

Mater Brickell Preparatory Academy



2014-15 School Improvement Plan

Mater Brickell Preparatory Academy

2805 SW 32ND AVE, Miami, FL 33133

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
25%

Alternative/ESE Center
No

Charter School
Yes

Minority
94%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	C		

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	50
Appendix 2: Professional Development and Technical Assistance Outlines	54
Professional Development Opportunities	55
Technical Assistance Items	56
Appendix 3: Budget to Support Goals	57

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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

We believe that a safe and orderly school is of primary importance. When children behave in a respectful, responsible, and safe manner, they learn more and develop into responsible children whose "character counts". The Mater Grove Academy's Code of Excellence is a school wide plan, which clearly outlines student expectations. Proper behavior is recognized and consequences are given for breaking our code. Each parent must take an active role in supporting this plan. We want our children to learn and to be responsible citizens. It is in the children's best interest that parents and staff work together to ensure a happy, safe, and productive learning experience. Teachers actively

participate in professional developments and training to utilize proper procedures when addressing an incident.

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

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

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

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level							Total
	2	3	4	5	6	7	8	
Attendance below 90 percent	1	0	1	1	2	0	0	5
One or more suspensions	1	0	0	0	0	1	0	2
Course failure in ELA or Math	0	0	0	0	1	1	1	3
Level 1 on statewide assessment	0	1	2	0	3	7	0	13

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	6	7	
Students exhibiting two or more indicators	1	1	2

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

Our leadership team determine the appropriate interventions for the students that are exhibiting two or more early warning indicators. Our school requires teachers to provide communicate with parents and provide written notice regarding the exhibited early warning indicators. Students who are absent or tardy 10 times will receive a referral and will meet with classroom teachers and administrators as needed. Students who demonstrate inappropriate behaviors will receive demerits, detentions, and

referrals. Mater Grove will follow the MDCPS Code of Conduct and will implement consequences as needed depending on the nature of the behavior. Academic performance will be recognized during quarterly honor roll ceremonies and by individual teacher recognition.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Our goal is to increase the percent of parents involved in school activities to 80%. Limited knowledge of the English language is a barrier in providing knowledge of activities. Communication will be sent in English and in Spanish for all parent activities. Activities will be conducted in both languages. Modes of communication have been expanded to include school-wide mass text messaging through Remind101 service to remind parents of important information and upcoming events, both in English and Spanish. Principal will monitor implementation and review sign in sheets to determine the number of parents attending school or community events for effectiveness. Progress will be determined by analyzing sign in sheets for parent participation.

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

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Caleo, Sheila	Principal
Toledo, Elizabeth	Teacher, K-12

Duties

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

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

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

Instructional Coach- Ms. Rodriguez will serve as our reading coach as she will be regularly attending the district reading coach meetings. She will relay the information to teachers each month after the meeting and will assist Mrs. Toledo and Ms. Gonzalez by monitoring Reading Plus and I-Ready usage reports.

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Chloe Ramill	Student
Aracelly Martinez	Parent
Rachel Fernandez	Business/Community
Sheila Gonzalez	Principal
Melissa Gonzalez	Education Support Employee
Elizabeth Toledo	Teacher
Raquel Rodriguez	Teacher
Michael Perlett	Education Support Employee
Carolina Pacheco	Parent
Alexandra Rodriguez Shack	Student
Marta Galbis	Teacher
Jennifer Jimenez	Teacher
Samantha Diaz	Teacher
Jaclyn Baez	Teacher
Cristina Gonzalez	Teacher
Mayra Ramirez	Parent
Jeniset Utretras	Parent
Gayane Stepanian	Parent
Lisette Priegues Granado	Parent
Aurora Rayon	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

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

The dates were as follows:

September 24, 2013- Initial SIP Review

January 15, 2014 - Fall Interim Data Review

March 12, 2014 - Mid Year Review

June 3, 2014 - End of Year SIP review

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

On October 10, 2014 ESSAC members voted to spend funds on FSA tutoring materials.

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

We used the school improvement funds for after school tutoring. The total amount of funds spent on tutoring was \$600.00.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Caleo, Sheila	Principal
Toledo, Elizabeth	Administrative Support
Rodriguez, Raquel	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

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

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

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

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

Lina Coss is a first year middle school social studies teacher who is currently being mentored by Elizabeth Toledo , Lead Teacher. Planned mentoring activities include : lesson planning guidance, modeled lessons, and weekly observations with feedback

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Our school is currently using the 2014 FCAT scores to place students who scored 1's and 2's on intervention programs, such as SuccessMaker. These same FCAT scores are used to place students in small groups within their classroom to better target their individual needs. Interim scores are then used to rearrange the students within their small groups to better facilitate their changing needs as the year progresses. Other forms of data include ReadingPlus In-sight test, Accelerated Reader STAR test, FAIR, and I-Ready Pre-test.

