

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Academy At Mount Sinai  
4300 ALTON RD  
Miami Beach, FL 33140  
305-604-1453

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 57%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 85%

### School Grades History

<b>2013-14</b> NOT GRADED	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
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### SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Mater Academy At Mount Sinai

##### Principal

Eileen Hernandez and Robert Blanch

##### School Advisory Council chair

Valerie Quintana

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Eileen Hernandez	Principal

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

- 1 Principal (Eileen Hernandez):
- 3 Teachers (Valerie Quintana, Jacqueline Fernandez and Maite Garcia)
- 3 Parents (Thom Mozloom, Michelle Reyes and Yvonne Rivero)
- 1 Educational support (Javier Mora)
- 2 Community representative (Silvia Casanavo and Bonnie Martin)
- 0 Student

#### Involvement of the SAC in the development of the SIP

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

#### Activities of the SAC for the upcoming school year

We will hold quarterly meetings to review the School Improvement Plan and encourage more parent/ community involvement.

#### Projected use of school improvement funds, including the amount allocated to each project

We will use the school improvement funds for a lego club and FCAT incentives for students.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

My school is currently a K – 4 school. Since there is not a 5th grade, I do not have a student participating on the EESAC committee. A waiver has been submitted requesting an exemption for the 2013-2014 school year.

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Eileen Hernandez and Robert Blanch**

Principal

Years as Administrator: 2

Years at Current School: 1

**Credentials**

Elem. Ed., Ed. Leadership

2013 – School Grade – N/A  
 Rdg. Proficiency, 80%  
 Math Proficiency, 100%  
 Rdg. Lrg. Gains, N/A  
 Math Lrg. Gains, N/A  
 Rdg. Imp. of Lowest 25% - N/A  
 Math Imp. of Lowest 25% -N/A  
 Rdg. AMO –N/A  
 Math AMO–N/A  
 2012 – School Grade – A  
 Rdg. Proficiency, 47%  
 Math Proficiency, 63%  
 Rdg. Lrg. Gains, 80 points  
 Math Lrg. Gains, 83 points  
 Rdg. Imp. of Lowest 25% - 78%  
 Math Imp. of Lowest 25% -89%  
 Rdg. AMO – N/A  
 Math AMO– N/A  
 AYP-No

**Performance Record**

2011 – School Grade – A  
 Rdg. Proficiency, 58%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, N/A  
 Math Lrg. Gains, N/A  
 Rdg. Imp. of Lowest 25% - 67%  
 Math Imp. of Lowest 25% -87%  
 Rdg. AMO –N/A  
 Math AMO–N/A  
 AYP-No  
 2010 – School Grade –N/A (Private School)  
 Rdg. Proficiency, N/A  
 Math Proficiency, N/A  
 Rdg. Lrg. Gains, N/A  
 Math Lrg. Gains, N/A  
 Rdg. Imp. of Lowest 25% - N/A  
 Math Imp. of Lowest 25% -N/A  
 Rdg. AMO –N/A  
 Math AMO– N/A  
 2009 – School Grade –N/A (Private School)  
 Rdg. Proficiency, N/A  
 Math Proficiency, N/A  
 Rdg. Lrg. Gains, N/A  
 Math Lrg. Gains, N/A  
 Rdg. Imp. of Lowest 25% - N/A  
 Math Imp. of Lowest 25% -N/A

Rdg. AMO –N/A  
Math AMO– N/A

### Classroom Teachers

#### # of classroom teachers

5

#### # receiving effective rating or higher

(not entered because basis is < 10)

#### # Highly Qualified Teachers

100%

#### # certified in-field

5, 100%

#### # ESOL endorsed

5, 100%

#### # reading endorsed

0, 0%

#### # with advanced degrees

1, 20%

#### # National Board Certified

0, 0%

#### # first-year teachers

1, 20%

#### # with 1-5 years of experience

2, 40%

#### # with 6-14 years of experience

3, 60%

#### # with 15 or more years of experience

0, 0%

### Education Paraprofessionals

#### # of paraprofessionals

1

#### # Highly Qualified

1, 100%

### Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**



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 and formal observations are conducted by the Principal. The principal retains the highly qualified teachers by involving teachers in decision making process and by creating leadership teams.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Mentor will be used as a support system to new teachers. Mentor is an experienced teacher with knowledge and skills pertaining to the corresponding grade level. Mentor will plan weekly with new teachers. Mentor will also assist new teachers in data chats and conduct informal walkthroughs.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS Leadership Team at Mater Academy at Mount Sinai uses 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. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
4. 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.
5. 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 monthly 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 for SST Tier 3 intervention

The school improvement plan (SIP) summarizes Mater Academy at Mount Sinai's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures 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 grades, the MTSS leadership team at Mater Academy at Mount Sinai extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Tier 1: The principal, Eileen Hernandez, will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition to Mater Academy at Mount Sinai's Leadership Team includes the following members who will carry out SIP planning and MTSS problem solving.

