become active members in the decision making regarding student achievement.

Assistant Principal- Mrs. Toledo will assist the principal by completing walk through observations on a weekly basis and by meeting with teachers throughout their planning times in order to create instructional lesson plans that will target student learning.

Reading Coach- Ms. Rodriguez will serve as our reading coach as she will be regularly attending the district reading coach meetings. She will relay the information to teachers each month after the meeting and will assist Mrs. Toledo and Ms. Gonzalez by monitoring computer learning programs for fidelity of implementation and academic growth.

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 school leadership team uses data in order to analyze student achievement. Each school year instructional positions are evaluated in terms of student achievement. Teachers are provided with professional development opportunities that will enhance their instructional practices with the end goal of increasing student achievement. The use of federal, state, and local funds are used to purchase instructional programs such as I-Ready, Study Island, Istation, and other core curriculum materials. ESSAC funds will be used to cover the cost of FSA tutoring resources.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|---------------------------|--------------------|
| Anthony Vento | Student |
| Gayane Stepanian | Business/Community |
| Sheila Gonzalez | Principal |
| Elizabeth Toledo | Teacher |
| Raquel Rodriguez | Teacher |
| Marta Galbis | Teacher |
| Jennifer Jimenez | Teacher |
| Samantha Diaz | Teacher |
| Jaclyn Baez | Teacher |
| Lissette Priegues Granado | Parent |
| Sandra Allen | Parent |
| Yamely Rayon | Parent |
| Lourdes Niebla | Parent |
| Alejandra Pertuz | Parent |
| Aracelly Martinez | Parent |
| Gleidys Hoyos | Teacher |
| Kenya Diaz | Parent |
| Jeniset Utreras | Parent |
| Viviana Mendible | Parent |
| | Student |

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

The school improvement plan was reviewed and approved during ESSAC meetings.

The dates are as follows:

October 7, 2016- Initial SIP Review

January 13, 2017 - Fall Interim Data Review

April 7, 2017 - Mid Year Review

June 2, 2017 - End of Year SIP review

b. Development of this school improvement plan

The SAC reviews the SIP quarterly and makes recommendations for improvement.

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

On October 7, 2016 ESSAC members will vote on how to best spend funds. Typically funds are spent on materials for FSA Tutoring.

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

We used the school improvement funds for after school tutoring. The total amount of funds spent on tutoring was \$760.00

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 |
|-------------------|---------------------|
| Caleo, Sheila | Principal |
| Toledo, Elizabeth | Assistant Principal |
| Paz, Raquel | Teacher, K-12 |

b. Duties

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

The LLT promotes literacy within the school by encouraging students to read on a daily basis. Each classroom has a library full of grade appropriate texts that address the needs of our below grade level, on grade level, and, above grade level students. Students receive the opportunity to complete computer based programs that promote literacy such as I-Ready and Study Island. School wide we recognize students who are outstanding in reading during honor roll ceremonies, and in-class by each teacher. The LLT works closely with teachers and develop lesson plans that will target reading instruction.

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.

Our school encourages a positive workforce by providing engaging professional developments that aim to create a friendly and professional atmosphere among all faculty, staff and administration. Planning and instruction are developed through grade level meetings, as well as, professional developments specialized in curriculum instruction.

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

Our school has an interview committee that interviews all new teachers to the school. We contact local Universities to advertise openings in our school. The principal closely reviews highly qualified status and certificates. Teachers are evaluated through frequent informal walkthroughs and formally twice a year using IPEGS. Walkthroughs are conducted by the Principal, Assistant Principal and Reading Coach. Formal observations are completed by the Principal and Assistant Principal.

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

There are no new teachers to Mater Brickell Preparatory. The Assistant Principal will continue to implement planned mentoring activities that include : lesson planning guidance, modeled lessons, and weekly observations with feedback. Teachers will also be sent to observe other classrooms at other schools in order to create a collaborative departmental network across our charter schools.

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.

Our school ensures its core instructional programs and materials are aligned to Florida Standards by implementing textbooks and other resources that are directly linked to the new Florida State Standards. In addition to textbooks, software programs are used to target the Florida State Standards as well.

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.

Our school is currently using SAT data to determine which students need interventions in reading and math for 1st through 3rd Grade. FSA data results and I-Ready Diagnostics results are being used to identify students needing interventions in 4th through 8th grade in the area of Reading and Math. In addition, we will also use Study Island diagnostic data for students in 6th-8th grade in the area of Reading. The intervention program we will use for both reading and math is SuccessMaker for the Elementary level and Intensive Reading/Math for the Middle School level.