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

Strategy: After School Program

Minutes added to school year: 3,360

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Caleo, Sheila, 920148@dadeschools.net

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

Data is collected quarterly through district interim assessments as well as weekly through school developed benchmark assessments. Data is analyzed during grade level meetings and quarterly data chats with the Principal, lead teacher, and reading coach, and classroom teachers. Attendance logs will also be monitored.

Strategy: Weekend Program

Minutes added to school year: 1,080

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Caleo, Sheila, 920148@dadeschools.net

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

Data is collected quarterly through district interim assessments as well as weekly through school developed benchmark assessments. Data is analyzed during grade level meetings and quarterly data chats with the Principal, lead teacher, and reading coach, and classroom teachers. Attendance logs will also be monitored.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In order to assist preschool children in the transitioning process the principal attended a meeting at the nearby United Way Center for Excellence. During this meeting, Ms. Gonzalez provided parents with information about the school. The school also hosts several school tours and information meetings to prospective parents who are interested in the school. Parents and students are provided with information regarding open houses offered by neighboring public and charter schools.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Our goal is to increase student achievement by incorporating writing across all content areas.
- G2.** As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the school.
- G3.** Mater Brickell Preparatory will increase opportunities to engage students in STEM related activities.
- G4.** Mater Brickell Preparatory will increase parental involvement through individual parent meetings and school wide events.

Strategic Goals Detail

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

G1. Our goal is to increase student achievement by incorporating writing across all content areas. 1a

G039148

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
FSA - English Language Arts - Proficiency Rate	65.0
FAA Writing Proficiency	65.0
AMO Math - All Students	70.0
FSA - Mathematics - Proficiency Rate	65.0
FCAT 2.0 Science Proficiency	65.0
Highly Qualified Teachers	89.0
Math Lowest 25% Gains	100.0
ELA/Reading Lowest 25% Gains	78.0

Resources Available to Support the Goal 2

- Reading Plus
- Test Maker Pro
- Social Studies Weekly
- Scholastic Magazine
- Success Maker
- Vocabulary Workshop
- Grammar Workshop
- Iready Reading and Math
- Mathletics
- Gizmos
- Mathletics
- Safari Montage
- Edmodo
- Sciencosaur
- Writing response notebook for all subjects

Targeted Barriers to Achieving the Goal 3

- Our school met AMO for all subgroups for the 2014-2015 school year. The area of deficiency in Grade 3 and in Grade 6 as noted on the 2014 administration of the FCAT Reading test was Reporting Category 4-Informational Text/Research process. Students need more exposure to informational texts. As noted on the 2014 administration of the FCAT 2.0 Writing Test 85% of fourth grade students achieved a 3.5 or higher. Students had a limited vocabulary and lacked proper grammar and usage techniques.
- As noted on the 2014 administration of the FCAT Math test the area of deficiency in Grade 5 was Reporting Category 2- Expressions, equations and statistics. Students demonstrated 60 % proficiency. Students are lacking skills in problem solving and are also not familiar with computer

based assessments. Students do not know how to answer word problems and explain their process using Math vocabulary.

- As noted on the 2014 administration of the FCAT Science test the area of deficiency in Grade 5 was Reporting Category 1- Nature of Science. Students demonstrated 70 % proficiency. Students are lacking skills in understanding the need for replication of scientific investigations. Students have difficulty explaining scientific method using scientific vocabulary.
- Students in Grade 7 demonstrated a 54 % on the Civics EOC. Students must engage in more abstract reasoning, planning, analysis, judgment, and creative thought and recognition of previously learned concepts and principles. They must write about their thought process in order to show mastery of concepts.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Sheila Caleo

Schedule

On 6/4/2015

Evidence of Completion

Formative Assessments - District Interim Assessments Summative Assessments- Results of the 2015 FSA

G2. As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the school. 1a

G039156

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	1.0
Non-proficient Reading by Grade 03	30.0
One or More Suspensions	1.0

Resources Available to Support the Goal 2

- Incentives for perfect attendance
- Successmaker
- Afterschool and Saturday tutoring
- Demerits, Referrals and in class detentions

Targeted Barriers to Achieving the Goal 3

- One percent of students missed 10% or more of available instructional time. Parents are unaware of the educational impact of excessive absences.
- Thirty percent of students in third grade were not proficient in the 2014 Reading FCAT.
- One percent of students received indoor and outdoor suspensions

Plan to Monitor Progress Toward G2. 8

Use attendance, retention, and suspension data to monitor levels of early warning system indicators.

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Leadership team meetings

G3. Mater Brickell Preparatory will increase opportunities to engage students in STEM related activities.

