Mater Academy East Middle School

2017-18 Schoolwide Improvement Plan

Mater Academy East Middle School

998 SW 1ST ST, Miami, FL 33130

www.materacademyeastmiddlehigh.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 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.

Table of Contents

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 Academy East Middle School

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.

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

The mission of Mater Academy East Charter Middle School is to provide an innovative, challenging curriculum in an environment that furthers a philosophy of respect and high expectations for all students, parents, faculty and staff. We will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student in their future educational endeavors.

b. Provide the school's vision statement.

The Vision of Mater Academy, Inc. is to provide students a viable educational choice that offers an innovative, rigorous, and seamless college preparatory curriculum, providing Mater students, at every level from PK-12th grade, with a competitive advantage against their contemporaries. To that end, Mater Schools strive to:
• create a thirst for knowledge in all disciplines;
• kindle the art of thinking and serve as a springboard for lifelong learning; and
• deliver and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

The vision of Mater East Academy Middle/High School is to deliver a first-class academic program with a seamless curriculum that enables students to become productive citizens who are prepared to address the challenges of the twenty-first century.

2. School Environment

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

Mater Academy East Middle school climate survey and home language survey will help to provide valuable insight to our students' cultural needs. Teachers will use monthly newsletter in order to maintain constant contact and bridge the gap between home and school. Our monthly newsletter will also provide parents with updates and information regarding important events that are taking place at the school. The continued support and communication between faculty, students and parents will ensure positive relationships. Our parental/student involvement events will build positive relationships and communicate the school's mission and vision. These events include, but are not limited to: Pre-Orientation, Open House, Hispanic Heritage Festival, Book Fair,Florida State Assessment (FSA) Information Night, and monthly parent universities.

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

We have clear procedures implemented for arrival and dismissal of students with off-duty police supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe

weather. Security monitors are available for assistance to maintain a safe and controlled environment during class changes and in the cafeteria. Having a staff and leadership team that is visible and available allows for students and parents to feel valued, appreciated, and respected. A student code of conduct has been established in order to provide clear guidelines with regards to behaviors and consequences.-This will help to foster an environment where students will participate and contribute to the learning environment. Mater Academy East Middle provides a quality after school program which creates a place where school, neighborhood and community resources team-up to positively impact the student and their families.

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

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Identified by Jenny Aguirre, school Principal
-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension was a total of 0 students

Identified by Ms. Aguirre, Principal
-One or more suspensions, whether in school or out of school was a total of 0 students
-Course failure in English Language Arts or Mathematics was divided as follows:
6th grade - 5 students
7th grade - 12 students
8th students - 5 students

-Level 1 on statewide assessment was a total of 34 students for the 16-17 School Year.

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	
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	5	12	5	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	3	7	24	0	0	0	0	34
	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	0	0	0	0	0	0	4	16	27	0	0	0	0	47

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

To improve the academic performance of our students who scored a Level 1 on statewide assessments, we will be providing after school tutoring in the areas of reading, math , science, and writing for students in 6th through 8th grade. The after school tutoring is partially funded through the TItle III grant and it provides small group instruction for all level 1 and ELL students. Standards directed small group instruction is to be used as an intervention piece during our Multi-Tiered System of Supports (MTSS) instructional time. Standards directed small group instruction is the center piece of a school wide intervention program that specifically targets those students in the lowest 25% and targets the deficiencies of each of the students as they are grouped. The following programs will be used throughout the school year to supplement our core reading and math instruction: iReady, Gizmos, Coach Digital and Discovery Education.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/567266.

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Creating a successful school partnership with organizations is a challenging process. There has to be a clear vision and goal that relates to our school. There has to be structure and management to ensure that the partnerships are responsive to the needs of Mater Academy East Charter Middle School. To optimize the benefit to Mater Academy East and the community the school has to draw from a wide range of perspectives and expertise. Naturally there has to be complete cooperation from Mater East and their partners. Partners include City of Miami Parks and Recreation, McDonald's, Publix, and Verizon.

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
Aguirre, Jenny	Principal
Estrada, Maggie	Administrative Support
Socorro, Natalia	Instructional Coach
Diaz, Eduardo	School Counselor
Romero, Katherine	Teacher, K-12
Romano, Matthew	Teacher, K-12
Gonzalez, Juan	Teacher, K-12
Menendez, Nicholas	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.