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: 3,360

The school uses after school tutoring offered from January until the beginning of FSA testing. Enrichment opportunities are provided through differentiated instruction.

Strategy Rationale

Students will benefit from the additional exposure to concepts covered in class in preparation for the FSA.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Caleo, Sheila, 920148@dadeschools.net

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

Data is collected on a regular basis through classroom assessments and Growth Monitoring Checkpoints through I-Ready. Data is analyzed during grade level meetings and quarterly data chats with the Principal, Assistant Principal, reading coach, and classroom teachers. Attendance logs will also be monitored.

Strategy: Weekend Program

Minutes added to school year: 1,080

The school uses Saturday tutoring offered from January until the beginning of FSA testing. Enrichment opportunities are provided through differentiated instruction.

Strategy Rationale

Students will benefit from the additional exposure to concepts covered in class in preparation for the FSA.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Caleo, Sheila, 920148@dadeschools.net

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

Data is collected on a regular basis through classroom assessments and Growth Monitoring Checkpoints through I-Ready. Data is analyzed during grade level meetings and quarterly data chats with the Principal, Assistant Principal, reading coach, and classroom teachers. Attendance logs will also be monitored.

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.

The school hosts several school tours and information meetings to prospective parents who are interested in the school. Parents and students are provided with information regarding open houses offered by neighboring public and charter schools. Mater Brickell Preparatory will also participate in the KB Moms School Fair.

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.** Our goal is to increase student achievement and improve core instruction by incorporating writing across 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. Our goal is to increase student achievement and improve core instruction by incorporating writing across all content areas. **1a**

 G087899

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 76.0 |
| ELA/Reading Gains | 66.0 |
| ELA/Reading Lowest 25% Gains | 66.0 |
| FSA Mathematics Achievement | 75.0 |
| Math Gains | 54.0 |
| Math Lowest 25% Gains | 42.0 |
| FCAT 2.0 Science Proficiency | 71.0 |
| Highly Qualified Teachers | 100.0 |
| Attendance Below 90% | 4.0 |
| One or More Suspensions | 0.0 |
| Students exhibiting two or more EWS indicators (Total) | 0.7 |
| AMO Math - All Students | 70.0 |

Targeted Barriers to Achieving the Goal **3**

- Limited writing resources for writing ELA assessment.
- Students are lacking skills in problem solving and computer based assessments.
- As noted on the 2016 administration of the FCAT Science test the area of deficiency in Grade 5 was Reporting Category 2- Earth and Space. Students demonstrated 71 % proficiency.
- Students in Grade 7 demonstrated a 81% on the 2016 Civics EOC. Students must engage in more abstract reasoning, planning, analysis, judgment, and creative thought and recognition of previously learned concepts and principles. They must write about their thought process in order to show mastery of concepts when relating to the Origins and Purposes of Law and Government and Organization and Function of Government.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- ELA: Study Island, i-Ready, ebooks, Scholastic Magazines, Success Maker, Vocabulary Workshop
- Math: Success Maker, i-Ready, Study Island, and PrepWorks
- Science: Edmodo, Sciencesaurus, Gizmos, Discovery Learning, Lab Kits, Study Island, PLTW Curriculum
- Social Science: Social Studies Weekly, Study Island for Civics, and Nystrom Education for Civics
- Writing response notebook for all subjects

Plan to Monitor Progress Toward G1. 8

Follow FCIM using data from assessments and other teacher made assessments.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Quarterly data chat meetings Informal Walkthroughs and Formal Observations Student Work Files

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. Our goal is to increase student achievement and improve core instruction by incorporating writing across all content areas. 1

G087899

G1.B1 Limited writing resources for writing ELA assessment. 2

B233706

G1.B1.S1 Useful instructional strategies include: • story map • somebody/wanted/but/so • turning point graphic • Author's Toolbox for bringing a character to life • open mind • character chart • tools Author's use: Literary devices and Figurative language • text feature chart • text feature analysis • Writing Response notebooks 4

S246553

Strategy Rationale

Students will make connections to the content area by using the strategies listed. Students will collect written information that will aid in comprehension within all content areas.

Action Step 1 5

Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Person Responsible

Elizabeth Toledo

Schedule

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

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2 5

Students will take i-Ready Diagnostic and Growth Monitoring Checkpoint tests to monitor comprehension level in applicable grade levels. Students in applicable grade levels will complete i-Ready Instruction in Reading and/or Math according to the school site plan for instruction.

Person Responsible

Elizabeth Toledo

Schedule

Every 2 Months, from 8/22/2016 to 6/8/2017

Evidence of Completion

i-Ready Reports

Action Step 3 5

Expose students to non-fiction text. Teachers in grades 2-5 will incorporate Social Studies Weekly into the curriculum. Teachers in grades 6-8 will use Scholastic Magazine.