1a

G039152

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Discovery Education
- Safari Montage
- Gizmos
- David Fairchild Challenge

Targeted Barriers to Achieving the Goal 3

- Last year Mater Brickell provided two STEM experience for students. Students participated in the school science fair. However, no students entered their project in the county science fair.
- Ninety five percent of students participated in the the school's science fair. Next year we will increase student participation to 98%. Students had difficulty adhering to science fair timeline
- Due to small school enrollment we cannot develop a full CTE program to include additional courses

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Formative Assessments: Baseline and Interim Assessments Summative Assessment: 2015 Science FCAT

G4. Mater Brickell Preparatory will increase parental involvement through individual parent meetings and school wide events. 1a

G039157

Targets Supported 1b

Indicator	Annual Target
	80.0

Resources Available to Support the Goal 2

- Remind 101
- Emails
- PAL Association
- Classroom website
- School website
- Parent letters

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of the English language is a barrier in providing knowledge of activities.
- Parent population is mainly working class and has limited availability to communicate with teachers and attend school events.
- Lack of technology

Plan to Monitor Progress Toward G4. 8

Monitor parent completion of volunteer hours and sign in sheets.

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Volunteer hour log and sign in sheets

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Our goal is to increase student achievement by incorporating writing across all content areas. 1

G039148

G1.B1 Our school met AMO for all subgroups for the 2014-2015 school year. The area of deficiency in Grade 3 and in Grade 6 as noted on the 2014 administration of the FCAT Reading test was Reporting Category 4-Informational Text/Research process. Students need more exposure to informational texts. As noted on the 2014 administration of the FCAT 2.0 Writing Test 85% of fourth grade students achieved a 3.5 or higher. Students had a limited vocabulary and lacked proper grammar and usage techniques. 2

B094127

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

S105226

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Elizabeth Toledo

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2 5

Students will use Reading Plus a minimum of three times a week to increase fluency, comprehension, and vocabulary.

Person Responsible

Raquel Rodriguez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Reading Plus Reports

Action Step 3 5

Students will select and read Accelerated Reader books from the library and take Accelerated Reader quizzes a minimum of once per week.

Person Responsible

Elizabeth Toledo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Accelerated Reader Reports

Action Step 4 5

Students will take STAR tests to monitor comprehension level and identify Accelerated Reader level.

Person Responsible

Elizabeth Toledo

Schedule

Semiannually, from 8/18/2014 to 6/4/2015

Evidence of Completion

STAR Reports

Action Step 5 5

Expose students to non-fiction text. Teachers in grades 3-5 will incorporate Time for Kids into the curriculum. Teachers in grades 6-7 will use Scholastic Magazine.

Person Responsible

Daniel Gomez

Schedule

On 6/4/2015

Evidence of Completion

Student work , Tests and Quizzes

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

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

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

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

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

Person Responsible

Sheila Caleo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Quizzes/Tests, Reading Plus Reports, Accelerated Reader Reports, STAR reports and Interim Assessment reports.

G1.B1.S2 Students will be exposed to grade level vocabulary and grammar skills. 4

 S139646

Strategy Rationale

Some students are lacking basic vocabulary and grammar skills. Students will participate in lessons that enhance their writing skills.

Action Step 1 5

Teachers will incorporate grammar skills into their instruction by using grammar workshop.

Person Responsible

Sheila Caleo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student exams and lesson plans

Action Step 2 5

Teachers will incorporate vocabulary skills into their instruction by using vocabulary workshop.

Person Responsible

Sheila Caleo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student exams and lesson plans

Action Step 3 5

Students will select and read library books and take Accelerated Reader quizzes a minimum of once per week.

Person Responsible

Sheila Caleo

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Accelerated Reader reports

Action Step 4 5

Students will take STAR test to identify reading comprehension and Accelerated Reader levels.

Person Responsible

Sheila Caleo

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

STAR reports

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

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

Person Responsible

Sheila Caleo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Quizzes, tests, and interim assessments.

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

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

Person Responsible

Sheila Caleo

Schedule

On 6/4/2015

Evidence of Completion

Formative Assessments - District Interim Assessments Summative Assessments- Results of the 2015 FSA

G1.B2 As noted on the 2014 administration of the FCAT Math test the area of deficiency in Grade 5 was Reporting Category 2- Expressions, equations and statistics. Students demonstrated 60 % proficiency. Students are lacking skills in problem solving and are also not familiar with computer based assessments. Students do not know how to answer word problems and explain their process using Math vocabulary. 2

 B094129

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

 S105228

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Sheila Caleo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student exams and lesson plans

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

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

Person Responsible

Sheila Caleo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Formative assessments-Quizzes, Tests and Interim Assessments

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

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

Person Responsible

Sheila Caleo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Formative assessments- quizzes,tests, and interim assessments

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

 S139701

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Sheila Caleo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Math journals

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

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

Person Responsible

Sheila Caleo

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Math journals, tests and interim assessments.

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

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

Person Responsible

Sheila Caleo


Schedule

Weekly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Tests, quizzes and interims.