Jenny Aguirre/Principal and Natalia Socorro/Instructional Coach, are instructional leaders who sustain a shared vision for the students' academic achievement. They ensure rigorous, standards-based instruction is taking place in all classrooms and supports continuous professional development opportunities for all teachers and staff members. Oversee the mentor and mentee program. Additionally, they analyze data and connect it to the instructional needs of the students at Mater Academy East.

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

Natalia Socorro/Instructional Coach, Katherine Romero/Math Teacher, Juan Gonzalez/ Social Studies Chair, and Matthew Romano/Science Teacher meet with teachers during common planning to support the design of rigorous unit plans. They provide resources and assist teachers in locating and using instructional materials that support best practices. Ms. Socorro ensures proper implementation of interventions.

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

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

The Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific support and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
Tier 1
1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how we will know if students have made expected levels of progress towards proficiency

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school
programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school

wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and
immigrant students by providing funds to implement and provide: tutorial programs and reading and supplementary instructional materials (grades 6-8).
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act- ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust- a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Title II
The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL Training and substitute release
time for Paraprofessional Development Liaisons (PDL) at each school focusing on Professional Learning
Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
*The designated person/s assigned to oversee the implementation of the Title II Program is Jennifer Carrion.

Title III
Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and
immigrant students by providing funds to implement and provide: tutorial programs and reading and supplementary instructional materials (grades 6-8).
*The designated person/s assigned to oversee the implementation of the Title III Grant is Jennifer Carrion.

Wellness Policies
2017-2018
Preamble

Research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Mater Inc. recognizes that good nutrition and regular physical activity affect the health and well-being of all students. Mater Inc. is committed to providing nutritious meals through the schools' meal programs, supporting the development of good eating habits and promoting increased physical activity both in and out of school.
Physical Activity and Nutrition

Nutrition Education Goals

Nutrition. Academic performance and quality of life issues are affected by the choice and availability of good foods in our schools. Healthy foods support student physical growth, brain development, resistance to disease, emotional stability and ability to learn.
(a) Nutrition guidelines that require the use of products that are high in fiber, low in added fats, sugar and sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by Mater Inc.'s Nutrition Services Department or contracted vendors. Menu and product selection shall utilize student, parent, staff and committee advisory groups whenever possible.
(b) Nutrition services policies and guidelines for reimbursable meals shall not be less restrictive than federal and state regulations require.
(c) Healthy food and beverage choices will be promoted using Smarter Lunchroom tools and techniques.
(d) All other foods and beverages sold during the school day will meet USDA nutrition standards.

Health Education and Life Skills. Healthy living skills will be taught as part of the regular instructional program and provides the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.
(a) The school shall provide for an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks.
(b) Students shall have access to valid and useful health information and health promotion products and services.
(c) Students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day.
(d) Students shall be taught communication, goal setting and decision making skills that enhance personal, family and community health.

Nutrition Education:
(a) Nutrition benchmarks included in Florida's Physical Education Standards will be taught during physical education classes and will be integrated into other subject areas, as appropriate.
(b) Nutrition education will be taught in the classroom as well as in the dining room.
(c) Staff will teach, model, encourage and support healthy eating.

(d) Parents are encouraged to follow this Wellness Policy as guidance to providing a healthy diet and daily physical activity for their children. The school will send home nutrition information and will encourage parents to pack healthy lunches and snacks. The school offers support by sharing nutritional information and educational material through the school website, newsletter, take-home materials and/or physical education homework.
Physical Activity Goals

A. Elementary
1. Participation in physical activity on a regular basis. Students will participate in moderate to vigorous physical activity on a daily basis for a minimum of 30 minutes. Twice a week the students will receive formal physical education courses taught by a state-certified instructor. The student to teacher ratio is comparable to other curricular areas, and State developed standards are used.
2. Participation in several physical activity programs throughout the school year for all elementary school students. Programs Activities include:
• Recess
• Jump Rope For Heart
• Field Day
• Fitness Gram
• School Sports Program
• Red Ribbon / Drug Free activity
• Any additional activities?

B. Secondary
Students will participate and complete 80% of the activities provided below before the end of the school year.
1. Physical Education instruction shall be provided for Secondary students through formal physical education courses, taught by a state-certified instructor. The student to teacher ratio is comparable to other curricular areas, and State developed standards are used. Such instruction may also be provided through integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school-wide activities.
2. Participation in several physical activity programs throughout the school year for all secondary students. Program activities include:
• Jump Rope For Heart
• Field Day
• Fitness Gram
• School Sports Program
• Red Ribbon / Drug Free activity
• Any additional activities?

