

Mater Academy Miami Beach

8625 BYRON AVE, Miami, FL 33141

[no web address on file]

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

69%

Alternative/ESE Center

No

Charter School

Yes

Minority

88%

School Grades History

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

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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

The mission of Mater Beach is to prepare our students to have a belief in their own efficacy, a global edge, and a thirst for knowledge which will enable them to make a positive difference in their community with a commitment to the common good.

Provide the school's vision statement

The vision of Mater Beach Academy is to provide a safe and loving environment for our students, teachers, and staff that promote educational excellence. Highly dedicated and qualified teachers facilitate the learning process; creating a philosophy of respect, community, and high expectations. Students are motivated and empowered through creative and innovative programs developing the whole child to become responsible, independent, and successful citizens in a diverse society.

School Environment

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

Mater Beach Academy build cultural relationships between teachers and students by holding several activities throughout the year such as, Hispanic Heritage Month Celebrations within the classrooms, educational lessons on different holidays from around the world, and bilingual educational projects which help teacher and students learn about each others cultural background.

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

Mater Beach Academy provides a safe and respectful environment before school by having our safety patrols guide and monitor students. Our before care program provides a place where students have a warm nutritious breakfast. This is a great time for students to interact with our staff and peers while feeling safe and respected on school grounds. Our after care program is guided by academics but includes different clubs which promote safety and respect for all student interests. Some examples are Karate, Yoga, Peer Guidance, and Sports, which promote student respect.

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

Mater Beach encourages all students to follow the schools contract signed by parents in the beginning of each school year. The system includes classroom rules that all students must follow. Teachers are to follow the chain of command when students violate any school rules. The chain of command is as follows:

Teacher
Counselor
Administration Team
Principal

The Administrative Team and Principal make all decisions based on the MDCPS Student Code of Conduct.

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

All students have the access to meet with not only their teachers, but our school counselor, program specialist, and administrative team. The staff members mentioned above are qualified to assist all students with any social-emotional need as well as guiding them appropriately in their academic and behavioral growth.

Our Program Specialist evaluates case by case and makes sure that the student is receiving proper services.

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

Along with the indicators above, we are also using a performance indicator in middle school grades (6-8) which allows us to target students who fail 2 or more courses.

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
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	8	7	7	4	4	4	4	3	2	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	10	13	13	10	10	8	11	15	90
Level 1 on statewide assessment	0	0	0	19	6	8	8	9	26	76
Students who fail 2 or more of any courses	0	0	0	0	0	0	0	8	9	17
	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level								Total
	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	17	20	36	20	22	22	31	41	209

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

Mater Beach is using I-Ready as the Reading Intervention for all students that are in the need of intervention. Mathletics is being used for all students needing Math Intervention. Both of these intervention programs allow us to retrieve reports in order to guide the intervention strategies for each student.

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?

Yes

PIP Link

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

Description

Parents will attend quarterly meetings with the teacher to discuss student academic progress and identify needs. Parents will also attend after school activities scheduled on campus. Some of these activities include, Assessment Information night, Hispanic Heritage Festival, and Open House. The principal will meet with all parents to discuss credit advancement options or course recovery if needed.

Mater Beach also uses Remind and our school's webpage to post and deliver important information to all parents and students.

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

Mater Beach holds Quarterly EESAC Meetings to discuss how each member can involve the community or their own business background into the school. Mater Beach holds family nights that include local vendors to partner with our school and allow the chance for community relationships to be formed. The EESAC Committee also incorporates student related activities such as festivals, workshops, and activities within the school year to build and enhance resources for academic achievement. Some examples include Food Trucks, Anti-Bullying Workshops, Box Tops, Coke Rewards, School supply donations from local business.

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
Bernal, Giselle	Administrative Support
Maldonado, Anabel	Assistant Principal
Gomez, Marisol	Principal

Duties

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

The Principal, Marisol Gomez, Assistant Principal, Anabel Verez Maldonado, and Lead Teacher, Giselle Bernal comprise the school based leadership team. They meet to make accommodations to the SIP. The team disaggregates the data in order to guide academic decisions and instructional delivery.

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 staff meets twice a year to review the SIP. In the beginning of the year we analyze data and discuss what strategies will be implemented to improve student achievement and reach our school goals. At the end of the year the staff creates a School Improvement Plan End-of-Year Review team that comes up with new strategies, evaluation tools, professional developments, and instructional materials and resources to improve instruction. We discuss assessments and monitoring techniques to be used in order to ensure the SIP strategies are working and that our student achievement goals are on target.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Anabel Maldonado	Teacher
Marisol Gomez	Principal
Jessica Torres	Teacher
Madeline Quintero	Teacher
Jenny Menendez	Teacher
Holly Shafer	Teacher
Kary Ann Camacho	Teacher
Ana Vigo	Education Support Employee
Arlene Amargos	Education Support Employee
Adriana Bruno	Parent
Rosaymee Herrera-Fabelo	Parent
Solange Saenz	Parent
Patricia Perez	Parent
Gloria Galvan	Parent
Tidra Staples	Parent
Monica Taquechel	Parent
Andrea Estrada	Parent
Gabriella Gomez	Student
Samantha Vigo	Student
Joaquin Alonso	Business/Community

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 EESAC was given a copy of the SIP during the first meeting which took place on 10/2/2013 and we discussed the strategies to achieve each of our goals during every meeting. We conducted an open forum of ideas from all members from the EESAC on different resources and strategies that we can implement at our school to improve on all of our goals and to make sure that the strategies that we do have in place were successful.