G1.B3 As noted on the 2014 administration of the FCAT Science test the area of deficiency in Grade 5 was Reporting Category 1- Nature of Science. Students demonstrated 70 % proficiency. Students are lacking skills in understanding the need for replication of scientific investigations. Students have difficulty explaining scientific method using scientific vocabulary. 2

 B094130

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

 S105229

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work, site generated assessments

Action Step 2 5

Students will participate in mandatory after school and Saturday tutoring.

Person Responsible

Elizabeth Toledo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance logs and student work

Action Step 3 5

Teachers will incorporate targeted Benchmark Instruction through the use of FCAT Test Maker Pro.

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

quizzes/tests

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

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

Person Responsible

Sheila Caleo

Schedule

On 6/4/2015

Evidence of Completion

Quizzes, tests, Interim Assessments

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

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

Person Responsible

Sheila Caleo

Schedule


Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion


Quizzes/tests and interim assessments

G1.B4 Students in Grade 7 demonstrated a 54 % on the Civics EOC. Students must engage in more abstract reasoning, planning, analysis, judgment, and creative thought and recognition of previously learned concepts and principles. They must write about their thought process in order to show mastery of concepts.

2

 B094131

G1.B4.S1 Emphasizes an in-depth understanding of democratic principles. 4

 S105230

Strategy Rationale

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

Action Step 1 5

Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Results from Civics assessments (interims, tests, and quizzes)

Action Step 2 5

After school Tutoring and Saturday Tutoring

Person Responsible

Sheila Caleo

Schedule

Monthly, from 1/26/2015 to 6/4/2015

Evidence of Completion

Attendance Roster , test grades

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

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

Person Responsible

Sheila Caleo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

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

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

Person Responsible

Sheila Caleo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

G2. As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the school. 1

G039156

G2.B1 One percent of students missed 10% or more of available instructional time. Parents are unaware of the educational impact of excessive absences. 2

B094155

G2.B1.S1 Review attendance monthly and encourage good attendance through incentive program. 4

S105256

Strategy Rationale

Action Step 1 5

Conduct perfect attendance assembly awards quarterly.

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent invitations to award assembly and perfect attendance certificates.

Action Step 2 5

Review attendance reports

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance referrals, excused absence logs

Action Step 3 5

Attendance Review Committee

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Meeting log

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Daily attendance uploads and daily teacher verification on bulletin.

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Daily attendance bulletin

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Daily attendance upload and teacher verification of attendance on bulletin.

Person Responsible

Sheila Caleo


Schedule

On 6/4/2015

Evidence of Completion

Daily attendance bulletin

G2.B2 Thirty percent of students in third grade were not proficient in the 2014 Reading FCAT. **2**

 B094156

G2.B2.S1 Provide students with additional interventions and after school tutoring. **4**

 S105257

Strategy Rationale

Action Step 1 **5**

Retained students will use Success Maker daily for 30 minutes.

Person Responsible

Elizabeth Toledo

Schedule

Monthly, from 10/2/2014 to 10/2/2014

Evidence of Completion

Success Maker usage reports.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Monitor school wide usage from admin account

Person Responsible

Elizabeth Toledo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Class usage reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Interim Assessment scores, 3rd grade portfolio results, 3rd grade reading FCAT scores

Person Responsible

Elizabeth Toledo

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Leadership Team meetings, data chat meetings

G2.B3 One percent of students received indoor and outdoor suspensions 2

 B094157

G2.B3.S1 Reduce level of student behavior referrals by encouraging students to abide by the student code of conduct. 4

 S105258

Strategy Rationale

Action Step 1 5

Recite character pledge daily during morning announcements.

Person Responsible

Raquel Rodriguez

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

New script daily

Action Step 2 5

Marvelous Marlin Program in which students are rewarded for exhibiting exemplar character traits.

Person Responsible

Raquel Rodriguez

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Nomination of students, awards, and recognition during morning announcements.

Action Step 3 5

Student of the Month program

Person Responsible

Raquel Rodriguez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Nomination of students, awards, and recognition during morning announcements.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Nominations for student of the month and Marvelous Marlin award by teachers

Person Responsible

Raquel Rodriguez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Awards and morning announcements

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Review discipline referral logs

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Leadership Team

G3. Mater Brickell Preparatory will increase opportunities to engage students in STEM related activities. 1

 G039152

G3.B1 Last year Mater Brickell provided two STEM experience for students. Students participated in the school science fair. However, no students entered their project in the county science fair. 2

 B094145

G3.B1.S1 Academic coaches facilitate lesson study for developing cross-curricular STEM lessons and train teachers on the use of Discovery education , Safari Montage, and Gizmos. 4

 S105245

Strategy Rationale

Action Step 1 5

Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during math and science.

Person Responsible

Michael Pena

Schedule

Monthly, from 10/2/2014 to 6/4/2015

Evidence of Completion

Student work

Action Step 2 5

Adjust the school's science fair timeline to allow sufficient time to meet the county science fair deadline.