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

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

School Meals: Meals served through the National School Lunch and Breakfast Program will:
1. Be appealing and attractive to children.
2. Be served in clean and pleasant setting.
3. Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.
4. Offer a variety of milk including fat free flavored milk and no more than 1% fat content.

5. Comply with the current USDA Dietary Guidelines for Americans.
6. Be baked, not fried.
7. Include more local fresh fruits and vegetables.
8. Include whole grain products.

Vending Machines
1. Vending machine snacks will meet USDA Smart Snacks standards.
2. Beverage vending machines where student meals are served or eaten shall include healthier options such as 100% fruit juice and water.
3. Beverage vending machines in secondary school sites shall include non-carbonated drinks with less than 150 calories per container and no more than 1/3rd of the choices shall be carbonated drinks.

Other Foods Items Provided or Sold on Campus
1. High energy drinks with elevated levels of caffeine will not be available for sale on school campus.
2. Healthy foods meeting Smart Snack standards will be encouraged at school events.
3. Non-food items will be encouraged for fundraisers.
4. The use of food and physical activity as punishment is prohibited.
5. Classroom parties or Celebrations will be after lunch and foods that meet Smart Snack Standards will be encouraged.
6. Competitive foods will comply will nutrition standards as required in 7CFR 210.11.
7. The School will accept bag lunches prepared from home but will not accept food and beverage drop-offs/deliveries that originate from outside eating establishments.

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

Mater Inc. integrates wellness activities across the school setting. Mater Inc. promotes increased participation in school based nutrition programs by making the participation and the return of the application a high priority. The school will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals. Mater Inc. promotes student well-being, optimal development and strong educational outcomes. The school will:
(a) Promote the availability of the same meals to all students;
(b) Establish meal times consistent with Federal Regulations;
(c) Prohibit the withholding of food as punishment;
(d) Be in compliance with drug, alcohol and tobacco free policies;
(e) Maximize the reduction of waste by reducing, reusing and recycling; and,
(f) Encourage employees to engage in daily physical activity during the workday, such as walking around the school building either inside or outside, as part of work breaks and/or lunch periods, before or after work hours.

Teachers will not use identifiable brand names in their nutritional instruction unless they are found to be necessary to the lesson being taught and any commercial advertising on school campus will comply with the Smart Snacks in School Nutrition Standards. School personnel serve as nutrition educators and role models for healthy lifestyles. School staff is encouraged to model healthy eating by offering healthier choices at school meetings and events. School staff will:
(a) Encourage students to interact with family members on assignments & projects; and
(b) Create an environment where students, parents/guardian and staff members are accepted,

respected and valued for their personal integrity.

For students to receive the nationally recommended amount of daily physical activity and for students to fully embrace regular physical activity as a personal behavior, students will be provided with different opportunities for physical activity. Toward this end, the school will:
(a) Discourage sedentary activities, such as watching television; playing computer games, etc;
(b) Provide opportunities for physical activity to be incorporated into other subject lessons;
(c) Encourage classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate;
(d) Promote school-based health & wellness activities for students; and,
(e) Provide information about wellness resources and services to assist in identifying and supporting the health, safety and well-being of students and staff.

Goals for Measurement and Evaluation

The Principal, or the principal's designee; will monitor compliance with the established wellness policy by convening the Healthy School Team on a yearly basis. School Nutrition staff will monitor compliance with nutrition policies within the school food service area and will report on this matter to the Healthy School Team. In accordance with the NSLP, breakfast and lunch menus will be reviewed regularly to ensure USDA meal pattern compliance.

The Healthy School Team will ensure compliance with the policy, report on the school's compliance and recommend revisions as necessary, to the Mater Inc.'s Wellness Committee. Every three years, the Wellness Committee will conduct an assessment and make recommendations to the Governing Board at a scheduled governing board meeting. The governing board meeting is a public meeting as required by Ch.119 of the Florida Statutes, relating to public records. Notice is provided to the public prior to the meeting, giving the public an opportunity to review and offer input regarding the revisions. The most updated version of the wellness policy is always available on the school website for the public to view.