Development of this school improvement plan

SAC meets four times a year where we discuss and review the SIP, data, and school performance. Members discuss the best plan of action to improve student achievement and school performance.

Preparation of the school's annual budget and plan

The school's management company prepares our annual budget plan.

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

The SAC team uses funds (50.00) for professional development. We use funds to create information packets and flyers used to promote these professional developments.

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
Hutchison, Rachel	Other
Gomez, Marisol	Principal
Maldonado, Anabel	Assistant Principal
Quintero, Madeline	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative will be to increase reading scores, specifically in the area of informational texts/ research process. On-line newspapers will be utilized in order to provide students with experience on such text. A school newsletter will be created using research skills and manipulating informational text features.

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

Mater Beach tries to create grade level planning time for all grade levels so that teachers can collaborate with each other and work toward a grade level goal. We also do peer observations where teachers use

to tell what they like , ask questions, and give suggestions on each other's planning and instruction. We have veteran teachers who mentor inexperienced teachers to help them success during their first years of teaching. At Mater Beach 90% of our faculty is in a co-teaching model. This lends itself to teachers learning from each other and working collaborative towards their class' achievement.

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

Job fairs are coordinated and schools are represented in order to recruit new candidates. The Principal ensures that teachers complete district and school sponsored professional development in order to meet highly qualified standards.

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

Currently we have two teachers who are MINT certified and serve as mentors for all first year teachers. Furthermore, our school provides teachers the opportunity to observe their peers during instructional time in order to share best practices and improve teaching methods.

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

We use the District approved Reading and Math book series that are aligned to the Florida standards and ensure that all Dade County professional developments or resources can be implemented in each class. CPALMS is used for standards retrieval. We ensure the use of these resources by collecting weekly lesson plans and conducting weekly observations/walk-throughs. Mater Beach stays on top of any weekly briefing updates and makes sure that the information is disseminated throughout the school. District assessments as well as bi-weekly assessments are used to modify instruction and assist students that are having difficulty in attaining proficiency.

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

Mater Beach conducts quarterly data chats and instruction is modified according to what the students' need. In addition i-Ready already works on a individual modified format providing support where the students need it. Mathletics is assigned to all students to promote differentiated instruction. We also use CELLA and ELL data to facilitate differentiated instructional needs for all ELL students. Our program specialist works with the teachers to ensure that all all ESE and Rtl students are being serviced correctly.

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: 3,240

Level 3 Students are invited to attend tutoring two times a week for 60 minutes per day to help remediate and strengthen areas of weakness in Reading using Success Maker.

Strategy Rationale

We decided to target our bubble students for after school intervention because they are not receiving any in school interventions to help them and they are in danger of going down in levels.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Maldonado, Anabel, amaldonado@materbeach.com

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

Students are given a teacher-made pre and post test by the teacher to measure effectiveness of the tutoring program and to gauge benchmarks which need to be targeted. Teachers then do maintenance benchmark assessments to assure that each one is being mastered.

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 and their families, an orientation is held before the commencement of school in July of each year. Kindergarten teachers are present and provide valuable information to parents. A calendar of school events is provided and school wide policies are explained. Tours for parents and children are held on an as needed basis on Wednesdays. Once school begins, an Open House is held in their child's respective classroom in order to specifically communicate the policies of each Kindergarten teacher.

Mater Beach eight graders have the opportunity to enter school location 7025 which is housed at our site (Mater Brickell Prep High School).

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

Subject selection begins in the spring and information is provided on required courses, elective course offerings, and opportunities for advanced learning. Students have the opportunity to interact with professionals from areas of their own individual interests and also share discussions and ask questions that relate to the tasks and responsibilities within that career. By the end of Spring, students are guided to a future path that involves their academic needs as well as their personal community interest.

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

Students in the 7th grade enroll in a course requiring them to plan a course of action for their future academics as well as career goals. Furthermore, the guidance counselor provides students with resources and information on career choices, college readiness, and general future preparedness.

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

Due to the high level of English Language Learners (ELL), strategies to improve student readiness strive for parental involvement. Counseling is offered to parents and students and all measures are taken to provide translation if needed. Workshops are offered based on findings from needs assessments. Students participate in orientation consisting of activities focusing on achievement, career preparedness, and transition for the postsecondary level.

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.** Mater Beach Academy's Goal is to enhance student achievement in all core subjects through writing. The goal is for all students to engage in differentiated instruction through a variety of activities that focus on writing as a means of learning.
- G2.** Mater Beach Academy's Goal is to use the Early Warning System to identify at-risk students in order to provide them with support and intervention that they need to increase their academic achievement.
- G3.** Mater Beach Academy's Goal is to increase student achievement in the area of STEM by providing students with more hands on real world science and math activities.
- G4.** Mater Beach Academy's Goal is to build stronger family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement.

