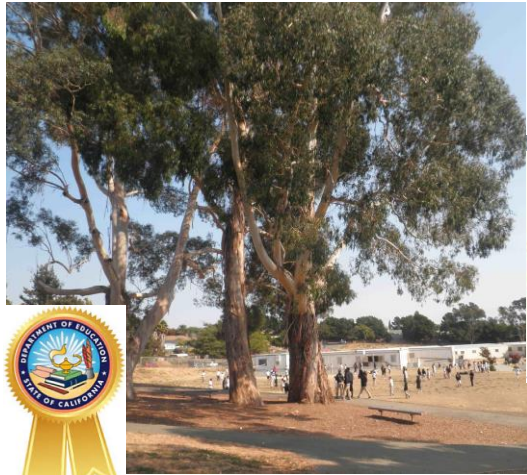




CALIFORNIA SCHOOL TO WATCH VISITOR'S GUIDE



Mare Island Technology Academy



Designated in 2017

Mare Island Technology Academy

- MIT Academy
- Solano County
- Alex Insaurralde, Principal
- 2 Positive Place, Vallejo 94589

2016 School Statistics

(Sources: 2014 API Growth Report; 2015 AYP Report)

Community: Size/characteristics
 Enrollment:
 Grade Levels:
 School Schedule:

Student Demographics

- 43.8% Hispanic
- 11.2% White
- 19.2% African American
- 19.4% Filipino
- 3.3% Asian
- 0.7% Pacific Islander

- 60% Free/Reduced Lunch
- 10% English Learners

2013 Base: 765

2014 Growth: 780 (up 65 points since 2009)

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- PLC structure focusing on the use of common formative assessments, data analysis, and assignment of students to academic tutoring
- Focus on college and career readiness using AVID instructional strategies and AVID school-wide principles.
- Strong technology sequence leading to certification in Microsoft Word, PowerPoint, and Excel
- Students learn to program in a minimum of three computer languages (Python, Scratch, RPG Maker)
- Students learn to type at a minimum of 65 wpm;
- Students are immersed in a college-going atmosphere in which all students are expected to be college-ready by high school graduation.

(Continued)

Developmental Responsiveness

- Personalized environment supporting student intellectual, ethical, social, & physical development
- Weekly advisory period that emphasizes socially significant and relevant curriculum
- Interdisciplinary approaches to reinforce important concepts/skills and address real-world problems
- Students explore their identity, strengths, and competencies and plan for their future
- Many and varied approaches to achieve and demonstrate standards mastery

Social Equity

- Staff develop alliances with families to enhance and support child well-being
- Developing citizenship skills, using the community as a classroom, and engaging community support
- Cultural celebrations, such as Cesar Chavez Day and Multicultural Day, are enacted yearly.
- Students participate in heterogeneous classes with high academic and behavioral expectations.
- Adaptation of curriculum, instruction, assessment, & scheduling to meet diverse, changing student needs
- All students have equal access to valued knowledge in all school classes and activities
- Students have ongoing opportunities to learn about and appreciate their own and others' cultures
- The school community knows every student well

Organizational Support

- Multiple tiers of support are provided to students on a daily and weekly level.
- Professional development provided to all teachers on AVID instructional strategies and PLC structure.
- Late-start Fridays provide time on a monthly basis for teachers to collaborate as departments
- Bi-weekly PLC planning time is provided
- Staff Professional Development days are provided for five days before the start of the school year
- New Teacher Induction training provided for five days
- Families/community members help set/support the school's trajectory toward high performance