Mater Academy

2015-16 School Improvement Plan

Mater Academy

7700 NW 98TH ST, Hialeah Gardens, FL 33016

http://materacademy.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	91%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	99%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

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

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

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 that furthers a philosophy of respect and high expect for all students, parents, faculty, and staff.

Provide the school's vision statement

The vision of Mater Academy is to create a safe, nurturing and stimulating environment.

School Environment

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

Mater Academy believes in the importance of learning about students' cultures and building relationships between teachers and students. During our annual "Multicultural" Fair students and teachers are exposed to a variety of cultures other than their own. Meaningful learning occurs as students and teachers experience different, foods, music, custom and traditions. Relationships between teachers and students are cultivated due to the interaction of learning together. Teachers facilitate learning of common belief and traditions, while celebrating the differences. A sense of appreciation and acceptance for others is enforced through the integrated curriculum.

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

Mater Academy reinforces rules and regulations that can be found in the Parent and Student Handbook. The community members are informed of these rules and regulations in order to provide a safe, risk-taking learning environment. Our students are consistently under the supervision of staff members made up of school teachers, teacher assistants, school security. We also have video surveillance which helps monitor the safety of all students and personnel. All school visitors are directed to the main office to be screened with the use of Raptor technology. The Raptor systems instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers.
All volunteers at the school must be cleared through Miami-Dade County Public School. Volunteers must be screened and cleared before granted permission to volunteer and/or participate in any school events.
Any individual interested in volunteering at Mater Academy Charter School must:
• Show a current valid government-issued identification with picture.
• Show a social security card (check name and number).
• Complete a background check.
• Upon clearance, attend school functions and field trips
Our school also works closely with Centro Mater which is a before and after school program that is housed at our PLC building for Kindergarten-2nd grade students. In addition, Mater Academy provides a before/afterschool program for 3rd-5th grade students. All students are under the care of a teacher and supervised at all times.
Mater Academy has also established a Character Education Program based on the six pillars of good character. The six pillars include respect, trustworthiness, caring, responsibility, fairness, citizenship. The program creates a culture of kindness. Teachers incorporate these pillars in their lessons in order to review the important of each one. Every month a pillar is assigned to the teachers for the topic of

discussion. At the end of the month, each teacher will choose a student that represented respect, trustworthiness, caring, responsibility, fairness, or citizenship and provide other students with a positive role model. The students also recite our "Character Pledge" every morning where they agree to always be honest, kind and fair individuals.

Staff members recognize students who demonstrate the pillars through acts of kindness are recognized with the "Be a Better Bulldog" award over the loud speaker during the morning announcements. Through our character education program, tolerance and acceptance of differences supports students in becoming a model citizen in society. Developing the character and integrity of students avoids problems that may arise at a school such as bullying.

Along with the Character Education Program and the "Be a Better Bulldog" initiative, our school counselor coordinates "The Bulldog Bucks" school management behavior plan. This behavior management plan reinforces positive behaviors as students earn "bulldog bucks" for displaying character education traits. Students work towards earning individualized and group rewards on a monthly, quarterly and semester basis.

In addition, Mater Academy teachers and students participate in making pledges of "Anti-Bullying" during the the month of October. Teachers also host an Anti-Bully assembly where different scenarios of bullying are reacted. The assembly is set up as a Q& A session. Students have the opportunity to voice their thoughts and identify the problem occurring in the bullying scenarios.

Mater Academy also participates in Do The Right Thing of Miami, Inc. (DTRT). DTRT awards Program distinguishes exceptional school-age children who choose to be drug and crime free, exhibit non-violent behavior, do well in school, make a difference in their communities and demonstrate turnaround behavior.

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 Academy believes in maximizing student learning and impacting effective interventions by preventing the development and lessening the intensity of problem behaviors. Our school along with Miami-Dade County Scs committed to providing a safe teaching and learning environment for students, staff, and members of the community through the Code of Student Conduct (COSC). The COSC advocates a holistic approach to promoting and maintaining a safe learning environment and requires active participation from students, parents/guardians, and school staff. Students and parents/ guardians can access the English, Haitian/Creole and Spanish versions of the document on the M-DCPS Website located at: http://ehandbooks.dadeschools.net/policies/90/index.htm or you may request a copy from your child's school. The

The rights and responsibilities presented in the Code of Student Conduct reflect the need for providing students with greater opportunities to serve themselves and society, and allow students maximum freedom under law, commensurate with the schools' responsibility for student health, safety, and welfare. A referral may be given to students who have violated the code of conduct and/or severe disruptive behavior. Referrals remain in a student's permanent record. Under no circumstances is corporal punishment to be administered at Mater Academy Charter School. Teachers and students must foster a mutual respect for one another and never use physical punishment or harsh verbal language toward a student. We encourage methods of positive reinforcement/rewards and/or loss of privileges.