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. Mater Beach Academy's Goal is to enhance student achievement in all core subjects through writing. The goal is for all students to engage in differentiated instruction through a variety of activities that focus on writing as a means of learning. **1a**

G045971

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - ELL	62.0
AMO Reading - All Students	69.0
AMO Reading - SWD	55.0
AMO Math - SWD	70.0
FCAT 2.0 Science Proficiency	43.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	86.0
FSA - English Language Arts - Proficiency Rate	55.0
AMO Math - All Students	62.0
FSA - Mathematics - Proficiency Rate	57.0
Math Lowest 25% Gains	67.0
Math Gains	71.0
AMO Math - White	77.0

Resources Available to Support the Goal **2**

- Highly Qualified Personnel
- Web Based Reading Programs
- After School Tutoring
- I-Ready
- Reflex Math
- Mathletics
- Interim Assessment Data
- District Adopted Curricular Materials
- District Writing Pre & Post Tests
- CPALMS

Targeted Barriers to Achieving the Goal **3**

- Limited use of writing across the curriculum strategies and differentiated lessons in the ELA, Math, Science, and Social Studies subjects.
- Time constraints within the instructional block and achievement in writing throughout the curriculum within the time frame suggested by the MDCPS testing department

Plan to Monitor Progress Toward G1. 8

Informative and Formative Observation data provided by Assessa (A staff data observation tool, faculty tools)

Person Responsible

Marisol Gomez

Schedule

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

Evidence of Completion

Teacher Observations (informal and formal) and Lesson Plans

G2. Mater Beach Academy's Goal is to use the Early Warning System to identify at-risk students in order to provide them with support and intervention that they need to increase their academic achievement. 1a

G045979

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Student Counseling (with School Counselor)
- Quarterly Student Monitoring Plans
- Student Data-Chats

Targeted Barriers to Achieving the Goal 3

- Students have limited resources and information on not only the Student Code of Conduct and Attendance Policies which hold an important role in their academic achievement, but also on the standards required for them to succeed academically in each subject.
- Students are not familiarized with the middle school credit requirement in order for students to eventually graduate high school.
- The students and parents have limited understanding of the Student Code of Conduct and our school's attendance policies and procedures which are critical in academic achievement

Plan to Monitor Progress Toward G2. 8

Student Reports/Data/Records of Parent and Student Communication

Person Responsible

Marisol Gomez

Schedule

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

Evidence of Completion

Sign in record forms, communication chat logs, student data reports and Teacher Observations

G3. Mater Beach Academy's Goal is to increase student achievement in the area of STEM by providing students with more hands on real world science and math activities. 1a

G047427

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Math and Science Club
- STEM Club
- Chess Club
- Quaterly Science Experiments
- Technology Components in all Subjects

Targeted Barriers to Achieving the Goal 3

- Teachers are exposing students to very little STEM related digital media resources to help their students understand concepts, practice new skills and engage in exciting, authentic learning experiences, they are "sticking" to traditional teaching strategies in these areas.

Plan to Monitor Progress Toward G3. 8

Follow-Up Meetings with teachers, STEM Coach, and administrative team to discuss academic achievement for all students and any fidelity/implementation concerns

Person Responsible

Marisol Gomez

Schedule

On 6/5/2015

Evidence of Completion

Student Reports, Observation Records

G4. Mater Beach Academy's Goal is to build stronger family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement. 1a

G045980

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Parent Center located in school lobby
- Parent Association
- School Information provided on Webpage

Targeted Barriers to Achieving the Goal 3

- Limited knowledge on school-wide events and activities that promote student learning because of not understating English concluding in not having access to Parent Portal and child's academic resources.

Plan to Monitor Progress Toward G4. 8

Parent Attendance

Person Responsible

Marisol Gomez

Schedule

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

Evidence of Completion

Parent Sign-In

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. Mater Beach Academy's Goal is to enhance student achievement in all core subjects through writing. The goal is for all students to engage in differentiated instruction through a variety of activities that focus on writing as a means of learning. **1**

 G045971

G1.B1 Limited use of writing across the curriculum strategies and differentiated lessons in the ELA, Math, Science, and Social Studies subjects. **2**

 B113667

G1.B1.S1 Students will note observations, highlight main points, create graphic organizers and use extended responses as part of the instructional framework during differentiated groups in their response journals for all core subjects. **4**

 S125105

Strategy Rationale

Students need different types of strategies to target any and all deficiencies in which they are lacking writing skills in order to succeed in all core subjects. Analytical writing allows them to make the connections necessary. This will allow them to incorporate problem solving into writing across all subjects areas.

Action Step 1 **5**

ELA teachers will incorporate writing strategies in order for students to become effective writers in opinion and argumentative writing.

Person Responsible

Anabel Maldonado

Schedule

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

Evidence of Completion

Lesson Plans, Sample Student Work, Focus Walls, Walk Throughs

Action Step 2 5

Mathematics Teachers will use problems of the day and differentiated strategies with a written response. Students are to explain the process of their computational exercise and receive immediate feedback as they share their answers/responses.