Person Responsible

Raquel Paz

Schedule

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

Evidence of Completion

Student work , Tests and Quizzes

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Informal walkthroughs, teacher observations, grade-level meetings, and quarterly data chats

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

Following the FCIM model, review data from assessment reports and adjust instruction as needed.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Quizzes/Tests, i-Ready Reports and Assessment reports.

G1.B2 Students are lacking skills in problem solving and computer based assessments. 2

 B233707

G1.B2.S1 Students are lacking skills in problem solving and are also not familiar with computer based assessments. Students will expand their math skills by using I-Ready Math and Study Island. 4

 S246554

Strategy Rationale

Students will be exposed to math problems in a computer based format. Students will be given additional practice opportunities to strengthen their math skills.

Action Step 1 5

Provide grade-level appropriate activities that promote the problem solving skills through experiences in using computer based learning programs.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Student exams and lesson plans

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

Following FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Quiz, Assessment and Data Reports

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

Following the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Quiz, Assessment and Data Reports

G1.B2.S2 Students will use Math journals to take notes, work out word problems and solve math computations. 4

 S246555

Strategy Rationale

In preparation for the FSA students will use writing skills across the curriculum.

Action Step 1 5

Teachers will incorporate word problems and solving word problems using writing daily with students.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Math journals

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Journals will be reviewed and following the FCIM model assessment data reports will be reviewed and instruction will be adjusted.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Math journals and assessments.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Journals will be reviewed and following the FCIM model assessment data reports will be reviewed and instruction will be adjusted.

Person Responsible

Sheila Caleo

Schedule

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


Evidence of Completion

Tests and Quizzes

G1.B3 As noted on the 2016 administration of the FCAT Science test the area of deficiency in Grade 5 was Reporting Category 2- Earth and Space. Students demonstrated 71 % proficiency. **2**

 B233708

G1.B3.S1 - Use lots of pictures and labels. - Teach definitional information - Present words in multiple contexts. - Conduct collaborative group work. - Engage students in instructional conversations - Integrate technology into instruction - Encourage "science talk" brainstorming - Conduct science labs and write about the labs in Science journal **4**

 S246556

Strategy Rationale

Students will be exposed to instructional activities that will strengthen their understanding of science topics.

Action Step 1 **5**

Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic, as well as virtual Inquiry based activities through the use of Gizmo's. Implement activities from the PLTW curriculum.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Student work, site generated assessments

Action Step 2 **5**

Students will participate in mandatory after school and Saturday tutoring.

Person Responsible

Elizabeth Toledo

Schedule

Weekly, from 1/9/2017 to 5/30/2017

Evidence of Completion

Attendance logs and student work

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

Following FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Quizzes, tests, Assessments

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

Using the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Quizzes/tests and assessments

G1.B4 Students in Grade 7 demonstrated a 81% on the 2016 Civics EOC. Students must engage in more abstract reasoning, planning, analysis, judgment, and creative thought and recognition of previously learned concepts and principles. They must write about their thought process in order to show mastery of concepts when relating to the Origins and Purposes of Law and Government and Organization and Function of Government. **2**

 B233709

G1.B4.S1 Emphasizes an in-depth understanding of Origins and Purposes of Law and Government and Organization and Function of Government. **4**

 S246557

Strategy Rationale

Students require an in-depth exposure to topics that will be tested on the Civics EOC.

Action Step 1 **5**

Ensure that all Civics students participate in baseline exams and that assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery. Teacher will use Nystrom education to review standards covering Civics.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Results from Civics assessments (tests and quizzes)

Action Step 2 **5**

After school Tutoring and Saturday Tutoring

Person Responsible

Sheila Caleo

Schedule

Monthly, from 1/9/2017 to 5/30/2017

Evidence of Completion

Attendance Roster , test grades

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Following the FCIM model, review assessment data reports and adjust instruction as needed.

Person Responsible

Sheila Caleo

Schedule

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

Evidence of Completion

Regular classroom walk-throughs, formal observations, data chats, grade-level meetings.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Follow FCIM model by reviewing assessment data reports and readjusting instruction as needed.

Person Responsible

Sheila Caleo




















Schedule


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

Evidence of Completion

Informal classroom walk-throughs, formal observations, quarterly data chats, grade-level meetings.