Classroom Management Procedures

At Mater Academy, teachers are provided are provided with a Staff handbook which explains school wide classroom management procedures. Under no circumstances should the classroom teacher leave his/her class unattended. The teacher is responsible for those enrolled in his/her class. A hall pass must be used whenever a student leaves the classroom without a teacher. The teacher must escort his/her students to special area classes. Special area teachers must remain with the students until the classroom teacher returns. Teachers must walk the class to any special area class-taking

place outside the classroom. All information regarding teachers, teacher assistants, school administration and staff members, students and families must be kept confidential.

All teachers are required to arrive at their scheduled classes on time in order to promote effective classroom management. Additionally, teachers must pick up students on time from all special area classes and follow appropriate time schedules throughout the day. Each teacher should also submit a list of supplies for students to obtain within the first week of school. Lunch is thirty minutes. Students must be escorted directly to the cafeteria to pick up their lunch as well as escorted back to the cafeteria to throw away their lunch trays.

It is necessary that each teacher set up routines and procedures early on in the school year to establish an atmosphere that elicits expected behaviors. Good management is required for effective teaching. Each teacher is expected to model, teach, and reinforce routines and procedure expected to occur within the classroom and school. Classroom rewards and consequences are an essential component of an effective classroom management plan. Students may not be given the consequence of being prevented from attending special area classes or provided lunch.

To detain students after school as a consequence for inappropriate behavior, parents must be notified by telephone or in writing at least the day before the child is to be kept after school. Documentation of the notification should be kept in the teacher's parent contact log. Students are not permitted to stay without verbal or written confirmation by a parent.

To ensure the school wide behavioral management system is fairly and consistently enforced, professional development is provided for all staff memebers. In addition, teachers are encouraged to participate in trainings provided by the County. New Teachers also participate in Mater Academy's mentoring program. The program provides support by pairing up new teachers with veteran teachers.

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

A counselor is available on school-site for students. In order for a student to meet with the counselor the student's teacher must fill out a Counselor Request Form with student information and place in the counselor's mailbox. The counselor will schedule a time to pull out the student from class to meet with the student.

In certain occasions a student may request to meet with the counselor. In order for the student to meet with the counselor, the student must advise his/her teacher of this request. The teacher will then contact the counselor and the counselor will schedule a time to pull out the student from class to meet with him/her.

If a parent wishes to speak/meet with the counselor, they may call the office and request to schedule a meeting.

At Mater Academy our school counselor is responsible for:

Providing activities that support a comprehensive program based on standards and benchmarks for student skill development in the areas of academic achievement, personal/social growth, career/ community awareness, and health and wellness.

Providing individual and small group counseling for students with special needs. Special needs include, but are not limited to, students: with counseling on their Individual Educational Plan, who have been retained, with poor attendance, dealing with a crisis, with discipline referrals or difficulty with peer relationships.

Conducting guidance sessions in the classroom to assist students at various developmental stages in developing life long skills, e.g., problem solving, decision making, goal setting.

Providing individual counseling sessions to help students deal with crisis intervention, transitional issues, and personal/ and family concerns.

Supporting and implementing required retention procedures stipulated in the Student Progression Plan. Counselors provide individual and small group counseling activities designed to address the needs of students who have been retained or are in danger of being retained, e.g. study skills, decision-making skills, and/or self-concept.