Person Responsible

Michelle Comptis

Schedule

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

Evidence of Completion

Lesson Plans, Sample Student Work, Focus Walls, Walk Throughs

Action Step 3 5

Science Teachers will use problems of the day/bell ringers and differentiated strategies with written responses. Students are to explain the process of their lab, observation, research exercise and receive immediate feedback as they share their answers/responses. Teachers will provide students with a rubric on what is expected of their response.

Person Responsible

Madeline Quintero

Schedule

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

Evidence of Completion

Lesson Plans, Sample Student Work, Focus Walls, Walk Throughs

Action Step 4 5

Social Studies Teachers together with the Reading teachers will also use written response journals and differentiated strategies. Students will be required to show textual evidence and inference what text says.

Person Responsible

Anabel Maldonado

Schedule

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

Evidence of Completion

Lesson Plans, Sample Student Work, Focus Walls, Walk Throughs

Action Step 5 5

After School Title III Tutoring will be provided for ELL students

Person Responsible

Giselle Bernal

Schedule

On 4/10/2015

Evidence of Completion

ELL Tutoring Logs, Attendance, Pre and Post teacher made writing assessments.

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

Observations will be conducted weekly and recorded informally and formally in order to monitor the fidelity of the previous strategy.

Person Responsible

Marisol Gomez

Schedule

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

Evidence of Completion

Classroom Walkthroughs and Formal Observations will follow-up with suggested means of improvement

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

Student work will be collected for evaluations/observation with feedback

Person Responsible

Madeline Quintero

Schedule

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

Evidence of Completion

Response Journal, Weekly writing assignments, writing prompts, Content Area Journals

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

Teacher Observations of classroom delivery and implementation of strategies suggested

Person Responsible

Marisol Gomez

Schedule

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

Evidence of Completion

Observations and Interim Assessment Data

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

Interim Assessment results will indicate student growth through out the school year as it pertains to argumentative and opinion writing strategies used in differentiated instructional groups.

Person Responsible

Anabel Maldonado


Schedule

On 6/5/2015


Evidence of Completion

Interim Writing Reports from Thinkgate, Student and Teacher data chats.

G1.B2 Time constraints within the instructional block and achievement in writing throughout the curriculum within the time frame suggested by the MDCPS testing department **2**

 B118818

G1.B2.S1 Students will use the differentiated learning group time efficiently to incorporate all writing techniques, responses and strategies taught during whole group in all content areas as well as keep up with the pacing guide that the district provides. **4**

 S139481

Strategy Rationale

Students need a routine and schedule of when they will be completing different assignments within a time period so that the results are effective. A timeline also provides students with a yearly overview of what needs to be covered by what time and how they can achieve in each subject.

Action Step 1 **5**

Students will follow the whole group and differentiated group schedule incorporated by the classroom teacher for all core subjects in order to cover everything the FSA includes before the assessment window for the grade level begins.

Person Responsible

Giselle Bernal

Schedule

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

Evidence of Completion

Lesson Plans, Walk through observations, daily schedule, student assessments, Yearly Overview Planning Schedule

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

Student work and response journals will be reviewed and matched to pacing guide and timeline schedules.

Person Responsible

Madeline Quintero

Schedule

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

Evidence of Completion

Quarterly Pacing Guides and Timelines completed by teachers, Student work.

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

Grade level meetings minutes and Interim Assessments will indicate student needs

Person Responsible

Anabel Maldonado


Schedule

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

Evidence of Completion

Minutes, Interim Assessment Reports

G2. Mater Beach Academy's Goal is to use the Early Warning System to identify at-risk students in order to provide them with support and intervention that they need to increase their academic achievement. 1

 G045979

G2.B1 Students have limited resources and information on not only the Student Code of Conduct and Attendance Policies which hold an important role in their academic achievement, but also on the standards required for them to succeed academically in each subject. 2

 B113679

G2.B1.S1 Provide parents with explicit information and meetings during flexible hours and through a variety of sources (website, parent nights, etc.) to provide comprehensive understanding. 4

 S125118

Strategy Rationale

Once parents and students are aware and understand the strategies, rules, and regulations, implementation of policies and procedures will be successful.

Action Step 1 5

The school will hold informational and assistance meetings on attendance and behavior regulations to ensure that all parents and students understand the requirements in the attendance and conduct policy.

Person Responsible

Amanda Carpenter

Schedule

Semiannually, from 8/18/2014 to 1/12/2015

Evidence of Completion

Sign In Sheets, Agendas, Records

Action Step 2 5

The school will use technology to deliver all sorts of informational updates on requirements to parents via email, remind, and our webpage.

Person Responsible

Giselle Bernal

Schedule

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

Evidence of Completion

Staff meetings and Leadership Meetings will be held monthly to ensure that all updates are recorded minutes are appropriately broken down for all students and parents

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

Providing students with counseling as well as encourage parental involvement in this process.

Person Responsible

Amanda Carpenter

Schedule

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

Evidence of Completion

Sign In Sheets, Agendas, Student Reports (attendance, suspensions, etc.)