- Special education personnel (Maggie Estrada)
- School psychologist (Shayrin Padron)
- Teachers (All General Education Teachers)

In addition to Tier 1 problem solving, the Leadership Team members will meet weekly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2: All MTSS Leadership Team members will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST: All members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS/RTI team will meet monthly to discuss, review, and analyze data. They will also discuss how data driven instruction is impacting the performance of the students at the school. The team will discuss interventions being implemented by the teachers as well as strategies being used to strengthen weak content clusters.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Academic: FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory); EasyCBM; STAR reading assessment; Oral Reading Fluency Measures; Success Maker Utilization and Progress Reports; Interim assessments; State/Local Math and Science assessments; FCAT; Student grades; and School site specific assessments.

Behavior: Student Case Management System; Detentions; Suspensions/expulsions; Referrals by student behavior, staff behavior, and administrative context; and Attendance.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The MTSS/Rtl leadership team will provide professional development through best practices during common teacher planning times, grade level meetings, faculty meetings, and monthly data meetings. In addition, teachers will be provided with professional development to correspond with the subject area they are teaching.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 4,320

Mater Academy at Mount Sinai increases the amount of learning time by offering after school tutoring from October until the beginning of FCAT Testing. Enrichment opportunities are provided through differentiated instruction.

### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

### How is data collected and analyzed to determine the effectiveness of this 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 classroom teachers.

### Who is responsible for monitoring implementation of this strategy?

Principal

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
Eileen Hernandez	Principal
Valerie Quintana-Maderal	Mentor Reading Teacher

### How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through her support of teachers. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy mentor teacher is vital in the process of providing job embedded professional development at the school level.

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within Mater Academy at Mount Sinai and focus on areas of literacy concern across the school. The principal and mentor reading teacher meets monthly. The School Reading Leadership Teams may choose to meet more often.

The principal selects the Reading Leadership Team (RLT) based on a cross section of the faculty and highly qualified professionals who are interested in serving to improve literacy instruction across the

curriculum. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

### **Major initiatives of the LLT**

The LLT will focus on utilizing the PMRN to determine accommodations in order to best impact student achievement. Data from interim assessments and FAIR will be utilized to address areas of need and guide instructional and intervention planning.

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

In order to assist preschool children in the transitioning process, the principal will attend meetings at the nearby day cares, pre-schools, and Montessori schools. During this meeting, Eileen Hernandez, provided parents with information about the school. The school also hosts several school tours to parents who are interested in the school.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		57%		
American Indian		65%		
Asian		79%		
Black/African American		39%		
Hispanic		59%		
White		77%		
English language learners		37%		
Students with disabilities		28%		
Economically disadvantaged		50%		

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53736	25%	33%
Students scoring at or above Achievement Level 4	63108	30%	33%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45208	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		59%		
American Indian		65%		
Asian		85%		
Black/African American		45%		
Hispanic		61%		
White		76%		
English language learners		47%		
Students with disabilities		31%		
Economically disadvantaged		54%		

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40574	28%	31%
Students scoring at or above Achievement Level 4	38758	26%	27%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	7	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	4	10%	9%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	4	10%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Parents are extremely involved at Mater Academy at Mount Sinai due to the affluent area that the school is located in and the growth of the school that they want to participate in. They have a number of parent engagement opportunities provided during the school year. Parents may participate in quarterly field trips, EESAC meetings, school-wide quarterly events, assist office staff and classroom teachers, and participate in monthly coffee chats with the principal to communicate their ideas on how to improve the school. The principal will review sign in sheets to determine the number of parents attending school or community events.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Field Trips	4	100%	100%
EESAC Meetings	5	100%	100%
School-Wide Events	4	100%	100%
Coffee Chats	10	10%	10%

## Goals Summary

- G1.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Reading FCAT (57%) of the students were proficient. Our goal is to increase proficiency to 66% by increasing 9 percentage points.
- G2.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Writing FCAT (58%) of the students were proficient. Our goal is to increase proficiency to 62% by increasing 4 percentage points.
- G3.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Mathematics FCAT (59%) of the students were proficient. Our goal is to increase proficiency to 65% by increasing 6 percentage points.
- G4.** Due to this being a new school and being a K-4 elementary school, Mater Mount Sinai will not have to participate in the Science FCAT this school year. No goal or barrier is needed at this time.
- G5.** In order to emphasize/engage students in the problem solving process, our goal is to increase the number of students participating in Project Based Learning in STEM.
- G6.** Mater Mount Sinai will increase parental involvement by coordinating, collaborating, and networking to increase collaboration; and coordinate efforts related to family involvement and academic achievement to inform parents of the NCLB Act.
- G7.** Mater Mount Sinai will increase student attendance by decreasing the number of students who missed 10% or more of the available instruction time, the students retained in 3rd grade, and students who received two or more referrals.