Consulting with parents/guardians and teachers, to assist in developing appropriate strategies for

improved student behavior and to promote academic achievement.
Consulting with students and parents/guardians to help them understand test information and options. Parent conferences are held to provide test interpretation.
Providing students with career awareness information as it relates to decisions in preparing for middle school.
Planning, coordinating and/or conducting school-wide student services activities, e.g. parent education groups, career awareness, and orientation and articulation activities.
Providing academic support to classroom teachers by being available to address student's skills at various developmental stage

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

The school's early warning system is monitored by a designated school personnel to target any specific area of need. The school's attendance clerk monitors student attendance on a quarterly basis. Any student who exhibits repetitive problems with attendance is brought to the attention of the leadership team. The leadership team then makes a decision based on the individual child. The Community Involvement Specialist also provides assistance to the child and/or parents by visiting the home and providing additional assistance.
The school counselor along with the SPED Specialist focus on students who are experiencing extreme behavior problems at school. The student is closely monitored and counseled by the school counselor in order to determine specific need. Counseling sessions provide an opportunity for students to reflect on a targeted behavior. Parents/guardians, classroom teacher(s), and the SPED Specialist collaborate on an individualized behavior plan to improve student's behavior and academic progress.
Students who are continuously struggling in academics are placed on a Progress Monitoring Plan (PMP). All classroom teachers closely monitor student's academic progress. Academic interventions and remediation are provided through differentiated instruction. In addition, struggling students are required to attend remediation tutoring sessions before and/or afterschool. The Reading Coach provides support to teachers and interventionists periodically throughout academic interventions implementation.

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	
Attendance below 90 percent	12	12	7	3	4	4	42
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	8	11	12	11	13	57
Level 1 on statewide assessment	0	0	0	22	13	11	46

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	14	21	12	13	49	111

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

Mater Academy Elementary utilizes Connect Ed. messages to parents/guardians when students are absent or tardy. Thus, allowing the school to communicate to parents the importance of school attendance and how it is related to academics. Parents and guardians meed with administration in order to develop a plan of action towards improving student attendance. In addition, students who have perfect attendance are recognized quarterly and at the end of the school year.
In order to prevent behavior problems that affect academic progress, Mater Academy Elementary puts into place a cohesive behavior management plan. Classroom teachers are encouraged to implement an effective classroom management plan that focuses on positive reinforcement. In addition, individual students who repeatedly demonstrate inappropriate behavior are refer to a school counselor. The school counselor along with the SPED Specialist develop an individualized plan to meet the needs of the student. Students who experience extreme behaviors are refer to the RTI Behavior process.
Students who scored within the lowest 25%ile on state assessments and who have an average of D (69%) or below on core subject areas are identified as struggling students. Teachers along with the grade book manager closely monitor student grades in order to determine academic interventions. Once struggling students are identified the Reading Coach and interventionists implement and provide RTI academic interventions.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/195821.

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

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

The school utilizes a variety of partnerships with local and community programs, such as: Amigos for Kids and Miami Dade County Parent Academy to support the school and student achievement. The Parent Academy provides many professional developments for parents to support student achievement. Professional developments such "The New FSA Standards" and "Nurturing Care Program" are provided in order for parents to become aware of the resources that are available. In addition, parents are welcome to participate in the Mater Academy Parent Association (MAPA). MAPA allows parents and community to volunteer in school events.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (K-12)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)

• cultural supplementary instructional materials (K-12)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida

Education Finance Program (FEFP) allocation.

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Other

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford

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:

Name	Title
Telleria, Cecilia	Principal
Diaz, Adriana	Instructional Coach
Velazquez, Chantel	Instructional Coach
Chalas, Helga	Assistant Principal
Martinez, Janette	Other
Armengol, Monica	Guidance Counselor
Ramos, Milagros	Assistant Principal
Alonzo, Ana	Other

Duties

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

The following indicates the members of the RtI/MTSS team, their positions and rationale for membership on team:

Cecilia Telleria, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of schools staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Helga Chalas, Assistant Principal: Provides guidance on 3rd - 5th grade reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Milagros Ramos, Assistant Principal: Provides guidance on K - 2nd grade reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Adriana Diaz and Chantel Velazquez, Reading Coaches: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidenced-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Monica Armengol, School Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

Janette Martinez, ESOL Program Coordinator. Coordinates the school's program for ESL students. Collaborate with district staff and outside personnel to provide educational opportunities for ESL and Migrant students. Implements procedures and coordinates the process to identify ELL students at all grade levels school-wide, including review of student data and testing of students. Consults with parents, administrators, counselors, teachers, and other relevant individuals regarding ESL students. In addition, the ESOL Program Coordinator plans and conducts parent meetings, including parent advisory committee meetings.