How well the policy is being managed and its effectiveness will be assessed every three years. Updates will be included based on the results of the annual and triennial reviews and as needs change. The evaluation process will address necessary changes to nutrition education, physical activity, other school-based activities and changes to the nutritional quality of foods available to students that have occurred as a result of the wellness policy and as a result of new information, new standards or new guidance.

The evaluation process will answer questions relating to whether the goals stated in the policy have been met. Basic questions that are important to policymakers, students, school staff, parents, and the general public will be addressed in the evaluation process. For example:
• Did the school change to healthier food options?
• Did participation in the Breakfast and/or Lunch Program change?
• Did the school promote good eating habits and healthy food options?
• Did the school provide students with opportunities to participate in a variety of physical activities?
• Did the students have a different number of minutes of physical activity?
• Did the school conduct student taste testing introducing healthier food items?
Assessments will be repeated every three years to review policy compliance, assess progress, and determine areas in need of improvement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jenny Aguirre	Principal
Natalia Socorro	Teacher
Eduardo Diaz	Teacher
Nicholas Menendez	Teacher
Julio Cabrera	Teacher
Devin Aedo	Teacher
Alfredo Coronel	Teacher
David de la Cal	Education Support Employee
Joseph Casal	Education Support Employee
Maribel Cordon	Parent
Michelle Detrinidad	Parent
Jacqueline Mendez	Parent
Betsy Castillo	Parent
Veronica Luna	Parent
Maria Mencia	Parent
Emily Gonzalez	Student
Jorge Detrinidad	Student
Roberto Lores	Business/Community
Yader Somarriba	Business/Community
Jim Faris	Business/Community
Judith Marty	Business/Community

b. Duties

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

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

a. Evaluation of last year's school improvement plan

On September 26, 2017 the committee will review the 2016-2017 school improvement plan in conjunction with 2016 FCAT 2.0 assessment results and FSA EOC results to determine an evaluation of it's goals and effectiveness.

b. Development of this school improvement plan

On September 26, 2017 the committee will read and review data, as well as plan, for cohesiveness and ensure the School Improvement Plan is followed with fidelity.

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

On September 26, 2017 the SAC members will review Mater Academy East's 2017-2018 annual budget and plan. During this meeting, updated budget information will be shared and the SAC will provide input in the shared decision making process of allocations for professional development for teachers as well as expenditures for instructional materials.

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

EESAC funds will be used to order Reading Coach instructional materials for after school tutoring. The amount that will be used is $ 6,000.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Aguirre, Jenny	Principal
Menendez, Nicholas	Teacher, K-12
Estrada, Maggie	Administrative Support
Socorro, Natalia	Instructional Coach

b. Duties

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

The major initiative for the LLT this year will be
• Infuse Reading across the curriculum by ensuring that all teachers are supplementing their instruction with reading strategies via differentiated instruction.
• Monitor the fidelity of the delivery of instruction and intervention.
• Develop and implement instructional routines that use complex text and incorporate text dependent questions.
• Develop lessons that provide students with opportunities for research and to incorporate writing throughout
• Provide levels of support and interventions to students based on data

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.

Mater Academy East Middle provides Professional Development which is geared towards encouraging positive working relationships between teachers and staff. The master schedule has been designed to provide teachers with common planning time. Department-level meetings are focused on student's academic needs and how students are being assessed. Student improvement is monitored and instruction is modified as needed based on the decisions made through collaboration. Leadership/ Department levels meetings will be conducted among grade levels on a monthly basis and documentation such as agendas/minutes and sign-in sheet must be turned in to the administration to ensure proper planning for instruction is taking place.

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

1. Compensation and benefits equal to that of traditional public schools.
2. Soliciting referrals from current employees.
3. Soliciting referrals from administrative colleagues.
4. Provide individualized support for all teachers.
5. Attend job fairs at local colleges and universities.

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

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

Katherine Romero will be paired up with Natalia Socorro because Ms. Socorro is the school's Curriculum Coach and Ms. Socorro has extensive knowledge in the mathematics. The mentor and mentee meet weekly to discuss best practices and evidence-based strategies for each content area. Time is given for the feedback, coaching and planning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Mater Academy East Middle ensures its core instructional programs and materials are aligned to Florida's Standards during department-level meetings/common planning times. During these meetings the leadership team and department level team focus on specific standards to develop a cohesive and rigorous unit of study. The MDCPS pacing guides, FSA, NGSSS, and Professional Development Services are used to assist with the development of standards-based units. The units include an overall learning goal with specific learning targets from Florida Standard(s). Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Mater Academy East Middle uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments in Reading, Math, and Science. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Small reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency will receive intervention specific to their needs during MTSS. These students will be progress monitored on a weekly basis. The leadership team and department levels will meet monthly to review, discuss, and take action on current student data. Instruction will be modified based

on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address specific learning targets/needs. Students who are proficient will receive advanced instruction in small groups.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,420

