

Miami-Dade County Public Schools

Mater Grove Academy



2017-18 Schoolwide Improvement Plan

Mater Grove Academy

2805 SW 32ND AVE, Miami, FL 33133

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2016-17 Title I School</p> <p>No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>63%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Mater Grove Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 Grove Academy'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 Grove 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	2	2	5	7	2	2	3	1	0	0	0	0	0	24
Level 1 on statewide assessment	2	1	6	8	8	13	20	11	5	0	0	0	0	74
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2	2	7	4	7	9	24	16	7	0	0	0	0	78

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 Grove 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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

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
Sheila Caleo Gonzalez	Principal
Elizabeth Toledo	Teacher
Raquel Rodriguez	Teacher
Samantha Diaz	Teacher
Jaclyn Melendez	Teacher
Lissette Priegues-Granado	Parent
Yamely Rayon	Education Support Employee
Aracelly Martinez	Parent
Mercedes Alonso	Parent
Helin Bowen	Parent
Roberto Perez	Parent
Eddie Gil	Parent
Maria Ruiz	Parent
Rachel Fernandez	Business/Community
Stephanie Ruiz	Teacher
Andreina Coutts	Teacher
Laura Menendez	Teacher
Marlene Garcia	Education Support Employee
Maria Flores	Parent
Bianca Pittaluga	Teacher
Gabriel Martinez	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school improvement plan will be reviewed and approved during ESSAC meetings.

The dates are as follows:

- October 2, 2017- Initial SIP Review
- January 12, 2018 - Fall Interim Data Review
- April 6, 2018 - Mid Year Review
- June 4, 2018 - 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 2, 2017 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 \$3,480.

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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.

Our school has an interview committee that interviews all new teachers to the school. Local universities are contacted for possible internships and field experience opportunities. New employees are mentored by veteran teachers. The following are the new faculty for the 2017-2018 school year:

First Grade: M. Paz (Mentored by Mrs. Coutts)

Second Grade: E. Redondo (Mentored by Mrs. Menendez)

Third Grade: A. Ferrer, J. Vento (Mentored by Mrs. Melendez)

Fourth Grade: M. Rodriguez-Quezada, S. Duero (Mentored by R. Rodriguez)

Fifth Grade: N. Font, L. Riveras (Mentored S. Diaz)

Middle School: C. Nieto, M. Gonzalez, H. Das, M. Donovan, C. Matus, B. Pittaluga (Mentored by Mr. Suarez)

The Principal and 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 and I-Ready 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 data for students in 7th-8th grade in the area of Reading, Civics and Science. The intervention program we will use for both reading and math is SuccessMaker for the Elementary level and Intensive Reading 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 quarterly through district interim assessments as well as weekly through school developed benchmark assessments. Data is analyzed during grade level meetings and quarterly data chats with the Principal, lead teacher, and 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 Grove Academy will also participate in the KB Moms School Fair.

For graduating students we have a Parent Night where we share important deadlines and information about high school options that include: magnet school applications, neighborhood schools and charter articulation agreements.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** 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

G096857

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	45.0
Math Gains	60.0
Math Lowest 25% Gains	48.0
FSA Mathematics Achievement	72.0
Attendance Below 90%	0.0
One or More Suspensions	0.0
Students exhibiting two or more EWS indicators (Total)	14.0

Targeted Barriers to Achieving the Goal 3

- Limited writing resources for writing ELA assessment.
- Students are lacking skills in problem solving and computer based assessment.
- As noted on the 2017 administration of the FCAT Science test the area of deficiency in Grade 5 was Life Science. Students demonstrated 62% proficiency.
- Students in Grade 7 demonstrated a 82% on the 2017 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 Organization and Function of Government & Government Policies and Political Processes.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA: Study Island, i-Ready, ebooks, Scholastic Magazines, Success Maker
- 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
- 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 8/21/2017 to 6/7/2018

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

1 = 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

G096857

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

B260557

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

S275951

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

To provide teachers and/or support personnel an understanding of the components of text-based writing that apply to all subject areas. When the training is completed, the teachers will understand the writing standards addressing all types of writing. In addition, the teacher will understand the state's expectations, the FSA writing rubric, how to write based on text evidence to an essential question, how to gather and manipulate the evidence, provide appropriate elaboration during planning, and depending of the time left at the end of the day possible revising and editing lessons to improve the quality of the student's essay.