Ana Alonzo, SPED Program Coordinator. Provides on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities. Ensures that school staffings, re-evaluations and parent conferences for students with disabilities are scheduled and completed. Supervises and follows up intervention programs, achievement evaluations and observations of students with disabilities. Ensures that appropriate Individual Education Plans (IEP), Educational Plans (EP) and 504 Accommodation Plans are developed and implemented.

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

Leadership Team disseminate state and district assessment data in order to make decisions on curriculum resources based on student's needs in order to maximize student achievement. The school's areas of needs are identified and targeted by subject area and grade level. District provided resources and programs are researched and reviewed. After a decision is made by the leadership team, program and product representatives are contacted to present provide information on how the selected resource(s) will make an impact for our targeted population. Once a resource has been

selected, a budget is determined based on federal, state, and local funds available. Resources are purchased and inventoried by the assistant principal, who is responsible for ensuring resources are delivered to the correct personnel and maintained in good condition throughout the school year. The effectiveness of resource(s) purchased is evaluated mid-year and at the end of the year to ensure student academic performance is satisfactory.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cecilia Telleria	Principal
Helga Chalas	Education Support Employee
Cristina Moreno	Teacher
Chantel Velasquez	Education Support Employee
Ledys Betancourt	Parent
Cynthia Benavides	Parent
Ray Sanchez	Parent
Lemi Santana	Parent
Bori Alonso-Sanchez	Parent
Cecila Perez	Business/Community
Antonio Roca	Education Support Employee
Janette Martinez	Teacher
Matthew Ramos	Student
Samantha Perez	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 EESAC committee will convene on September 30, 2015 to discuss previous year's state assessment data trends. Action plan for improving and integrating writing accross curriculum will be developed. New strategies, resources, and supplemental instructional materials will be monitored and reviewed in order to decide future instructional goals.

Development of this school improvement plan

The EESAC will communicate the final approval of the School Improvement Plan, the Mid-Year Review and the End-of-the-Year Review. In addition, the EESAC will receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments. EESACs will form subcommittees to monitor each of the objectives in the School Improvement Plan. The subcommittees will include members of the EESAC as well as other non-members who are familiar with the various aspects of the school's programs

Preparation of the school's annual budget and plan

The projected use of school improvement funds will be disbursed toward the implementation of FSA Tutoring Program and the Enrichment Instruction Program in which $5.00 will be allocated for each student.

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

The EESAC committee decided to used school improvement funds for FSA Tutoring programs.

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:

Name	Title
Telleria, Cecilia	Principal
Ramos, Milagros	Assistant Principal
Chalas, Helga	Assistant Principal
Diaz, Adriana	Administrative Support
Velazquez, Chantel	Administrative Support
Martinez, Janette	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT responsibilities at the school level is to research, study, demonstrate, and implement effective instructional practices that support students' literacy development. The following actions will be applied by the LLT to address the implementation of the literacy action plan as it correlates with the CRRP.
Mater Academy's Literacy Leadership Team will strive to:
• Demonstrate a superior ability to foster excellence in education and contribute to the continuous improvement of student learning and the school environment by providing knowledge of evidence-based literacy strategies and resources to all stakeholders
• Desegregate, analyze, and utilize data to effectively monitor, maintain, and enrich school literacy performance
• Actively coordinates and participates in continued professional development by facilitating training, supporting peer coaching, and partaking in lesson demonstrations throughout the year
• Demonstrates leadership in building a school literacy culture through collegiality and collaboration
• Create a learning environment that promotes literacy across curriculum and throughout all subject areas
• Empower families and provide resources necessary to become active participants in the literacy development of our students
• Utilize community stakeholders to provide literacy opportunities and resources that enhance learning

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 Academy encourages positive working relationships between teachers by selecting veteran teachers as grade-level chairs. The grade-level chairs conduct grade-level meetings twice a month and facilitate common planning in order to share best practices and research-based strategies. The grade-level chairs also serve as liaisons between administration and faculty. They oversee the mentor-mentee program for their grade level and provide modeling, conduct observations, and give feedback to new teachers as necessary. Through these teacher leaders, decision-making becomes decentralized and collaboration among the faculty is enhanced. In addition to the grade-level chairs, Mater Academy employs reading coaches to facilitate grade-level planning and professional learning communities. The reading coaches lead professional development and training meetings centered around curriculum planning and instructional delivery methods. The reading coaches also maintain positive relationships with the teachers in order to help them improve their classroom practices.