Selected students in 6th through 8th grade will attend an after school tutorial program. These students will be tutored in the areas of reading, math, science and writing by a certified teacher. The teachers will use standards-aligned instructional materials that will help increase student performance on the FSA and EOC assessments as well as enrich the core curriculum to maximize student learning.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Socorro, Natalia, nsocorro@matereast.com

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

Data from Interim testing is collected throughout the year to determine the effectiveness of tutorial programs as well as team planning groups. Additionally, in-house quarterly and monthly assessments have been developed to monitor student academic progress and to assist with curriculum development.

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.

Grade level meetings are held at the beginning of each school year to discuss previous year's data with students. There is a presentation which discusses the graduation requirements for the varying cohorts that students are placed into. This assists students and parents with decisions on what type of program (Finance, Dual Enrollment) they wish to participate in after 8th grade as they matriculate from Mater East Middle into Mater East High. In addition, as students are ready to move from 8th grade into 9th, the Guidance Counselor hosts another grade level meeting just before subject selection cards are distributed to all students. During this meeting, the counselor will review graduation requirements and advanced placement opportunities and discusses what they should be

focusing on for next year. Students then meet with the Guidance Counselor on an individual basis if they are unclear about their path for the following school year or have any other questions regarding their academic plan.

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.

All of the students at Mater Academy are addressed at a general assembly with regards to the curriculum bulletin and course selection. The students then meet individually with the Counselor to discuss career goals and expectations. All students are encouraged to select course work within the Academy of Entrepreneurship as well as foreign languages. Students at the middle school level have the opportunity to take courses that account for high school credit in the areas of Science, Math, and Foreign Language.

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

As students matriculate from the middle to the high school, students are offered a wide variety of courses that are aligned with the State's curriculum to ensure a smooth transition from year to year. All of the courses are interconnected to build on each other as the student moves toward graduation. The school offers opportunities for internships through the Academy of Finance as part of summer partnerships.

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

Mater Academy East offers courses at a variety of levels. The school offers courses at the remedial, regular, advanced/honors, and advanced placement levels; 55% of students successfully passed Advanced Placement courses with a score of 3 or higher. Graduation Rate for 2016-2017 at Mater East High school year was 93%. By beginning the trend of advanced placement in Mater east Middle school students are offered the opportunity for greater academic success. Students are encouraged to take the more advanced courses to supplement our already rigorous curriculum. The guidance department at Mater Academy East conducts meeting with students and reviews their individual student histories and standardized test scores to properly recommend the following school year's course work.

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.

Mater East Middle school offers an advanced curriculum that allows students to accelerate their educational opportunities. Students have the ability to take advanced level Language Arts, Mathematics, Social Studies and Science courses for High School Credit. Once the transition has been made into High School those advanced learners can enter Mater East High School's Academy of Entrepreneurship or enter the high school dual enrolment program through a variety of colleges.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

🔑 G096887

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	35.0
Algebra I EOC Pass Rate	81.0
Math Gains	75.0
Math Lowest 25% Gains	74.0
FCAT 2.0 Science Proficiency	41.0

Targeted Barriers to Achieving the Goal 3

- Students need to improve their ability to identify the meaning of words in reading passages and word problems as evidenced by overall low proficiency scores on the 2017 FSA ELA (55%), Math (68%) and FCAT 2.0Science (38%).

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- Collections
- Inside
- Florida Performance Coach
- Gizmos
- Discovery Science
- iReady

Plan to Monitor Progress Toward G1. 8

Formal Formative and Summative Assessment Data will be reviewed.

Person Responsible
Jenny Aguirre

Schedule
Annually, from 8/21/2017 to 6/7/2018

Evidence of Completion
Formative and Summative Assessments; FSA 2015/2016

Plan to Monitor Progress Toward G1. `8`

Weekly teacher made vocabulary assessments will be reviewed.

Person Responsible
Natalia Socorro

Schedule
Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion
During reading/ELA department meeting teachers will review student work samples and assessment data.