Person Responsible

Michael Pena

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

2014-2015 School Year Calendar of Events

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work; interim assessments, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Sheila Caleo


Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work; interim assessment results, lesson plans


G3.B2 Ninety five percent of students participated in the the school's science fair. Next year we will increase student participation to 98%. Students had difficulty adhering to science fair timeline **2**

 B094146

G3.B2.S1 Develop a timeline that will provide students with more time to complete steps of the project.

4

Strategy Rationale

 S105246

Action Step 1 **5**

Create timeline and inform both parents and students of such

Person Responsible

Michael Pena

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Science Fair projects

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Documentation of students completing and submitting projects according to the timeline.

Person Responsible

Michael Pena

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Science Fair rubrics

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Number of students who completed the Science Fair project within the timeline

Person Responsible

Michael Pena

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Judged projects

G3.B3 Due to small school enrollment we cannot develop a full CTE program to include additional courses

2

 B123798

G3.B3.S1 At this moment we cannot increase school enrollment due to facility limitations. 4

 S135993

Strategy Rationale

Action Step 1 5

Small school enrollment interferes with CTE course offerings.

Person Responsible

Sheila Caleo

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

FTE reports

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

At this moment we cannot increase school enrollment due to facility limitations.

Person Responsible

Sheila Caleo

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

FTE reports

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

At this moment we cannot increase school enrollment due to facility limitations.

Person Responsible

Sheila Caleo

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

FTE reports

G4. Mater Brickell Preparatory will increase parental involvement through individual parent meetings and school wide events. 1

G039157

G4.B1 Limited knowledge of the English language is a barrier in providing knowledge of activities. 2

B094161

G4.B1.S1 Communication will be sent in English and in Spanish for all parent activities. Activities will be conducted in both languages. 4

S105262

Strategy Rationale

Parents need to understand what school is trying to communicate to them.

Action Step 1 5

Communication will be sent in English and in Spanish for all parent activities. Activities will be conducted in both languages.

Person Responsible

Sheila Caleo

Schedule

On 6/4/2015

Evidence of Completion

Letters and e-mails sent to parents

Action Step 2 5

Modes of communication have been expanded to include school-wide mass text messaging through Remind101 service to remind parents of important information and upcoming events, both in English and Spanish.

Person Responsible

Sheila Caleo

Schedule

On 6/4/2015

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitor parent completion of volunteer hours quarterly and send notification letter of hours completed.

Person Responsible

Sheila Caleo

Schedule

On 6/4/2015

Evidence of Completion

Volunteer hour logs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monitor parent completion of volunteer hours quarterly and send notification letter of hours completed.

Person Responsible

Sheila Caleo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Volunteer hour log and sign in sheets

G4.B2 Parent population is mainly working class and has limited availability to communicate with teachers and attend school events. 2

 B123594

G4.B2.S1 Provide various communication options by expanding updates to include school wide mass text messaging through Remind101 service to remind parents of important information and upcoming events. Events will take place at times that parents may attend (evening and weekends). 4

 S135482

Strategy Rationale

To increase chances for parents participation at times when parents are available.

Action Step 1 5

Provide various communication options by expanding updates to include school wide mass text messaging through Remind101 service to remind parents of important information and upcoming events.

Person Responsible

Sheila Caleo

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Teachers will cc Principal in e-mails and Principal will subscribe to all teachers Remind101 accounts.

Person Responsible

Sheila Caleo

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Emails and text messages

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Teachers will cc Principal in e-mails and Principal will subscribe to all teachers Remind101 accounts.

Person Responsible

Sheila Caleo

Schedule

Biweekly, from 8/18/2014 to 6/4/2015


Evidence of Completion

E-mails and text messages

G4.B3 Lack of technology 2

 B123595

G4.B3.S1 Sent out letters to parents who do not have access to computers. 4

 S135541

Strategy Rationale

To enable the parents to obtain up to date information about students progress and school events.

Action Step 1 5

Copy of parents letters will be written by the teachers and reviewed by the principal or administrative team.

Person Responsible

Sheila Caleo

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent letters

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Copy of parents letters must be kept in parents contact log