## Goals Detail



**G1.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Reading FCAT (57%) of the students were proficient. Our goal is to increase proficiency to 66% by increasing 9 percentage points.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Baseline and Interim Assessments, Teacher created tests/quizzes, Reading Plus Reports, Achieve3000 Reports, SuccessMaker Reports, STAR Test, Accelerated Reader Reports, FAIR Assessment.

#### **Targeted Barriers to Achieving the Goal**

- The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test Level 3 were Reporting Category 3- Literary Analysis: Fiction and Non-fiction.
- The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test Level 4 and above were Reporting Category 3- Literary Analysis: Fiction and Non-fiction.
- The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test making learning gains were Reporting Category 2- Reading Application.
- The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test lowest 25% making learning gains were Reporting Category 2- Reading Application.

### **Plan to Monitor Progress Toward the Goal**

The MTSS will meet monthly for data chat meetings to determine if progress was made using gradebook, Achieve3000 reports, SuccessMaker reports, FAIR Assessment, and District Interim Assessments.

#### **Person or Persons Responsible**

MTSS

#### **Target Dates or Schedule:**

Monthly

#### **Evidence of Completion:**

2014 FCAT Reading Assessment

**G2.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Writing FCAT (58%) of the students were proficient. Our goal is to increase proficiency to 62% by increasing 4 percentage points.

### **Targets Supported**

- Writing

#### **Resources Available to Support the Goal**

- District Writing Pre-test, District Writing Mid-Year Assessment, and Monthly Writing Prompts.

#### **Targeted Barriers to Achieving the Goal**

- The area of deficiency in Grade 4 as noted on the 2013 administration of the FCAT 2.0 Writing test was the Writing Process. Students experience difficulty in writing narrative and expository essays with an engaging prompt and a range of appropriate and specific actions.

### Plan to Monitor Progress Toward the Goal

The MTSS will meet monthly for data chat meetings to determine if progress was made using gradebook, monthly writing assessments, and District Writing Assessments.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

2014 FCAT Writing Assessment

**G3.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Mathematics FCAT (59%) of the students were proficient. Our goal is to increase proficiency to 65% by increasing 6 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- Baseline and Interim Assessments, Teacher Created tests/quizzes, SuccessMaker Reports, and Mini Lesson Assessments

**Targeted Barriers to Achieving the Goal**

- The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Mathematics test Level 3 were Reporting Category 3- Geometry and Measurement.
- The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Mathematics test Level 4 and above were Reporting Category 3- Geometry and Measurement.
- The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Mathematics test making learning gains were Reporting Category 1- Number: Fractions and Operations/Problem Solving.
- The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Mathematics test lowest 25% making learning gains were Reporting Category 1- Number: Fractions and Operations/Problem Solving.

### Plan to Monitor Progress Toward the Goal

The MTSS will meet monthly for data chat meetings to determine if progress was made using grade book, Mathletics reports, SuccessMaker reports, and District Interim Assessments.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

2014 Mathematics FCAT Assessment

**G4.** Due to this being a new school and being a K-4 elementary school, Mater Mount Sinai will not have to participate in the Science FCAT this school year. No goal or barrier is needed at this time.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G5.** In order to emphasize/engage students in the problem solving process, our goal is to increase the number of students participating in Project Based Learning in STEM.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Lego Club, Weekly Science Labs, Gizmo, AIMS curriculum, Weekly STEM Class

**Targeted Barriers to Achieving the Goal**

- The area of deficiency in STEM is the lack of participation from the students. A plan and timeline is needed for the development of student projects and increase the participate in STEM competitions.
- The area of deficiency in STEM is the lack of number of experiences the students are having. There is a limited evidence of completed student projects in STEM such as The Miami Dade STEM Expo, Science Fairs, SECME, Wall of Wind Challenge, Robotics, Dream in Green, and Fairchild Challenge.

### Plan to Monitor Progress Toward the Goal

Students will be exposed to a weekly STEM project based activity. All projects will be reflected in teacher lesson plans. One project per quarter, project of the class's choice, will then be presented to parents at the quarterly EESAC meetings.

**Person or Persons Responsible**

Teachers and Students

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

STEM projects presented at EESAC

**G6.** Mater Mount Sinai will increase parental involvement by coordinating, collaborating, and networking to increase collaboration; and coordinate efforts related to family involvement and academic achievement to inform parents of the NCLB Act.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parents may participate in quarterly field trips, EESAC meetings, school-wide quarterly events, assist office staff and classroom teachers, and participate in monthly coffee chats with the principal to communicate their ideas on how to improve the school.

**Targeted Barriers to Achieving the Goal**

- The area of deficiency in parental involvement at Mater Mount Sinai is that 65% of our student's parents work at Mount Sinai hospital. Even though our school is located on the hospital grounds; those parents find it challenging to complete the 30 parent volunteer hours required due to their 72 hour shift work schedule.