Plan to Monitor Progress Toward G1. `8`

iReady Progress Monitoring Data

Person Responsible
Natalia Socorro

Schedule
Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion
Vocabulary results from iReady data will be reviewed.

Plan to Monitor Progress Toward G1. `8`

iReady Math Progress Monitoring Data

Person Responsible
Natalia Socorro

Schedule
Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion
Vocabulary results tied to specific Florida Standards will be reviewed.

Plan to Monitor Progress Toward G1. `8`

Monthly Math Department Vocabulary targeted Assessments

Person Responsible
Katherine Romero

Schedule
Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion
During math department meeting teachers will review student work samples and assessment data.

Plan to Monitor Progress Toward G1. 8

Gizmos Progress monitoring data.

Person Responsible

Matthew Romano

Schedule

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

Evidence of Completion

Student Achieve from Gizmos labs will be reviewed, specifically targeting Vocabulary results.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step　　　S123456 = Quick Key

G1. To Improve student achievement by improving core instruction in all content areas. [1]

🔑 G096887

G1.B1 Students need to improve their ability to identify the meaning of words in reading passages and word problems as evidenced by overall low proficiency scores on the 2017 FSA ELA (55%), Math (68%) and FCAT 2.0Science (38%). [2]

🔑 B260629

G1.B1.S1 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Florida State Standards and Next Generation Sunshine State Standards to develop focused vocabulary lessons during reading instruction. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words. iReady Program will enhance reading comprehension and vocabulary development. [4]

🔑 S276033

Strategy Rationale

Students will enhance their vocabulary skills and increase student achievement.

Action Step 1 [5]

Professional development will given to all teachers regarding differentiated instruction.

Person Responsible

Jenny Aguirre

Schedule

On 8/16/2017

Evidence of Completion

Administrative classroom walkthroughs

Action Step 2 [5]

Teachers will identify key words in a passage or text and create a working, student centered word walls in reading class.

Person Responsible

Jenny Aguirre

Schedule

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

Evidence of Completion

Teacher made assessment results focused on vocabulary development and reading plus data.

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

Weekly Administrative Walkthroughs to review the implementation of differentiated instructional activities.

Person Responsible

Jenny Aguirre

Schedule

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

Evidence of Completion

Administrative Review

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

Review of student work, teacher made and Interim benchmark reading assessments; specifically vocabulary standards.

Person Responsible

Natalia Socorro

Schedule

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

Evidence of Completion

Teacher made and interim assessments

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

During department level meeting teachers will review student work samples and assessments to determine student strengths and weaknesses and adapt instruction as necessary.

Person Responsible

Natalia Socorro

Schedule

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

Evidence of Completion

Teacher made and interim assessment data

G1.B1.S3 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Florida State Standards and Next Generation Sunshine State Standards to develop focused vocabulary lessons during math instruction. Additionally, students will be exposed to an array of word problems throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words and key words that will assist in determining the proper processes and strategies for problem solving. iReady program will enhance mathematics instruction and vocabulary development. 4

🔑 S276035

Strategy Rationale

Students will enhance their vocabulary skills and increase student achievement.

Action Step 1 5

Professional development will given to all teachers regarding differentiated instruction.

Person Responsible

Jenny Aguirre

Schedule

On 8/17/2017

Evidence of Completion

Administrative classroom walkthroughs

Action Step 2 5

Teachers will identify key words in a word problem or text and create a working, student centered word walls in math class.

Person Responsible

Katherine Romero

Schedule

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

Evidence of Completion

Teacher made assessment results focused on vocabulary development and iReady Math data.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Weekly Administrative Walkthroughs to review the implementation of differentiated instructional activities.

Person Responsible

Jenny Aguirre

Schedule

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

Evidence of Completion

Administrative Review

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Review of student work, teacher made and Interim benchmark math assessments; specifically vocabulary standards.

Person Responsible

Katherine Romero

Schedule

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

Evidence of Completion

Teacher made and interim assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

During department level meeting teachers will review student work samples and assessments to determine student strengths and weaknesses and adapt instruction as necessary.

Person Responsible

Jenny Aguirre

Schedule

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

Evidence of Completion

Teacher made and interim assessment data

G1.B1.S4 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Next Generation Sunshine State Standards to develop focused vocabulary lessons during science instruction. Additionally, students will be exposed to an array of word problems throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words and key words that will assist in determining the proper processes and strategies for problem solving. Gizmos, Fusion, program and Discovery Education will enhance science instruction and vocabulary development. 4

🔍 S276036

Strategy Rationale

Students will enhance their vocabulary skills and increase student achievement.