Person Responsible

Sheila Caleo

Schedule

Semiannually, from 10/2/2014 to 6/4/2015

Evidence of Completion

Parent contact log

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

School climate survey and internal parent surveys

Person Responsible

Sheila Caleo

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Survey results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.	Toledo, Elizabeth	8/18/2014	Student work and site generated assessments, including benchmarks.	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Provide grade-level appropriate activities that promote the problem solving skills through experiences in using computer based learning programs.	Caleo, Sheila	8/18/2014	Student exams and lesson plans	6/4/2015 monthly
G1.B3.S1.A1	Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic, as well as virtual Inquiry based activities through the use of Gizmo's.	Caleo, Sheila	8/18/2014	Student work, site generated assessments	6/4/2015 quarterly
G1.B4.S1.A1	Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.	Caleo, Sheila	8/18/2014	Results from Civics assessments (interims, tests, and quizzes)	6/4/2015 quarterly
G3.B1.S1.A1	Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during math and science.	Pena, Michael	10/2/2014	Student work	6/4/2015 monthly
G3.B2.S1.A1	Create timeline and inform both parents and students of such	Pena, Michael	8/18/2014	Science Fair projects	6/4/2015 annually
G2.B1.S1.A1	Conduct perfect attendance assembly awards quarterly.	Caleo, Sheila	8/18/2014	Parent invitations to award assembly and perfect attendance certificates.	6/4/2015 quarterly
G2.B2.S1.A1	Retained students will use Success Maker daily for 30 minutes.	Toledo, Elizabeth	10/2/2014	Success Maker usage reports.	10/2/2014 monthly
G2.B3.S1.A1	Recite character pledge daily during morning announcements.	Rodriguez, Raquel	8/18/2014	New script daily	6/4/2015 daily
G4.B1.S1.A1	Communication will be sent in English and in Spanish for all parent activities. Activities will be conducted in both languages.	Caleo, Sheila	8/18/2014	Letters and e-mails sent to parents	6/4/2015 one-time
G4.B2.S1.A1	Provide various communication options by expanding updates to include school wide mass text messaging through Remind101 service to remind parents of important information and upcoming events.	Caleo, Sheila	8/18/2014		6/4/2015 biweekly
G4.B3.S1.A1	Copy of parents letters will be written by the teachers and reviewed by the principal or administrative team.	Caleo, Sheila	8/18/2014	Parent letters	6/4/2015 weekly
G3.B3.S1.A1	Small school enrollment interferes with CTE course offerings.	Caleo, Sheila	8/18/2014	FTE reports	6/4/2015 annually
G1.B1.S2.A1	Teachers will incorporate grammar skills into their instruction by using grammar workshop.	Caleo, Sheila	8/18/2014	Student exams and lesson plans	6/4/2015 monthly
G1.B2.S2.A1	Teachers will incorporate word problems and solving word problems using writing daily with students.	Caleo, Sheila	8/18/2014	Math journals	6/4/2015 monthly
G1.B1.S1.A2	Students will use Reading Plus a minimum of three times a week to increase fluency ,comprehension, and vocabulary.	Rodriguez, Raquel	8/18/2014	Reading Plus Reports	6/4/2015 monthly
G1.B3.S1.A2	Students will participate in mandatory after school and Saturday tutoring.	Toledo, Elizabeth	8/18/2014	Attendance logs and student work	6/4/2015 monthly
G1.B4.S1.A2	After school Tutoring and Saturday Tutoring	Caleo, Sheila	1/26/2015	Attendance Roster , test grades	6/4/2015 monthly
G3.B1.S1.A2	Adjust the school's science fair timeline to allow sufficient time to meet the county science fair deadline.	Pena, Michael	8/18/2014	2014-2015 School Year Calendar of Events	6/4/2015 monthly