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.B3.S1.A2  A320043 | Students will participate in mandatory after school and Saturday tutoring. | Toledo, Elizabeth | 1/9/2017 | Attendance logs and student work | 5/30/2017 weekly |
| G1.B4.S1.A2  A320045 | After school Tutoring and Saturday Tutoring | Caleo, Sheila | 1/9/2017 | Attendance Roster , test grades | 5/30/2017 monthly |
| G1.MA1  M333348 | Follow FCIM using data from assessments and other teacher made assessments. | Caleo, Sheila | 8/22/2016 | Quarterly data chat meetings Informal Walkthroughs and Formal Observations Student Work Files | 6/8/2017 quarterly |
| G1.B1.S1.MA1  M333338 | Following the FCIM model, review data from assessment reports and adjust instruction as needed. | Caleo, Sheila | 8/22/2016 | Quizzes/Tests, i-Ready Reports and Assessment reports. | 6/8/2017 quarterly |
| G1.B1.S1.MA1  M333339 | Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed. | Caleo, Sheila | 8/22/2016 | Informal walkthroughs, teacher observations, grade-level meetings, and quarterly data chats | 6/8/2017 quarterly |
| G1.B1.S1.A1  A320037 | Teach students to identify and interpret elements of story structure within a text. Help students... | Toledo, Elizabeth | 8/22/2016 | Student work and site generated assessments, including benchmarks. | 6/8/2017 weekly |
| G1.B1.S1.A2  A320038 | Students will take i-Ready Diagnostic and Growth Monitoring Checkpoint tests to monitor... | Toledo, Elizabeth | 8/22/2016 | i-Ready Reports | 6/8/2017 every-2-months |
| G1.B1.S1.A3  A320039 | Expose students to non-fiction text. Teachers in grades 2-5 will incorporate Social Studies Weekly... | Paz, Raquel | 8/22/2016 | Student work , Tests and Quizzes | 6/8/2017 biweekly |
| G1.B2.S1.MA1  M333340 | Following the FCIM model, assessment data will be analyzed and instruction will be adjusted as... | Caleo, Sheila | 8/22/2016 | Quiz, Assessment and Data Reports | 6/8/2017 quarterly |
| G1.B2.S1.MA1  M333341 | Following FCIM model, assessment data will be analyzed and instruction will be adjusted as needed. | Caleo, Sheila | 8/22/2016 | Quiz, Assessment and Data Reports | 6/8/2017 quarterly |
| G1.B2.S1.A1  A320040 | Provide grade-level appropriate activities that promote the problem solving skills through... | Caleo, Sheila | 8/22/2016 | Student exams and lesson plans | 6/8/2017 monthly |
| G1.B3.S1.MA1  M333344 | Using the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed. | Caleo, Sheila | 8/22/2016 | Quizzes/tests and assessments | 6/8/2017 quarterly |
| G1.B3.S1.MA1  M333345 | Following FCIM model, assessment data will be analyzed and instruction will be adjusted as needed. | Caleo, Sheila | 8/22/2016 | Quizzes, tests, Assessments | 6/8/2017 quarterly |
| G1.B3.S1.A1  A320042 | Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic,... | Caleo, Sheila | 8/22/2016 | Student work, site generated assessments | 6/8/2017 semiannually |
| G1.B4.S1.MA1  M333346 | Follow FCIM model by reviewing assessment data reports and readjusting instruction as needed. | Caleo, Sheila | 8/22/2016 | Informal classroom walk-throughs, formal observations, quarterly data chats, grade-level meetings. | 6/8/2017 quarterly |
| G1.B4.S1.MA1  M333347 | Following the FCIM model, review assessment data reports and adjust instruction as needed. | Caleo, Sheila | 8/22/2016 | Regular classroom walk-throughs, formal observations, data chats, grade-level meetings. | 6/8/2017 quarterly |
| G1.B4.S1.A1  A320044 | Ensure that all Civics students participate in baseline exams and that assessments and data from... | Caleo, Sheila | 8/22/2016 | Results from Civics assessments (tests and quizzes) | 6/8/2017 quarterly |
| G1.B2.S2.MA1  M333342 | Journals will be reviewed and following the FCIM model assessment data reports will be reviewed and... | Caleo, Sheila | 8/22/2016 | Tests and Quizzes | 6/8/2017 quarterly |
| G1.B2.S2.MA1  M333343 | Journals will be reviewed and following the FCIM model assessment data reports will be reviewed and... | Caleo, Sheila | 8/22/2016 | Math journals and assessments. | 6/8/2017 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--|--|---------------|-------------------------------|---------------------------------------|---------------------|
| G1.B2.S2.A1  A320041 | Teachers will incorporate word problems and solving word problems using writing daily with students. | Caleo, Sheila | 8/22/2016 | Math journals | 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. Our goal is to increase student achievement and improve core instruction by incorporating writing across all content areas.