Person Responsible

Elizabeth Toledo

Schedule

Weekly, from 8/21/2017 to 6/7/2018

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 8/21/2017 to 6/7/2018

Evidence of Completion

Student work, tests and quizzes

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 8/21/2017 to 6/7/2018

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 8/21/2017 to 6/7/2018

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 8/21/2017 to 6/7/2018

Evidence of Completion

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

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

 B260558

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

 S275952

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 8/21/2017 to 6/7/2018

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 8/21/2017 to 6/7/2018

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 8/21/2017 to 6/7/2018

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

 S275953

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 8/21/2017 to 6/7/2018

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 8/21/2017 to 6/7/2018

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 8/21/2017 to 6/7/2018

Evidence of Completion

Tests and Quizzes

G1.B3 As noted on the 2017 administration of the FCAT Science test the area of deficiency in Grade 5 was Life Science. Students demonstrated 62% proficiency. 2

B260559

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

S275954

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 8/21/2017 to 6/7/2018

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 1/8/2018 to 5/30/2018

Evidence of Completion

Attendance logs and student work

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

Sheila Caleo

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student work , Tests and Quizzes

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

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

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Quiz, Assessment and Data Reports

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 8/21/2017 to 6/7/2018

Evidence of Completion

Quiz, Assessment and Data Reports

G1.B4 Students in Grade 7 demonstrated a 82% on the 2017 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 Organization and Function of Government & Government Policies and Political Processes. 2

B260560

G1.B4.S1 Emphasize instruction in the following Reporting Categories: Organization and Function of Government & Government Policies and Political Processes. 4

S275955

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 all available resources and Study Island to review standards covering Civics.

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Results from Civics assessments (tests and quizzes)

Action Step 2 5

Afterschool Tutoring and Saturday Tutoring

Person Responsible

Sheila Caleo

Schedule

Monthly, from 1/8/2018 to 5/30/2018

Evidence of Completion

Attendance Roster and 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 8/21/2017 to 6/7/2018

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 8/21/2017 to 6/7/2018



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
2018					
G1.B3.S1.A2 A371130	Students will participate in mandatory after school and Saturday tutoring.	Toledo, Elizabeth	1/8/2018	Attendance logs and student work	5/30/2018 weekly
G1.B4.S1.A2 A371133	Afterschool Tutoring and Saturday Tutoring	Caleo, Sheila	1/8/2018	Attendance Roster and Test Grades	5/30/2018 monthly
G1.MA1 M399430	Follow FCIM using data from assessments and other teacher made assessments.	Caleo, Sheila	8/21/2017	Quarterly data chat meetings Informal Walkthroughs and Formal Observations Student Work Files	6/7/2018 quarterly
G1.B1.S1.MA1 M399420	Following the FCIM model, review data from assessment reports and adjust instruction as needed.	Caleo, Sheila	8/21/2017	Quizzes/Tests, i-Ready Reports and Assessment reports.	6/7/2018 quarterly
G1.B1.S1.MA1 M399421	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Caleo, Sheila	8/21/2017	Informal walkthroughs, teacher observations, grade-level meetings, and quarterly data chats	6/7/2018 quarterly
G1.B1.S1.A1 A371124	To provide teachers and/or support personnel an understanding of the components of text-based...	Toledo, Elizabeth	8/21/2017	Student work and site generated assessments, including benchmarks.	6/7/2018 weekly
G1.B1.S1.A2 A371125	Students will take i-Ready Diagnostic and Growth Monitoring Checkpoint tests to monitor...	Toledo, Elizabeth	8/21/2017	Student work, tests and quizzes	6/7/2018 every-2-months
G1.B1.S1.A3 A371126	Expose students to non-fiction text. Teachers in grades 2-5 will incorporate Social Studies Weekly...	Paz, Raquel	8/21/2017	Student work , Tests and Quizzes	6/7/2018 biweekly
G1.B2.S1.MA1 M399422	Following the FCIM model, assessment data will be analyzed and instruction will be adjusted as...	Caleo, Sheila	8/21/2017	Quiz, Assessment and Data Reports	6/7/2018 quarterly
G1.B2.S1.MA1 M399423	Following FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.	Caleo, Sheila	8/21/2017	Quiz, Assessment and Data Reports	6/7/2018 quarterly
G1.B2.S1.A1 A371127	Provide grade-level appropriate activities that promote the problem solving skills through...	Caleo, Sheila	8/21/2017	Student exams and lesson plans	6/7/2018 monthly
G1.B3.S1.MA1 M399426	Using the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.	Caleo, Sheila	8/21/2017	Quiz, Assessment and Data Reports	6/7/2018 quarterly
G1.B3.S1.MA1 M399427	Following the FCIM model, assessment data will be analyzed and instruction will be adjusted as...	Caleo, Sheila	8/21/2017	Quiz, Assessment and Data Reports	6/7/2018 quarterly
G1.B3.S1.A1 A371129	Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic,...	Caleo, Sheila	8/21/2017	Student work, site generated assessments	6/7/2018 semiannually
G1.B3.S1.A3 A371131	Expose students to non-fiction text. Teachers in grades 2-5 will incorporate Social Studies Weekly...	Caleo, Sheila	8/21/2017	Student work , Tests and Quizzes	6/7/2018 quarterly
G1.B4.S1.MA1 M399428	Follow FCIM model by reviewing assessment data reports and readjusting instruction as needed.	Caleo, Sheila	8/21/2017	Informal classroom walk-throughs, formal observations, quarterly data chats, grade-level meetings.	6/7/2018 quarterly
G1.B4.S1.MA1 M399429	Following the FCIM model, review assessment data reports and adjust instruction as needed.	Caleo, Sheila	8/21/2017	Regular classroom walk-throughs, formal observations, data chats, grade-level meetings.	6/7/2018 quarterly
G1.B4.S1.A1 A371132	Ensure that all Civics students participate in baseline exams and that assessments and data from...	Caleo, Sheila	8/21/2017	Results from Civics assessments (tests and quizzes)	6/7/2018 quarterly
G1.B2.S2.MA1 M399424	Journals will be reviewed and following the FCIM model assessment data reports will be reviewed and...	Caleo, Sheila	8/21/2017	Tests and Quizzes	6/7/2018 quarterly