Dade - 5046 - Mater Brickell Preparatory Academy - 2014-15 SIP
Mater Brickell Preparatory Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Review attendance reports	Caleo, Sheila	8/18/2014	Attendance referrals, excused absence logs	6/4/2015 quarterly
G2.B3.S1.A2	Marvelous Marlin Program in which students are rewarded for exhibiting exemplar character traits.	Rodriguez, Raquel	8/18/2014	Nomination of students, awards, and recognition during morning announcements.	6/4/2015 daily
G4.B1.S1.A2	Modes of communication have been expanded to include school-wide mass text messaging through Remind101 service to remind parents of important information and upcoming events, both in English and Spanish.	Caleo, Sheila	10/22/2014	Sign in sheets	6/4/2015 one-time
G1.B1.S2.A2	Teachers will incorporate vocabulary skills into their instruction by using vocabulary workshop.	Caleo, Sheila	8/18/2014	Student exams and lesson plans	6/4/2015 monthly
G1.B1.S1.A3	Students will select and read Accelerated Reader books from the library and take Accelerated Reader quizzes a minimum of once per week.	Toledo, Elizabeth	8/18/2014	Accelerated Reader Reports	6/4/2015 monthly
G2.B1.S1.A3	Attendance Review Committee	Caleo, Sheila	8/18/2014	Meeting log	6/4/2015 quarterly
G2.B3.S1.A3	Student of the Month program	Rodriguez, Raquel	8/18/2014	Nomination of students, awards, and recognition during morning announcements.	6/4/2015 monthly
G1.B3.S1.A3	Teachers will incorporate targeted Benchmark Instruction through the use of FCAT Test Maker Pro.	Caleo, Sheila	8/18/2014	quizzes/tests	6/4/2015 quarterly
G1.B1.S2.A3	Students will select and read library books and take Accelerated Reader quizzes a minimum of once per week.	Caleo, Sheila	8/18/2014	Accelerated Reader reports	6/4/2015 weekly
G1.B1.S1.A4	Students will take STAR tests to monitor comprehension level and identify Accelerated Reader level.	Toledo, Elizabeth	8/18/2014	STAR Reports	6/4/2015 semiannually
G1.B1.S2.A4	Students will take STAR test to identify reading comprehension and Accelerated Reader levels.	Caleo, Sheila	8/18/2014	STAR reports	6/4/2015 weekly
G1.B1.S1.A5	Expose students to non-fiction text. Teachers in grades 3-5 will incorporate Time for Kids into the curriculum. Teachers in grades 6-7 will use Scholastic Magazine.	Gomez, Daniel	8/18/2014	Student work , Tests and Quizzes	6/4/2015 one-time
G1.MA1	Follow FCIM using data from interim assessments and other teacher made assessments.	Caleo, Sheila	8/18/2014	Formative Assessments - District Interim Assessments Summative Assessments- Results of the 2015 FSA	6/4/2015 one-time
G1.B1.S1.MA1	Following the FCIM model, review data from assessment reports and adjust instruction as needed.	Caleo, Sheila	8/18/2014	Quizzes/Tests, Reading Plus Reports, Accelerated Reader Reports, STAR reports and Interim Assessment reports.	6/4/2015 monthly
G1.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Caleo, Sheila	8/18/2014	Informal walkthroughs, teacher observations, grade-level meetings, and quarterly data chats	6/4/2015 quarterly
G1.B2.S1.MA1	Following the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed..	Caleo, Sheila	8/18/2014	Formative assessments- quizzes,tests, and interim assessments	6/4/2015 monthly
G1.B2.S1.MA1	Following FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.	Caleo, Sheila	8/18/2014	Formative assessments-Quizzes, Tests and Interim Assessments	6/4/2015 monthly
G1.B3.S1.MA1	Using the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.	Caleo, Sheila	8/18/2014	Quizzes/tests and interim assessments	6/4/2015 monthly