Action Step 1 5

Professional development will given to all teachers regarding differentiated instruction.

Person Responsible

Jenny Aguirre

Schedule

On 8/16/2017

Evidence of Completion

Administrative classroom walkthroughs

Action Step 2 5

Teachers will identify key words in a word problem or text and create a working, student centered word walls in science class.

Person Responsible

Matthew Romano

Schedule

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

Evidence of Completion

Teacher made assessment results focused on vocabulary development and Gizmos data.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Weekly Administrative Walkthroughs to review the implementation of differentiated instructional activities.

Person Responsible

Jenny Aguirre

Schedule

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

Evidence of Completion

Administrative Review

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Review of student work, teacher made and Interim benchmark science assessments; specifically vocabulary standards.

Person Responsible

Matthew Romano

Schedule

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

Evidence of Completion

Teacher made and interim assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

During department level meeting teachers will review student work samples and assessments to determine student strengths and weaknesses and adapt instruction as necessary.

Person Responsible

Jenny Aguirre

Schedule

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

Evidence of Completion

Teacher made and interim assessment data

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.B1.S1.A1 A371325	Professional development will given to all teachers regarding differentiated instruction.	Aguirre, Jenny	8/16/2017	Administrative classroom walkthroughs	8/16/2017 one-time
G1.B1.S4.A1 A371329	Professional development will given to all teachers regarding differentiated instruction.	Aguirre, Jenny	8/16/2017	Administrative classroom walkthroughs	8/16/2017 one-time
G1.B1.S3.A1 A371327	Professional development will given to all teachers regarding differentiated instruction.	Aguirre, Jenny	8/16/2017	Administrative classroom walkthroughs	8/17/2017 one-time
G1.MA1 M399632	Formal Formative and Summative Assessment Data will be reviewed.	Aguirre, Jenny	8/21/2017	Formative and Summative Assessments; FSA 2015/2016	6/7/2018 annually
G1.MA2 M399633	Weekly teacher made vocabulary assessments will be reviewed.	Socorro, Natalia	8/21/2017	During reading/ELA department meeting teachers will review student work samples and assessment data.	6/7/2018 biweekly
G1.MA3 M399634	iReady Progress Monitoring Data	Socorro, Natalia	8/21/2017	Vocabulary results from iReady data will be reviewed.	6/7/2018 monthly
G1.MA4 M399635	iReady Math Progress Monitoring Data	Socorro, Natalia	8/21/2017	Vocabulary results tied to specific Florida Standards will be reviewed.	6/7/2018 monthly
G1.MA5 M399636	Monthly Math Department Vocabulary targeted Assessments	Romero, Katherine	8/21/2017	During math department meeting teachers will review student work samples and assessment data.	6/7/2018 monthly
G1.MA6 M399637	Gizmos Progress monitoring data.	Romano, Matthew	8/21/2017	Student Achieve from Gizmos labs will be reviewed, specifically targeting Vocabulary results.	6/7/2018 monthly
G1.B1.S1.MA1 M399623	During department level meeting teachers will review student work samples and assessments to...	Socorro, Natalia	8/21/2017	Teacher made and interim assessment data	6/7/2018 biweekly
G1.B1.S1.MA1 M399624	Weekly Administrative Walkthroughs to review the implementation of differentiated instructional...	Aguirre, Jenny	8/21/2017	Administrative Review	6/7/2018 weekly
G1.B1.S1.MA2 M399625	Review of student work, teacher made and Interim benchmark reading assessments; specifically...	Socorro, Natalia	8/21/2017	Teacher made and interim assessments	6/7/2018 biweekly
G1.B1.S1.A2 A371326	Teachers will identify key words in a passage or text and create a working, student centered word...	Aguirre, Jenny	8/21/2017	Teacher made assessment results focused on vocabulary development and reading plus data.	6/7/2018 weekly
G1.B1.S3.MA1 M399626	During department level meeting teachers will review student work samples and assessments to...	Aguirre, Jenny	8/21/2017	Teacher made and interim assessment data	6/7/2018 biweekly
G1.B1.S3.MA1 M399627	Weekly Administrative Walkthroughs to review the implementation of differentiated instructional...	Aguirre, Jenny	8/21/2017	Administrative Review	6/7/2018 weekly
G1.B1.S3.MA2 M399628	Review of student work, teacher made and Interim benchmark math assessments; specifically...	Romero, Katherine	8/21/2017	Teacher made and interim assessments	6/7/2018 biweekly
G1.B1.S3.A2 A371328	Teachers will identify key words in a word problem or text and create a working, student centered...	Romero, Katherine	8/21/2017	Teacher made assessment results focused on vocabulary development and iReady Math data.	6/7/2018 weekly
G1.B1.S4.MA1 M399629	During department level meeting teachers will review student work samples and assessments to...	Aguirre, Jenny	8/21/2017	Teacher made and interim assessment data	6/7/2018 biweekly
G1.B1.S4.MA1 M399630	Weekly Administrative Walkthroughs to review the implementation of differentiated instructional...	Aguirre, Jenny	8/21/2017	Administrative Review	6/7/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.MA2 M399631	Review of student work, teacher made and Interim benchmark science assessments; specifically...	Romano, Matthew	8/21/2017	Teacher made and interim assessments	6/7/2018 biweekly
G1.B1.S4.A2 A371330	Teachers will identify key words in a word problem or text and create a working, student centered...	Romano, Matthew	8/21/2017	Teacher made assessment results focused on vocabulary development and Gizmos data.	6/7/2018 weekly