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

We will ensure that all district and state updates are delivered to students and information and guidance is quickly and effectively put to practice.

Person Responsible

Anabel Maldonado

Schedule

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

Evidence of Completion

All information sent to the school as per the district or state, will be explained to parents/ students and put to practice. Recorded minutes, agendas, and sign-ins will be kept for the use of academic planning.

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

Attendance in Meetings and Follow-Up Chats with Leadership Team will be held

Person Responsible

Amanda Carpenter


Schedule

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

Evidence of Completion

Student and Parent Sign-in records, Minutes, Data Chats, and follow-up minutes will all be recorded.

G2.B1.S2 Provide students with information on the district and state academic updates 4

 S130946

Strategy Rationale

Students will have a better understanding of why and how pacing guides are being used and what benchmarks are being taught. This will allow them to apply strategies learned in class to all assignments

Action Step 1 5

Teachers will educate students on how to use all and any district and state academic updates such as LAFS, MAFS, and any additional requirements that can affect their academic achievement

Person Responsible

Anabel Maldonado

Schedule

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

Evidence of Completion

Lesson plans will indicate changes, Grade Level Minutes and data chats

Action Step 2 5

All academic updates will be put into practice through differentiated learning groups and in all subject pertaining the change/update

Person Responsible

Giselle Bernal

Schedule

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

Evidence of Completion

Lesson Plans, Evidence of Group Work, Focus Walls

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Walk-Throughs and Formal Observations

Person Responsible

Anabel Maldonado

Schedule

On 6/5/2015

Evidence of Completion

Faculty Data Base which includes all walk-through and observation notes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Meetings with staff teachers will be held to follow-up with observations so that academic adjustments can be made to ensure achievements in targeted areas.

Person Responsible

Giselle Bernal


Schedule

On 6/5/2015


Evidence of Completion

Data Chats, Observation Follow-Ups, Student Reports

G2.B2 Students are not familiarized with the middle school credit requirement in order for students to eventually graduate high school. 2

 B117814

G2.B2.S1 Monthly meetings with parents and students who are in risk of failing two or more subjects. 4

 S139631

Strategy Rationale

This will help avoid the problem of having students fall behind and fail subjects.

Action Step 1 5

Monthly Intervention Chats with at risk students

Person Responsible

Amanda Carpenter

Schedule

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

Evidence of Completion

Sign in Log and a Mater Brickell Preparatory Academy High School form that documents the meeting minutes that took place and is signed by the parents, teachers, student, and administration.

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

Monthly Gradebook Check

Person Responsible

Giselle Bernal

Schedule

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

Evidence of Completion

Printed our individual gradebook report for at risk students and feedback

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

Monthly Administration Meetings to discuss At Risk students

Person Responsible

Marisol Gomez

Schedule

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

Evidence of Completion

Sign in record forms, communication chat logs, student data reports and Teacher Observations

G2.B3 The students and parents have limited understanding of the Student Code of Conduct and our school's attendance policies and procedures which are critical in academic achievement 2

 B119150

G2.B3.S1 Truancy check done Monthly 4

 S139643

Strategy Rationale

This will allow us to target who has excessive tardies and who we will need to have a meeting with

Action Step 1 5

Monthly Parent meeting with Parents with Truancy issues

Person Responsible

Schedule

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

Evidence of Completion

Anecdotal of parent contact as well as an-house form that is signed by parents, student, and administration notifying the parents of truancy issues

Action Step 2 5

Monthly Parent meeting with Parents with Truancy issues

Person Responsible

Amanda Carpenter

Schedule

On 6/5/2015

Evidence of Completion

Anecdotal of parent contact as well as an in-house form that is signed by parents, student, and administration notifying the parents of truancy issues

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

The Principal will go over truancy reports and meet with our Counselor to make sure that all students with Truancy issues are being met with

Person Responsible

Schedule

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

Evidence of Completion

Monthly Truancy reports and collected Mater Brickell Preparatory Academy High School forms signed by the parents, student, and administration

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

The Principal will go over truancy reports and meet with our Counselor to make sure that all students with Truancy issues are being met with

Person Responsible

Schedule

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

Evidence of Completion

Monthly Truancy reports and collected in-house forms signed by the parents, student, and administration

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

Check Grades of students with truancy issue and have a meeting to discuss how truancy is affected student grades

Person Responsible

Marisol Gomez


Schedule

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


Evidence of Completion

Individual grade report and data chat form signed by parents, students, and administration


G3. Mater Beach Academy's Goal is to increase student achievement in the area of STEM by providing students with more hands on real world science and math activities. 1

 G047427

G3.B1 Teachers are exposing students to very little STEM related digital media resources to help their students understand concepts, practice new skills and engage in exciting, authentic learning experiences, they are "sticking" to traditional teaching strategies in these areas. 2

 B119231

G3.B1.S1 Teachers will be exposed to different STEM resources that can be used in the classrooms in order to expose students to digital media resources and allow the practice of new skills during differentiated instructional groups. 4

 S131040

Strategy Rationale

Students need to "think outside the box" and be exposed to different strategies that will enable them to fully understand concepts.