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Mater Grove Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1  M399425	Journals will be reviewed and following the FCIM model assessment data reports will be reviewed and...	Caleo, Sheila	8/21/2017	Math journals and assessments.	6/7/2018 quarterly
G1.B2.S2.A1  A371128	Teachers will incorporate word problems and solving word problems using writing daily with students.	Caleo, Sheila	8/21/2017	Math journals	6/7/2018 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

To provide teachers and/or support personnel an understanding of the components of text-based writing that apply to all subject areas. When the training is completed, the teachers will understand the writing standards addressing all types of writing. In addition, the teacher will understand the state's expectations, the FSA writing rubric, how to write based on text evidence to an essential question, how to gather and manipulate the evidence, provide appropriate elaboration during planning, and depending of the time left at the end of the day possible revising and editing lessons to improve the quality of the student's essay.

Facilitator

Elizabeth Toledo

Participants

Classroom teachers

Schedule

Weekly, from 8/21/2017 to 6/7/2018

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 Administrators

Schedule

Every 2 Months, from 8/21/2017 to 6/7/2018

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	To provide teachers and/or support personnel an understanding of the components of text-based writing that apply to all subject areas. When the training is completed, the teachers will understand the writing standards addressing all types of writing. In addition, the teacher will understand the state's expectations, the FSA writing rubric, how to write based on text evidence to an essential question, how to gather and manipulate the evidence, provide appropriate elaboration during planning, and depending of the time left at the end of the day possible revising and editing lessons to improve the quality of the student's essay.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5045 - Mater Grove Academy	Other		\$1,200.00
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.				\$24,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5045 - Mater Grove Academy	Other		\$24,450.00
<i>Notes: i-Ready Diagnostic and Instruction Program & Training for teachers.</i>						
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.				\$4,481.91
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5045 - Mater Grove Academy			\$840.51
<i>Notes: Junior Scholastic for Grades 6-8</i>						
			5045 - Mater Grove Academy	School Improvement Funds		\$3,641.40
<i>Notes: Internal Account- Scholastic and Social Studies Weekly</i>						
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
5	G1.B2.S2.A1	Teachers will incorporate word problems and solving word problems using writing daily with students.				\$0.00
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.				\$0.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5045 - Mater Grove Academy			\$0.00
			<i>Notes: PLTW</i>			
7	G1.B3.S1.A2	Students will participate in mandatory after school and Saturday tutoring.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5045 - Mater Grove Academy	General Fund		\$1,800.00
			<i>Notes: After-School and Saturday Tutoring: Reading, Math, Civics and Science</i>			
8	G1.B3.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				\$0.00
9	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 all available resources and Study Island to review standards covering Civics.				\$412.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5045 - Mater Grove Academy			\$412.00
			<i>Notes: Study Island</i>			
10	G1.B4.S1.A2	Afterschool Tutoring and Saturday Tutoring				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5045 - Mater Grove Academy			\$500.00
			<i>Notes: Notes</i>			
					Total:	\$32,843.91