V. Professional Development Opportunities

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

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

G1.B1 Students need to improve their ability to identify the meaning of words in reading passages and word problems as evidenced by overall low proficiency scores on the 2017 FSA ELA (55%), Math (68%) and FCAT 2.0Science (38%).

G1.B1.S1 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Florida State Standards and Next Generation Sunshine State Standards to develop focused vocabulary lessons during reading instruction. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words. iReady Program will enhance reading comprehension and vocabulary development.

PD Opportunity 1

Professional development will given to all teachers regarding differentiated instruction.

Facilitator

Aguirre, Jenny

Participants

All Instructional Staff

Schedule

On 8/16/2017

G1.B1.S3 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Florida State Standards and Next Generation Sunshine State Standards to develop focused vocabulary lessons during math instruction. Additionally, students will be exposed to an array of word problems throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words and key words that will assist in determining the proper processes and strategies for problem solving. iReady program will enhance mathematics instruction and vocabulary development.

PD Opportunity 1

Professional development will given to all teachers regarding differentiated instruction.

Facilitator

Aguirre, Jenny

Participants

All Instructional Staff

Schedule

On 8/17/2017

G1.B1.S4 Teachers will provide differentiated instruction for students to maintain and/ or challenge vocabulary concepts by implementing the Next Generation Sunshine State Standards to develop focused vocabulary lessons during science instruction. Additionally, students will be exposed to an array of word problems throughout the school year. Students will apply vocabulary skills to identify the meaning of unknown words and key words that will assist in determining the proper processes and strategies for problem solving. Gizmos, Fusion, program and Discovery Education will enhance science instruction and vocabulary development.

PD Opportunity 1

Professional development will given to all teachers regarding differentiated instruction.

Facilitator

Aguirre, Jenny

Participants

All Instructional Staff

Schedule

On 8/16/2017

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	Professional development will given to all teachers regarding differentiated instruction.				$0.00

2	G1.B1.S1.A2	Teachers will identify key words in a passage or text and create a working, student centered word walls in reading class.				$5,177.40

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6009 - Mater Academy East Middle School	General Fund		$1,982.40
			Notes: Florida Performance Coach			
			6009 - Mater Academy East Middle School	General Fund		$3,195.00
			Notes: i-Ready Reading			

3	G1.B1.S3.A1	Professional development will given to all teachers regarding differentiated instruction.				$0.00

4	G1.B1.S3.A2	Teachers will identify key words in a word problem or text and create a working, student centered word walls in math class.				$5,649.40

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6009 - Mater Academy East Middle School	General Fund		$2,454.40
			Notes: Math Performance Coach			
			6009 - Mater Academy East Middle School	General Fund		$3,195.00
			Notes: i-Ready Math			

5	G1.B1.S4.A1	Professional development will given to all teachers regarding differentiated instruction.				$0.00

6	G1.B1.S4.A2	Teachers will identify key words in a word problem or text and create a working, student centered word walls in science class.				$611.20

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6009 - Mater Academy East Middle School	General Fund		$611.20
			Notes: Science Coach			
					Total:	$11,438.00