Action Step 1 5

STEM Resources will be distributed to all teachers and any updates on STEM activities/strategies that can impact student achievement.

Person Responsible

Madeline Quintero

Schedule

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

Evidence of Completion

Follow up chat session will be held with the STEM Coach and Leadership team

Action Step 2 5

Our STEM Coach will model teaching lessons that all teachers can deliver in their own classrooms in order to meet with all sections of STEM

Person Responsible

Giselle Bernal

Schedule

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

Evidence of Completion

Peer Observation Documentation Form will be completed by the observer and turned in to the administrative team

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

Classroom Observations and Follow-Up Minutes

Person Responsible

Giselle Bernal

Schedule

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

Evidence of Completion

Recorded Minutes, Observations and Peer Observation Forms

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

Administrative team meetings/chat to discuss academic achievement and growth for all students

Person Responsible

Anabel Maldonado

Schedule

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

Evidence of Completion

Classroom Observations Documentation

G4. Mater Beach Academy's Goal is to build stronger family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement. 1

G045980

G4.B1 Limited knowledge on school-wide events and activities that promote student learning because of not understating English concluding in not having access to Parent Portal and child's academic resources.

2

B113680

G4.B1.S1 Providing all communication in English and Spanish so that parents support and understand academic achievement 4

S125119

Strategy Rationale

Parents need to understand concepts and regulations in order to be more supportive, active and comprehensible to school-wide activities and events.

Action Step 1 5

Communication in English and Spanish

Person Responsible

Anabel Maldonado

Schedule

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

Evidence of Completion

Letters, flyers, etc.

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

Copies of communication with parents

Person Responsible

Anabel Maldonado

Schedule

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

Evidence of Completion

Letters, flyers, website, etc.

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

Parental Involvement

Person Responsible

Marisol Gomez

Schedule

On 6/5/2015

Evidence of Completion

Sign- In Rosters/Attendance. Copies of all documentation provided to parents are kept on file.

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
G2.B1.S1.A1	The school will hold informational and assistance meetings on attendance and behavior regulations to ensure that all parents and students understand the requirements in the attendance and conduct policy.	Carpenter, Amanda	8/18/2014	Sign In Sheets, Agendas, Records	1/12/2015 semiannually
G4.B1.S1.A1	Communication in English and Spanish	Maldonado, Anabel	8/18/2014	Letters, flyers, etc.	6/5/2015 weekly
G2.B1.S2.A1	Teachers will educate students on how to use all and any district and state academic updates such as LAFS, MAFS, and any additional requirements that can affect their academic achievement	Maldonado, Anabel	8/18/2014	Lesson plans will indicate changes, Grade Level Minutes and data chats	6/5/2015 annually
G3.B1.S1.A1	STEM Resources will be distributed to all teachers and any updates on STEM activities/strategies that can impact student achievement.	Quintero, Madeline	8/18/2014	Follow up chat session will be held with the STEM Coach and Leadership team	6/5/2015 monthly
G1.B1.S1.A1	ELA teachers will incorporate writing strategies in order for students to become effective writers in opinion and argumentative writing.	Maldonado, Anabel	8/18/2014	Lesson Plans, Sample Student Work, Focus Walls, Walk Throughs	6/5/2015 daily
G1.B2.S1.A1	Students will follow the whole group and differentiated group schedule incorporated by the classroom teacher for all core subjects in order to cover everything the FSA includes before the assessment window for the grade level begins.	Bernal, Giselle	8/18/2014	Lesson Plans, Walk through observations, daily schedule, student assessments, Yearly Overview Planning Schedule	6/5/2015 weekly
G2.B2.S1.A1	Monthly Intervention Chats with at risk students	Carpenter, Amanda	8/18/2014	Sign in Log and a Mater Brickell Preparatory Academy High School form that documents the meeting minutes that took place and is signed by the parents, teachers, student, and administration.	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Monthly Parent meeting with Parents with Truancy issues		8/18/2014	Anecdotal of parent contact as well as an-house form that is signed by parents, student, and administration notifying the parents of truancy issues	6/5/2015 monthly
G2.B1.S1.A2	The school will use technology to deliver all sorts of informational updates on requirements to parents via email, remind, and our webpage.	Bernal, Giselle	8/18/2014	Staff meetings and Leadership Meetings will be held monthly to ensure that all updates are recorded minutes are appropriately broken down for all students and parents	6/5/2015 weekly
G2.B1.S2.A2	All academic updates will be put into practice through differentiated learning groups and in all subject pertaining the change/update	Bernal, Giselle	8/18/2014	Lesson Plans, Evidence of Group Work, Focus Walls	6/5/2015 weekly
G3.B1.S1.A2	Our STEM Coach will model teaching lessons that all teachers can deliver in their own classrooms in order to meet with all sections of STEM	Bernal, Giselle	8/18/2014	Peer Observation Documentation Form will be completed by the observer and turned in to the administrative team	6/5/2015 monthly
G1.B1.S1.A2	Mathematics Teachers will use problems of the day and differentiated strategies with a written response. Students are to explain the process of their computational exercise and receive immediate feedback as they share their answers/responses.	Comptis, Michelle	8/18/2014	Lesson Plans, Sample Student Work, Focus Walls, Walk Throughs	6/5/2015 daily
G2.B3.S1.A2	Monthly Parent meeting with Parents with Truancy issues	Carpenter, Amanda	8/18/2014	Anecdotal of parent contact as well as an in-house form that is signed by parents, student, and administration notifying the parents of truancy issues	6/5/2015 one-time
G1.B1.S1.A3	Science Teachers will use problems of the day/bell ringers and differentiated strategies with written responses. Students are to explain the process of their lab, observation, research exercise and receive immediate feedback as they share their answers/responses. Teachers will provide students with a rubric on what is expected of their response.	Quintero, Madeline	8/18/2014	Lesson Plans, Sample Student Work, Focus Walls, Walk Throughs	6/5/2015 daily
G1.B1.S1.A4	Social Studies Teachers together with the Reading teachers will also use written response journals and differentiated strategies. Students will be required to show textual evidence and inference what text says.	Maldonado, Anabel	8/18/2014	Lesson Plans, Sample Student Work, Focus Walls, Walk Throughs	6/5/2015 daily
G1.B1.S1.A5	After School Title III Tutoring will be provided for ELL students	Bernal, Giselle	10/20/2014	ELL Tutoring Logs, Attendance, Pre and Post teacher made writing assessments.	4/10/2015 one-time
G1.MA1	Informative and Formative Observation data provided by Assessa (A staff data observation tool, faculty tools)	Gomez, Marisol	8/18/2014	Teacher Observations (informal and formal) and Lesson Plans	6/5/2015 weekly
G1.B1.S1.MA1	Teacher Observations of classroom delivery and implementation of strategies suggested	Gomez, Marisol	8/18/2014	Observations and Interim Assessment Data	6/5/2015 weekly
G1.B1.S1.MA2	Interim Assessment results will indicate student growth through out the school year as it pertains to argumentative and opinion writing strategies used in differentiated instructional groups.	Maldonado, Anabel	10/27/2014	Interim Writing Reports from Thinkgate, Student and Teacher data chats.	6/5/2015 one-time
G1.B1.S1.MA1	Observations will be conducted weekly and recorded informally and formally in order to monitor the fidelity of the previous strategy.	Gomez, Marisol	8/18/2014	Classroom Walkthroughs and Formal Observations will follow-up with suggested means of improvement	6/5/2015 weekly