Dade - 5046 - Mater Brickell Preparatory Academy - 2014-15 SIP
Mater Brickell Preparatory Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Following FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.	Caleo, Sheila	8/18/2014	Quizzes, tests, Interim Assessments	6/4/2015 one-time
G1.B4.S1.MA1	Follow FCIM model by reviewing assessment data reports and readjusting instruction as needed.	Caleo, Sheila	8/18/2014	Informal classroom walk-throughs, formal observations, quarterly data chats, grade-level meetings.	6/4/2015 monthly
G1.B4.S1.MA1	Following the FCIM model, review assessment data reports and adjust instruction as needed.	Caleo, Sheila	8/18/2014	Regular classroom walk-throughs, formal observations, data chats, grade-level meetings.	6/4/2015 monthly
G1.B1.S2.MA1	Follow FCIM using data from interim assessments and other teacher made assessments.	Caleo, Sheila	8/18/2014	Formative Assessments - District Interim Assessments Summative Assessments- Results of the 2015 FSA	6/4/2015 one-time
G1.B1.S2.MA1	Following the FCIM model assessment data reports will be reviewed and instruction will be adjusted as needed.	Caleo, Sheila	8/18/2014	Quizzes, tests, and interim assessments.	6/4/2015 monthly
G1.B2.S2.MA1	Journals will be reviewed and following the FCIM model assessment data reports will be reviewed and instruction will be adjusted.	Caleo, Sheila	8/18/2014	Tests, quizzes and interims.	6/4/2015 weekly
G1.B2.S2.MA1	Journals will be reviewed and following the FCIM model assessment data reports will be reviewed and instruction will be adjusted.	Caleo, Sheila	8/18/2014	Math journals, tests and interim assessments.	6/5/2015 weekly
G2.MA1	Use attendance, retention, and suspension data to monitor levels of early warning system indicators.	Caleo, Sheila	8/18/2014	Leadership team meetings	6/4/2015 quarterly
G2.B1.S1.MA1	Daily attendance upload and teacher verification of attendance on bulletin.	Caleo, Sheila	8/18/2014	Daily attendance bulletin	6/4/2015 one-time
G2.B1.S1.MA1	Daily attendance uploads and daily teacher verification on bulletin.	Caleo, Sheila	8/18/2014	Daily attendance bulletin	6/4/2015 quarterly
G2.B2.S1.MA1	Interim Assessment scores, 3rd grade portfolio results, 3rd grade reading FCAT scores	Toledo, Elizabeth	8/18/2014	Leadership Team meetings, data chat meetings	6/4/2015 monthly
G2.B2.S1.MA1	Monitor school wide usage from admin account	Toledo, Elizabeth	8/18/2014	Class usage reports	6/4/2015 monthly
G2.B3.S1.MA1	Review discipline referral logs	Caleo, Sheila	8/18/2014	Leadership Team	6/4/2015 quarterly
G2.B3.S1.MA1	Nominations for student of the month and Marvelous Marlin award by teachers	Rodriguez, Raquel	8/18/2014	Awards and morning announcements	6/4/2015 monthly
G3.MA1	Following the FCIM model, review assessment data reports and adjust instruction as needed.	Caleo, Sheila	8/18/2014	Formative Assessments: Baseline and Interim Assessments Summative Assessment: 2015 Science FCAT	6/4/2015 quarterly
G3.B1.S1.MA1	Following the FCIM model, review assessment data and adjust instruction as needed.	Caleo, Sheila	8/18/2014	Student work; interim assessment results, lesson plans	6/4/2015 quarterly
G3.B1.S1.MA1	Following the FCIM model, review assessment data reports and adjust instruction as necessary	Caleo, Sheila	8/18/2014	Student work; interim assessments, lesson plans	6/4/2015 quarterly
G3.B2.S1.MA1	Number of students who completed the Science Fair project within the timeline	Pena, Michael	8/18/2014	Judged projects	6/4/2015 annually
G3.B2.S1.MA1	Documentation of students completing and submitting projects according to the timeline.	Pena, Michael	8/18/2014	Science Fair rubrics	6/4/2015 annually
G3.B3.S1.MA1	At this moment we cannot increase school enrollment due to facility limitations.	Caleo, Sheila	8/18/2014	FTE reports	6/4/2015 annually
G3.B3.S1.MA1	At this moment we cannot increase school enrollment due to facility limitations.	Caleo, Sheila	8/18/2014	FTE reports	6/4/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	Monitor parent completion of volunteer hours and sign in sheets.	Caleo, Sheila	8/18/2014	Volunteer hour log and sign in sheets	6/4/2015 quarterly
G4.B1.S1.MA1	Monitor parent completion of volunteer hours quarterly and send notification letter of hours completed.	Caleo, Sheila	8/18/2014	Volunteer hour log and sign in sheets	6/4/2015 quarterly
G4.B1.S1.MA1	Monitor parent completion of volunteer hours quarterly and send notification letter of hours completed.	Caleo, Sheila	8/18/2014	Volunteer hour logs	6/4/2015 one-time
G4.B2.S1.MA1	Teachers will cc Principal in e-mails and Principal will subscribe to all teachers Remind101 accounts.	Caleo, Sheila	8/18/2014	E-mails and text messages	6/4/2015 biweekly
G4.B2.S1.MA1	Teachers will cc Principal in e-mails and Principal will subscribe to all teachers Remind101 accounts.	Caleo, Sheila	8/18/2014	Emails and text messages	6/4/2015 biweekly
G4.B3.S1.MA1	School climate survey and internal parent surveys	Caleo, Sheila	8/18/2014	Survey results	6/4/2015 annually
G4.B3.S1.MA1	Copy of parents letters must be kept in parents contact log	Caleo, Sheila	10/2/2014	Parent contact log	6/4/2015 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Our goal is to increase student achievement by incorporating writing across all content areas.

G1.B1 Our school met AMO for all subgroups for the 2014-2015 school year. The area of deficiency in Grade 3 and in Grade 6 as noted on the 2014 administration of the FCAT Reading test was Reporting Category 4-Informational Text/Research process. Students need more exposure to informational texts. As noted on the 2014 administration of the FCAT 2.0 Writing Test 85% of fourth grade students achieved a 3.5 or higher. Students had a limited vocabulary and lacked proper grammar and usage techniques.

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

PD Opportunity 1

Students will select and read Accelerated Reader books from the library and take Accelerated Reader quizzes a minimum of once per week.

Facilitator

Sheila Caleo Gonzalez

Participants

Teachers

Schedule

Monthly, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Students will take STAR tests to monitor comprehension level and identify Accelerated Reader level.

Facilitator

Sheila Caleo Gonzalez

Participants

Teachers

Schedule

Semiannually, from 8/18/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Our goal is to increase student achievement by incorporating writing across all content areas.	10,631
Grand Total	10,631

Goal 1: Our goal is to increase student achievement by incorporating writing across all content areas.

Description	Source	Total
B1.S1.A1 - Social Studies Weekly	Other	1,781
B1.S1.A3 - Internal Account- Accelerated Reader	Other	1,600
B1.S1.A5 - Internal account-Scholastic	Other	180
B1.S2.A1 - Grammar workshop	General Fund	1,920
B1.S2.A2 - Vocabulary Workshop		1,200
B2.S1.A1 - I-Ready Math	General Fund	1,600
B2.S1.A1 - Mathematics	General Fund	1,000
B3.S1.A2 - FCAT Science Tutoring	School Improvement Funds	900
B4.S1.A2 - Civics Tutoring	General Fund	450
Total Goal 1		10,631