### Plan to Monitor Progress Toward the Goal

Administration will meet with Mount Sinai Hospital Human Resources quarterly to monitor the progress the parents are making in completing their volunteer hours. If additional hours are needed, Mount Sinai hospital will allow Mater Academy to participate, host events, and present school projects at the hospital. All parents, even parents that are not Mount Sinai employees, may participate at all events in the cafeteria.

**Person or Persons Responsible**

Administration, Parents, Mount Sinai Human Resources

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Sign-in sheets and parent volunteer hour completion form

**G7.** Mater Mount Sinai will increase student attendance by decreasing the number of students who missed 10% or more of the available instruction time, the students retained in 3rd grade, and students who received two or more referrals.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Perfect Attendance Chart, Behavior Management Charts/Reports, Attendance Bulletin

**Targeted Barriers to Achieving the Goal**

- The area of deficiency for Mater Mount Sinai as noted on the 2013-2014 Actual Performance and Target Goals, (4%) of our students missed 10% or more of available instructional time.
- The area of deficiency for Mater Mount Sinai as noted on the 2013-2014 Actual Performance and Target Goals, (10%) of our students were retained.
- The area of deficiency for Mater Mount Sinai as noted on the 2013-2014 Actual Performance and Target Goals, (0%) of our students were not proficient in reading by grade 3.
- The area of deficiency for Mater Mount Sinai as noted on the 2013-2014 Actual Performance and Target Goals, (4%) of our students had two or more behavior referrals/one or more lead to a suspension.

**Plan to Monitor Progress Toward the Goal**

Teachers will color a letter on the Perfect Attendance Colored Sign in the classroom when 100% of the class was present and on-time.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Perfect Attendance Colored Sign

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Reading FCAT (57%) of the students were proficient. Our goal is to increase proficiency to 66% by increasing 9 percentage points.

**G1.B1** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test Level 3 were Reporting Category 3- Literary Analysis: Fiction and Non-fiction.

**G1.B1.S1** The teacher will use a variety of strategies such as 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.

### Action Step 1

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

#### Person or Persons Responsible

Teacher and Administrator

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

2014 Reading FCAT Assessment

#### Facilitator:

Achieve3000 Personnel

#### Participants:

2nd to 4th grade teachers

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

The administration and LLT will utilize the FCIM. The LLT will review Interim Assessment Data, Achieve3000 reports, along with benchmark assessments in order to monitor students' knowledge and adjust instruction as needed.

#### **Person or Persons Responsible**

Administrator and Literacy Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

2014 Reading FCAT Assessment

### **Plan to Monitor Effectiveness of G1.B1.S1**

The teachers will assess students on bi-weekly benchmark assessments on Literary Analysis: Fiction and Non-Fiction and daily teacher observations.

#### **Person or Persons Responsible**

Teachers and LLT

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

2014 Reading FCAT Assessment

**G1.B2** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test Level 4 and above were Reporting Category 3- Literary Analysis: Fiction and Non-fiction.

**G1.B2.S1** The teacher will use a variety of strategies such as 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.

### **Action Step 1**

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

#### **Person or Persons Responsible**

Teacher and Administrator

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

2014 Reading FCAT Assessment

#### **Facilitator:**

SuccessMaker Personnel

#### **Participants:**

2nd through 4th Grade Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

The administration and LLT will utilize the FCIM. The LLT will review Interim Assessment Data, Achieve3000 reports, along with benchmark assessments in order to monitor students' knowledge and adjust instruction as needed.

#### **Person or Persons Responsible**

Administration and Literacy Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

2014 Reading FCAT Assessment



## Plan to Monitor Effectiveness of G1.B2.S1

The teachers will assess students on bi-weekly benchmark assessments on Literary Analysis: Fiction and Non-Fiction and daily teacher observations.

### Person or Persons Responsible

Teaches and LLT

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

2014 Reading FCAT Assessment

**G1.B3** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test making learning gains were Reporting Category 2- Reading Application.

**G1.B3.S1** The teacher will use a variety of strategies such as, author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect; main idea table, gist, summary pyramid, time line, sequence chain, power notes, cause/effect informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

### Action Step 1

The teacher will teach students to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and theme within texts.

### Person or Persons Responsible

Teacher and Administrator

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

2014 Reading FCAT Assessment

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

The administration and LLT will utilize the FCIM. The LLT will review Interim Assessment Data, Achieve3000 reports, along with benchmark assessments in order to monitor students' knowledge and adjust instruction as needed.

#### **Person or Persons Responsible**

Administrator and Literacy Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

2014 Reading FCAT Assessment

### **Plan to Monitor Effectiveness of G1.B3.S1**

The teachers will assess students on bi-weekly benchmark assessments on Reading Application and daily teacher observations.

#### **Person or Persons Responsible**

Teachers and LLT

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

2014 Reading FCAT Assessment

**G1.B4** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test lowest 25% making learning gains were Reporting Category 2- Reading Application.

**G1.B4.S1** The teacher will use a variety of strategies such as, author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect; main idea table, gist, summary pyramid, time line, sequence chain, power notes, cause/effect informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

### **Action Step 1**

The teacher will teach students to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and theme within texts.