G1.B1 Limited writing resources for writing ELA assessment.

G1.B1.S1 Useful instructional strategies include: • story map • somebody/wanted/but/so • turning point graphic • Author's Toolbox for bringing a character to life • open mind • character chart • tools Author's use: Literary devices and Figurative language • text feature chart • text feature analysis • Writing Response notebooks

PD Opportunity 1

Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Facilitator

Raquel Rodriguez

Participants

Classroom teachers

Schedule

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

PD Opportunity 2

Students will take i-Ready Diagnostic and Growth Monitoring Checkpoint tests to monitor comprehension level in applicable grade levels. Students in applicable grade levels will complete i-Ready Instruction in Reading and/or Math according to the school site plan for instruction.

Facilitator

Maribel Ariano , i-Ready Representative

Participants

Teachers and Adminstrators

Schedule

Every 2 Months, from 8/22/2016 to 6/8/2017

G1.B3 As noted on the 2016 administration of the FCAT Science test the area of deficiency in Grade 5 was Reporting Category 2- Earth and Space. Students demonstrated 71 % proficiency.

G1.B3.S1 - Use lots of pictures and labels. - Teach definitional information - Present words in multiple contexts. - Conduct collaborative group work. - Engage students in instructional conversations - Integrate technology into instruction - Encourage “science talk” brainstorming - Conduct science labs and write about the labs in Science journal

PD Opportunity 1

Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic, as well as virtual Inquiry based activities through the use of Gizmo's. Implement activities from the PLTW curriculum.

Facilitator

Ms.Dominguez & Ms. Perez

Participants

Teachers and Adminstrators

Schedule

Semiannually, 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 | Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. | | | | \$70.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 5046 - Mater Brickell Preparatory Academy | Other | | \$70.00 |
| Notes: \$70.00 - CRISS Strategy Manual for Reading Coach | | | | | | |
| 2 | G1.B1.S1.A2 | Students will take i-Ready Diagnostic and Growth Monitoring Checkpoint tests to monitor comprehension level in applicable grade levels. Students in applicable grade levels will complete i-Ready Instruction in Reading and/or Math according to the school site plan for instruction. | | | | \$5,452.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 5046 - Mater Brickell Preparatory Academy | Other | | \$5,452.00 |
| Notes: i-Ready Diagnostic and Instruction program & training for teachers. | | | | | | |
| 3 | G1.B1.S1.A3 | Expose students to non-fiction text. Teachers in grades 2-5 will incorporate Social Studies Weekly into the curriculum. Teachers in grades 6-8 will use Scholastic Magazine. | | | | \$847.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 7000 | | 5046 - Mater Brickell Preparatory Academy | Other | | \$847.00 |
| Notes: Internal account-Scholastic & Studies Weekly | | | | | | |
| 4 | G1.B2.S1.A1 | Provide grade-level appropriate activities that promote the problem solving skills through experiences in using computer based learning programs. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 5046 - Mater Brickell Preparatory Academy | General Fund | | \$0.00 |
| Notes: I-Ready Math | | | | | | |
| 5 | G1.B2.S2.A1 | Teachers will incorporate word problems and solving word problems using writing daily with students. | | | | \$0.00 |

Dade - 5046 - Mater Brickell Preparatory Academy - 2016-17 SIP
Mater Brickell Preparatory Academy

| | | | | | | |
|--------|-------------|---|--|--------------------------|-----|------------|
| 6 | G1.B3.S1.A1 | Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic, as well as virtual Inquiry based activities through the use of Gizmo's. Implement activities from the PLTW curriculum. | | | | \$700.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 5046 - Mater Brickell Preparatory Academy | | | \$700.00 |
| | | | Notes: PLTW Training for Teacher Trainer for Mater Brickell | | | |
| 7 | G1.B3.S1.A2 | Students will participate in mandatory after school and Saturday tutoring. | | | | \$900.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 5046 - Mater Brickell Preparatory Academy | School Improvement Funds | | \$900.00 |
| | | | Notes: After-School and Saturday Tutoring: Reading, Math, Civics and Science | | | |
| 8 | G1.B4.S1.A1 | Ensure that all Civics students participate in baseline exams and that assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery. Teacher will use Nystrom education to review standards covering Civics. | | | | \$150.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 5046 - Mater Brickell Preparatory Academy | | | \$150.00 |
| | | | Notes: Nystrom Education | | | |
| 9 | G1.B4.S1.A2 | After school Tutoring and Saturday Tutoring | | | | \$0.00 |
| Total: | | | | | | \$8,119.00 |