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Mater Academy Miami Beach

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA6	Student work will be collected for evaluations/observation with feedback	Quintero, Madeline	8/18/2014	Response Journal, Weekly writing assignments, writing prompts, Content Area Journals	6/5/2015 weekly
G1.B2.S1.MA1	Grade level meetings minutes and Interim Assessments will indicate student needs	Maldonado, Anabel	8/18/2014	Minutes, Interim Assessment Reports	6/5/2015 monthly
G1.B2.S1.MA1	Student work and response journals will be reviewed and matched to pacing guide and timeline schedules.	Quintero, Madeline	8/18/2014	Quarterly Pacing Guides and Timelines completed by teachers, Student work.	6/5/2015 biweekly
G2.MA1	Student Reports/Data/Records of Parent and Student Communication	Gomez, Marisol	8/18/2014	Sign in record forms, communication chat logs, student data reports and Teacher Observations	6/5/2015 quarterly
G2.B1.S1.MA1	Attendance in Meetings and Follow-Up Chats with Leadership Team will be held	Carpenter, Amanda	8/18/2014	Student and Parent Sign-in records, Minutes, Data Chats, and follow-up minutes will all be recorded.	6/5/2015 quarterly
G2.B1.S1.MA1	Providing students with counseling as well as encourage parental involvement in this process.	Carpenter, Amanda	8/18/2014	Sign In Sheets, Agendas, Student Reports (attendance, suspensions, etc.)	6/5/2015 quarterly
G2.B1.S1.MA3	We will ensure that all district and state updates are delivered to students and information and guidance is quickly and effectively put to practice.	Maldonado, Anabel	8/18/2014	All information sent to the school as per the district or state, will be explained to parents/students and put to practice. Recorded minutes, agendas, and sign-ins will be kept for the use of academic planning.	6/5/2015 annually
G2.B2.S1.MA1	Monthly Administration Meetings to discuss At Risk students	Gomez, Marisol	8/18/2014	Sign in record forms, communication chat logs, student data reports and Teacher Observations	6/5/2015 quarterly
G2.B2.S1.MA1	Monthly Gradebook Check	Bernal, Giselle	8/18/2014	Printed our individual gradebook report for at risk students and feedback	6/5/2015 monthly
G2.B3.S1.MA1	Check Grades of students with truancy issue and have a meeting to discuss how truancy is affected student grades	Gomez, Marisol	8/18/2014	Individual grade report and data chat form signed by parents, students, and administration	6/5/2015 quarterly
G2.B3.S1.MA1	The Principal will go over truancy reports and meet with our Counselor to make sure that all students with Truancy issues are being met with		8/18/2014	Monthly Truancy reports and collected Mater Brickell Preparatory Academy High School forms signed by the parents, student, and administration	6/5/2015 monthly
G2.B3.S1.MA2	The Principal will go over truancy reports and meet with our Counselor to make sure that all students with Truancy issues are being met with		8/18/2014	Monthly Truancy reports and collected in-house forms signed by the parents, student, and administration	6/5/2015 monthly
G2.B1.S2.MA1	Meetings with staff teachers will be held to follow-up with observations so that academic adjustments can be made to ensure achievements in targeted areas.	Bernal, Giselle	8/18/2014	Data Chats, Observation Follow-Ups, Student Reports	6/5/2015 one-time
G2.B1.S2.MA1	Walk-Throughs and Formal Observations	Maldonado, Anabel	8/18/2014	Faculty Data Base which includes all walk-through and observation notes.	6/5/2015 one-time
G3.MA1	Follow-Up Meetings with teachers, STEM Coach, and administrative team to discuss academic achievement for all students and any fidelity/implementation concerns	Gomez, Marisol	8/18/2014	Student Reports, Observation Records	6/5/2015 one-time
G3.B1.S1.MA1	Administrative team meetings/chat to discuss academic achievement and growth for all students	Maldonado, Anabel	8/18/2014	Classroom Observations Documentation	6/5/2015 monthly
G3.B1.S1.MA1	Classroom Observations and Follow-Up Minutes	Bernal, Giselle	8/18/2014	Recorded Minutes, Observations and Peer Observation Forms	6/5/2015 monthly
G4.MA1	Parent Attendance	Gomez, Marisol	8/18/2014	Parent Sign-In	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Parental Involvement	Gomez, Marisol	8/18/2014	Sign- In Rosters/Attendance. Copies of all documentation provided to parents are kept on file.	6/5/2015 one-time
G4.B1.S1.MA1	Copies of communication with parents	Maldonado, Anabel	8/18/2014	Letters, flyers, website, etc.	6/5/2015 monthly