#### **Person or Persons Responsible**

Teacher and Administrator

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

2014 Reading FCAT Assessment

### **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

The administration and LLT will utilize the FCIM. The LLT will review Interim Assessment Data, Achieve3000 reports, along with benchmark assessments in order to monitor students' knowledge and adjust instruction as needed.

#### **Person or Persons Responsible**

Administration and Literacy Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

2014 Reading FCAT Assessment

## Plan to Monitor Effectiveness of G1.B4.S1

The teachers will assess students on bi-weekly benchmark assessments on Reading Application and daily teacher observations.

### Person or Persons Responsible

Teachers and LLT

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

2014 Reading FCAT Assessment

**G2.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Writing FCAT (58%) of the students were proficient. Our goal is to increase proficiency to 62% by increasing 4 percentage points.

**G2.B1** The area of deficiency in Grade 4 as noted on the 2013 administration of the FCAT 2.0 Writing test was the Writing Process. Students experience difficulty in writing narrative and expository essays with an engaging prompt and a range of appropriate and specific actions.

**G2.B1.S1** The teacher will use a variety of strategies such as telling or sharing personal stories or memories out loud, graphic organizers, linear organizers, a timeline, storyboards, drawing simple pictures, KWL chart and logs, and answering essential questions.

### Action Step 1

The teacher will encourage students to develop and maintain a writer's notebook/folder, have students utilize drafting techniques to sustain writing, have students use revising/editing charts, teacher conferencing, collaborative discussion, or peer editing, have students write a clear and legible piece, encourage students to write a narrative that includes a main idea and characters, have students record information (lists, logs, rules, procedures, and labels), encourage students to write a persuasive text such as an advertisement, paragraph, speech, wanted poster, commercial, or persuasive letter that attempts to influence the reader.

### Person or Persons Responsible

Teachers and LLT

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

2014 Writing FCAT Assessment

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Monthly narrative writing prompts will be scored by teachers and reviewed by the MTSS/RtI team in order to monitor students' progress in fluency in writing.

**Person or Persons Responsible**

Teachers and MTSS/RTI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 FCAT Writing Assessment

### **Plan to Monitor Effectiveness of G2.B1.S1**

The teachers will assess students on bi-weekly monthly writing assessments that focus on the writing process and daily teacher observations.

**Person or Persons Responsible**

Teachers and LLT

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

2014 FCAT Writing Assessment

**G3.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Mathematics FCAT (59%) of the students were proficient. Our goal is to increase proficiency to 65% by increasing 6 percentage points.

**G3.B1** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Mathematics test Level 3 were Reporting Category 3- Geometry and Measurement.

**G3.B1.S1** The teacher will use a variety of strategies such as compose, decompose, and transform polygons to create and identify other polygons; calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced; measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch; and determine the amount of time elapsed to the nearest hour or half hour.

### **Action Step 1**

The teacher will provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects.

#### **Person or Persons Responsible**

Teacher and Administrator

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

2014 Math FCAT Assessment

#### **Facilitator:**

Mathletics Personnel

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

The administrator will monitor the use of Mathletics and SuccessMaker along with the lessons being assigned to students. The administrator will review Interim Assessment Data, SuccessMaker reports, Mathletics reports, along with benchmark assessments in order to monitor student knowledge and adjust instruction as needed.

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

2014 Mathematics FCAT Assessment

### **Plan to Monitor Effectiveness of G3.B1.S1**

The teachers will assess students on bi-weekly benchmark assessments on Geometry and Measurement and teacher observations.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

2014 Mathematics FCAT Assessment

**G3.B2** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Mathematics test Level 4 and above were Reporting Category 3- Geometry and Measurement.

**G3.B2.S1** The teacher will use a variety of strategies such as compose, decompose, and transform polygons to analyze and create other polygons; solve real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object; measure objects using fractional parts of linear units; and determine the amount of time elapsed.

**Action Step 1**

The teacher will teach students to make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

**Person or Persons Responsible**

Teacher and Administrator

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

2014 Mathematics FCAT Assessment

**Plan to Monitor Fidelity of Implementation of G3.B2.S1**

The administrator will monitor the use of Mathletics and SuccessMaker along with the lessons being assigned to the students. The administrator will review Interim Assessment Data, SuccessMaker reports, Mathletics reports, along with benchmark assessments in order to monitor student knowledge and adjust instruction as needed.

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

2014 Mathematics FCAT Assessment



### Plan to Monitor Effectiveness of G3.B2.S1

The teachers will assess students on bi-weekly benchmark assessments on Geometry and Measurement along with teacher observations.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

2014 Mathematics FCAT Assessment

**G3.B3** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Mathematics test making learning gains were Reporting Category 1- Number: Fractions and Operations/ Problem Solving.

**G3.B3.S1** The teacher will use a variety of strategies such as provide opportunities for students to: identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, and identify an equivalent fraction for one-half and one-fourth using a model. Teachers will support mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

#### Action Step 1

The teacher will provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. Teachers will foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations.

#### Person or Persons Responsible

Teacher and Administrator

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

2014 Mathematics FCAT Assessment

### **Plan to Monitor Fidelity of Implementation of G3.B3.S1**

The administrator will monitor the use of Mathletics and SuccessMaker along with the lessons being assigned to students. The administrator will review Interim Assessment Data, SuccessMaker reports, Mathletics reports, along with benchmark assessments in order to monitor student knowledge and adjust instruction as needed.

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

2014 Mathematics FCAT Assessment

### **Plan to Monitor Effectiveness of G3.B3.S1**

The teacher will assess students bi-weekly using benchmark assessments on Number Fractions and Operations/Problem Solving.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

2014 Mathematics FCAT Assessment

**G3.B4** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Mathematics test lowest 25% making learning gains were Reporting Category 1- Number: Fractions and Operations/Problem Solving.

**G3.B4.S1** The teacher will use a variety of strategies such as solving real-world problems using multiplication and the related division facts; translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown; and identify the next or a missing figure in a graphic or numeric pattern and/or relationship.

### **Action Step 1**

The teacher will provide grade level activities that will focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context.

#### **Person or Persons Responsible**

Teacher and Administrator

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

2014 Mathematics FCAT Assessment

### **Plan to Monitor Fidelity of Implementation of G3.B4.S1**

The administrator will monitor the use of Mathletics and SuccessMaker along with the lessons being assigned to the students. The administrator will review Interim Assessment Data, SuccessMaker reports, Mathletics reports, along with benchmark assessments in order to monitor student knowledge and adjust instruction as needed.

#### **Person or Persons Responsible**

Administrator

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

2014 Mathematics FCAT Assessment

### Plan to Monitor Effectiveness of G3.B4.S1

The teacher will assess students on bi-weekly benchmark assessments on Number: Fractions and Operations/Problem Solving.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

2014 Mathematics FCAT Assessment

**G5.** In order to emphasize/engage students in the problem solving process, our goal is to increase the number of students participating in Project Based Learning in STEM.

**G5.B1** The area of deficiency in STEM is the lack of participation from the students. A plan and timeline is needed for the development of student projects and increase the participate in STEM competitions.

**G5.B1.S1** A STEM based class will be integrated once a week using AIMS Education, Fairchild challenge, and upcoming district/state competitions that will involve all students.

#### Action Step 1

Teachers will implement a weekly STEM class exposing the students to the different aspects of STEM.

#### Person or Persons Responsible

Teachers and Students

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

STEM student project completion and teacher lesson plans

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Administration will complete weekly walkthroughs and plan with teachers for weekly STEM project.

**Person or Persons Responsible**

Administration and Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans

### **Plan to Monitor Effectiveness of G5.B1.S1**

Teachers will grade STEM projects using a rubric. If the students are not proficient, teacher will have the opportunity to reteach/reinforce the skill using a different project.

**Person or Persons Responsible**

Teachers and Students

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Rubrics and STEM projects

**G5.B2** The area of deficiency in STEM is the lack of number of experiences the students are having. There is a limited evidence of completed student projects in STEM such as The Miami Dade STEM Expo, Science Fairs, SECME, Wall of Wind Challenge, Robotics, Dream in Green, and Fairchild Challenge.

**G5.B2.S1** A STEM based class will be integrated once a week using AIMS Education, Fairchild challenge, and upcoming district/state competitions that will expose students to a variety of hands on projects using different experiences.

**Action Step 1**

A STEM based class will be integrated once a week using AIMS Education, Fairchild challenge, and upcoming district/state competitions that will expose students to a variety of hands on projects using different experiences.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student Projects and Weekly Teacher Lesson Plans

**Plan to Monitor Fidelity of Implementation of G5.B2.S1**

Administration will conduct weekly walkthroughs and will plan with teachers weekly.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson Plans and Walkthrough reports

## Plan to Monitor Effectiveness of G5.B2.S1

Teachers will conduct weekly STEM projects. If skill needs additional reinforcement, teachers will have flexibility to reteach using a different hands on project, using the same skill.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student Projects and Teacher Lesson Plans

**G6.** Mater Mount Sinai will increase parental involvement by coordinating, collaborating, and networking to increase collaboration; and coordinate efforts related to family involvement and academic achievement to inform parents of the NCLB Act.

**G6.B1** The area of deficiency in parental involvement at Mater Mount Sinai is that 65% of our student's parents work at Mount Sinai hospital. Even though our school is located on the hospital grounds; those parents find it challenging to complete the 30 parent volunteer hours required due to their 72 hour shift work schedule.

**G6.B1.S1** The hospital has allowed Mater Mount Sinai to participate in several events located in the hospitals cafeteria such as caroling in the hospital, trick-o-treating during Halloween, presenting at the Martin Luther King Jr. Garden Event, etc. These events will allow the employees from Mount Sinai hospital to participate for parent volunteer hours.