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. Mater Beach Academy's Goal is to enhance student achievement in all core subjects through writing. The goal is for all students to engage in differentiated instruction through a variety of activities that focus on writing as a means of learning.

G1.B1 Limited use of writing across the curriculum strategies and differentiated lessons in the ELA, Math, Science, and Social Studies subjects.

G1.B1.S1 Students will note observations, highlight main points, create graphic organizers and use extended responses as part of the instructional framework during differentiated groups in their response journals for all core subjects.

PD Opportunity 1

ELA teachers will incorporate writing strategies in order for students to become effective writers in opinion and argumentative writing.

Facilitator

Jessica Torres

Participants

All K-8 Reading Teachers

Schedule

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

PD Opportunity 2

After School Title III Tutoring will be provided for ELL students

Facilitator

Giselle Bernal

Participants

ELL Title III After School- Tutors

Schedule

On 4/10/2015

G1.B2 Time constraints within the instructional block and achievement in writing throughout the curriculum within the time frame suggested by the MDCPS testing department

G1.B2.S1 Students will use the differentiated learning group time efficiently to incorporate all writing techniques, responses and strategies taught during whole group in all content areas as well as keep up with the pacing guide that the district provides.

PD Opportunity 1

Students will follow the whole group and differentiated group schedule incorporated by the classroom teacher for all core subjects in order to cover everything the FSA includes before the assessment window for the grade level begins.

Facilitator

Jeanette Melian

Participants

K-8 Teachers

Schedule

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

Technical Assistance Items

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

G2. Mater Beach Academy's Goal is to use the Early Warning System to identify at-risk students in order to provide them with support and intervention that they need to increase their academic achievement.

G2.B1 Students have limited resources and information on not only the Student Code of Conduct and Attendance Policies which hold an important role in their academic achievement, but also on the standards required for them to succeed academically in each subject.

G2.B1.S1 Provide parents with explicit information and meetings during flexible hours and through a variety of sources (website, parent nights, etc.) to provide comprehensive understanding.

PD Opportunity 1

The school will hold informational and assistance meetings on attendance and behavior regulations to ensure that all parents and students understand the requirements in the attendance and conduct policy.

Facilitator

Amanda Carpenter

Participants

Parents and Students

Schedule

Semiannually, from 8/18/2014 to 1/12/2015

Budget Rollup

Summary

Description	Total
Goal 1: Mater Beach Academy's Goal is to enhance student achievement in all core subjects through writing. The goal is for all students to engage in differentiated instruction through a variety of activities that focus on writing as a means of learning.	7,100
Grand Total	7,100

Goal 1: Mater Beach Academy's Goal is to enhance student achievement in all core subjects through writing. The goal is for all students to engage in differentiated instruction through a variety of activities that focus on writing as a means of learning.

Description	Source	Total
B1.S1.A5 - Title III Funds will be provided in order to facilitate after school tutoring for all ELL students from October 2014- April 2015	Title III	6,500
B2.S1.A1 - Copy Paper for Guides and Facilitator Fees	School Improvement Funds	600
Total Goal 1		7,100