### Action Step 1

The hospital has allowed Mater Mount Sinai to participate in several events located in the hospitals cafeteria such as caroling in the hospital, trick-o-treating during Halloween, presenting at the Martin Luther King Jr. Garden Event, etc. These events will allow the employees from Mount Sinai hospital to participate for parent volunteer hours.

### Person or Persons Responsible

Teachers, Parents, Students, Mount Sinai Hospital Personnel

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Sign-in sheets

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Administration will be present at all events and monitor completion of all parent volunteer hours. A notice of updated hours will be sent home with every report card to notify parents of their progress.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Sign-in sheets and Parent Volunteer Notice Signed by parents

### **Plan to Monitor Effectiveness of G6.B1.S1**

Administration will monitor the progress of the hours being completed. Administration will then collaborate with Mount Sinai Human Resources to provide additional parent volunteer opportunities if needed during the last quarter of the school year.

#### **Person or Persons Responsible**

Parents, Administration, Mount Sinai Hospital Human Resources

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Sign-in sheets and Parent Volunteer Hours Completion form



**G7.** Mater Mount Sinai will increase student attendance by decreasing the number of students who missed 10% or more of the available instruction time, the students retained in 3rd grade, and students who received two or more referrals.

**G7.B1** The area of deficiency for Mater Mount Sinai as noted on the 2013-2014 Actual Performance and Target Goals, (4%) of our students missed 10% or more of available instructional time.

**G7.B1.S1** Parents are unfamiliar with attendance policies. A parent orientation will be held to inform parents of attendance policy.

**Action Step 1**

Administration will provide a parent orientation to inform parents of attendance policy.

**Person or Persons Responsible**

Teachers, Parents, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent Contracts

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

The attendance manager will print daily attendance reports. Teachers will sign and verify attendance bulletin on a daily basis.

**Person or Persons Responsible**

Attendance manager and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Daily Attendance Bulletin

### Plan to Monitor Effectiveness of G7.B1.S1

Attendance manager will send home notice of excessive tardies and absences to be signed by parents on a monthly basis.

#### Person or Persons Responsible

Attendance Manager

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Notice of excessive tardies and absences

**G7.B2** The area of deficiency for Mater Mount Sinai as noted on the 2013-2014 Actual Performance and Target Goals, (10%) of our students were retained.

**G7.B2.S1** Teachers will send home progress reports, conference with parents regarding student academic progress, provide differentiated instruction within the classroom, and provide afterschool tutoring.

#### Action Step 1

Teachers will send home progress reports, conference with parents regarding student academic progress, provide differentiated instruction within the classroom, and provide afterschool tutoring.

#### Person or Persons Responsible

Teachers and Parents

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Progress Reports, Report Cards, RTI reports, and tutoring rosters

### **Plan to Monitor Fidelity of Implementation of G7.B2.S1**

Administration will conduct data chats with teachers to monitor the progress of the students that were retained.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Signed Progress Reports by parents and classroom walkthrough observation forms (during school hours and afterschool tutoring)

### **Plan to Monitor Effectiveness of G7.B2.S1**

Teachers will keep an individual file for all students which contain all signed forms from parents, parent-communication logs, and a hard copy of the grade book and rti reports from SuccessMaker.

**Person or Persons Responsible**

teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Files

**G7.B3** The area of deficiency for Mater Mount Sinai as noted on the 2013-2014 Actual Performance and Target Goals, (0%) of our students were not proficient in reading by grade 3.

**G7.B3.S1** Teachers will provide and monitor afterschool tutoring, differentiated instruction, 3rd grade reading portfolio and RTI.

**Action Step 1**

Teachers will provide and monitor afterschool tutoring, differentiated instruction, 3rd grade reading portfolio and RTI.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

tutoring rosters, rti reports from SuccessMaker, Student 3rd grade portfolios

**Plan to Monitor Fidelity of Implementation of G7.B3.S1**

Administration will conduct weekly walkthrough's and monitor all reports/forms.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

tutoring rosters, student 3rd grade portfolios, and SuccessMaker RTI reports

**Plan to Monitor Effectiveness of G7.B3.S1**

Teachers will provide an incentive to all students that demonstrate gain in their weekly reading portfolio and successmaker reports. As an incentive, students will have lunch with the teacher that week.

**Person or Persons Responsible**

Students and teachers

**Target Dates or Schedule**

weekly

**Evidence of Completion**

3rd grade reading portfolio and successmaker reports

**G7.B4** The area of deficiency for Mater Mount Sinai as noted on the 2013-2014 Actual Performance and Target Goals, (4%) of our students had two or more behavior referrals/one or more lead to a suspension.

**G7.B4.S1** Parents are unfamiliar with the behavior policies at Mater Mount Sinai/MDCPS. A parent orientation will be held to inform parents of the MDCPS Student Code of Conduct.

**Action Step 1**

Parents are unfamiliar with the behavior policies at Mater Mount Sinai/MDCPS. A parent orientation will be held to inform parents of the MDCPS Student Code of Conduct.

**Person or Persons Responsible**

Teachers, Parents, and Students

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parents will sign Student Code of Conduct and Parent/Guardian Contract

**Plan to Monitor Fidelity of Implementation of G7.B4.S1**

Teachers will monitor student behavior through the class behavior management plan. Teachers will send home daily behavior reports advising parents of their child's daily progress.

**Person or Persons Responsible**

teachers and parents

**Target Dates or Schedule**

daily

**Evidence of Completion**

daily behavior reports signed and returned by parents

## Plan to Monitor Effectiveness of G7.B4.S1

Teachers will offer student incentives to those who demonstrate outstanding behavior or have shown improvement for the day.

### **Person or Persons Responsible**

teachers

### **Target Dates or Schedule**

daily

### **Evidence of Completion**

daily behavior reports

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Due to this being a new charter school, Mater Academy at Mount Sinai was awarded with a start up grant, CSP. The general purpose of this grant is to provide financial assistance for the planning, program design, and initial implementation and expand the quality of our school.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Reading FCAT (57%) of the students were proficient. Our goal is to increase proficiency to 66% by increasing 9 percentage points.

**G1.B1** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test Level 3 were Reporting Category 3- Literary Analysis: Fiction and Non-fiction.

**G1.B1.S1** The teacher will use a variety of strategies such as 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.

### PD Opportunity 1

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

#### Facilitator

Achieve3000 Personnel

#### Participants

2nd to 4th grade teachers

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

2014 Reading FCAT Assessment



**G1.B2** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test Level 4 and above were Reporting Category 3- Literary Analysis: Fiction and Non-fiction.

**G1.B2.S1** The teacher will use a variety of strategies such as 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.

### **PD Opportunity 1**

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

#### **Facilitator**

SuccessMaker Personnel

#### **Participants**

2nd through 4th Grade Teachers

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

2014 Reading FCAT Assessment

**G3.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Mathematics FCAT (59%) of the students were proficient. Our goal is to increase proficiency to 65% by increasing 6 percentage points.

**G3.B1** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Mathematics test Level 3 were Reporting Category 3- Geometry and Measurement.

**G3.B1.S1** The teacher will use a variety of strategies such as compose, decompose, and transform polygons to create and identify other polygons; calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced; measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch; and determine the amount of time elapsed to the nearest hour or half hour.

### **PD Opportunity 1**

The teacher will provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects.

#### **Facilitator**

Mathletics Personnel

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

2014 Math FCAT Assessment

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Reading FCAT (57%) of the students were proficient. Our goal is to increase proficiency to 66% by increasing 9 percentage points.	\$18,667
G3.	Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Mathematics FCAT (59%) of the students were proficient. Our goal is to increase proficiency to 65% by increasing 6 percentage points.	\$1,200
Total		\$19,867

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
CSP Grant	\$18,667	\$1,200	\$19,867
Total	\$18,667	\$1,200	\$19,867

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Reading FCAT (57%) of the students were proficient. Our goal is to increase proficiency to 66% by increasing 9 percentage points.

**G1.B1** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test Level 3 were Reporting Category 3- Literary Analysis: Fiction and Non-fiction.

**G1.B1.S1** The teacher will use a variety of strategies such as 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.

### **Action Step 1**

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

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Supplemental Technology program used for Reading, Social Studies, and Science while integrating the Common Core Standards.

#### **Funding Source**

CSP Grant

#### **Amount Needed**

\$5,700

**G1.B2** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Reading test Level 4 and above were Reporting Category 3- Literary Analysis: Fiction and Non-fiction.

**G1.B2.S1** The teacher will use a variety of strategies such as 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.

### **Action Step 1**

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

#### **Resource Type**

Evidence-Based Program

#### **Resource**

RTI technology program for all students no proficient in Reading and Math

#### **Funding Source**

CSP Grant

#### **Amount Needed**

\$12,967

**G3.** Due to this being a new school, Mater Mount Sinai will use district scores. On the 2013 Mathematics FCAT (59%) of the students were proficient. Our goal is to increase proficiency to 65% by increasing 6 percentage points.

**G3.B1** The area of deficiency in Grade 3 and 4 as noted on the 2013 administration of the FCAT 2.0 Mathematics test Level 3 were Reporting Category 3- Geometry and Measurement.

**G3.B1.S1** The teacher will use a variety of strategies such as compose, decompose, and transform polygons to create and identify other polygons; calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced; measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch; and determine the amount of time elapsed to the nearest hour or half hour.

### **Action Step 1**

The teacher will provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects.

#### **Resource Type**

Technology

#### **Resource**

Supplemental Technology Program used to connect school to home.

#### **Funding Source**

CSP Grant

#### **Amount Needed**

\$1,200