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

Mater Academy's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school include:
1. Regular meetings of new teachers with leadership team
2. Partnering new teachers with veteran staff
3. College campus Job Fairs and recruiting at Universities
4. Soliciting referrals from current employees
Ms. Diaz and Ms. Velazquez, the reading coaches, are responsible for providing instructional support, mentoring and guidance. They ensure strategies mentioned above are followed.

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

Mater Academy Elementary mentoring program consists of a:
• site-based mentor assigned by principal to teachers new to the profession and teachers in their second year of teaching ; and
• a buddy teacher assigned by principal to new teachers with fewer than three years of teaching experience
Ms. Sheila Chavez is a first year classroom teacher in Kindergarten this school year. In this new position she will be faced with the challenge of teaching core curriculum and developing proficient classroom management skills.
Ms. Jennifer Borrell, a veteran teacher, is Ms. Chavez' mentoring teacher. Ms. Jennifer Borrell has been the Kindergarten grade level chair in the past. The results of her annual evaluations have been highly effective. The mentor and mentee will meet biweekly in a professional learning community to monitor the support provided. The mentor is given release time to observe and shadow the mentee. Time is given for the feedback, coaching and planning. Mentee will be advised to attend MINT Professional Developments sessions throughout the year.

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

Mater Academy ensures that the core instructional programs and materials are aligned to Florida State Standards by employing instructional coaches that attend district-level meetings to remain up-to-date with the Florida State Standards. The reading coaches provide ongoing professional development on the Language Arts Florida Standards and the Mathematics Florida Standards to the faculty. The school implements the ELA core curriculum through the McGraw-Hill Reading Wonders and follows the Miami-Dade County Public Schools pacing guide to ensure that the instruction is aligned to the English Language Arts Florida Standards. The school also implements the Mathematics core curriculum through the Go Math! series and it' supplemental resources found on Think Central. The Miami-Dade County Public School's pacing guide is also followed to ensure that instruction is align to the Mathematics Florida Standards, ELA Florida State Standards and all other subject areas. The objectives on teachers' lesson plans must reflect the Florida State Standards and the standard codes must also be stated on their lesson plans. Evidence of the Florida State Standards in the lesson plans and instructional delivery is monitored through administrative walk-throughs.

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

The school conducts individual quarterly data chats with all teachers to disseminate data collected from baseline exams, interim assessments, and intervention programs. The leadership team and teachers work collaboratively to devise an action plan that is data driven and tailored to each students' needs. The data is used to create individualized instructional plans that identify students' strengths and weaknesses and provides opportunities for remediation or enrichment as needed. Additionally, students who earn within the lowest 25th percentile based on the previous year's standardized test scores and students who are working below grade level based on I-Ready data reports are identified for tutoring participation. Identified students are placed in after school tutoring program to provide remediation in reading and mathematics as needed.

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: 3,600

Mater Academy After School Tutoring Program will meet two times per week for one hour per session. The program will begin at the beginning of October 2015 and end in mid April 2016. Students' results on the state assessments and instructional technology programs will determine enrollment eligibility for the first wave of students. Teacher recommendations will be considered following the results of the Fall Interim Assessments. Teacher to student ratio will be approximately 1:12. Thus, facilitating small group differentiated instruction. The focus of curriculum utilized will be determined by current district assessment data and SIP goals.

Strategy Rationale

The use of after school tutoring will allow for instructional remediation in the areas of reading and mathematics. Students who are performing below grade level will be allowed opportunities for small group instruction in order to guide them towards working at grade level or beyond.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Velazquez, Chantel, cliranzo@materelementary.com

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

School, district and state assessment reports are disseminated and analyzed after each administration period (fall and winter). Student performance is closely monitored to determine areas of growth and effectiveness of extended learning strategy.

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

Mater Academy maintains a close relationship with Centro Mater West, a neighboring pre-school program, for over a decade. A large majority of Mater Academy's in-coming kindergartners come from this center. In addition, two pre-k 3 and pre-k 4 classes from the center are housed at Mater Academy. This facilitates the transition process of students entering Kindergarten, since they are familiar with the school, its facilities and teachers. Centro Mater West provides a literacy infused curriculum which also prepares incoming Kindergarteners for the Mater curriculum.
In addition, incoming kindergarten students are tested using the Mater Inc. Kindergarten Screening Test in order to see their strengths and areas of growth, including kindergarten readiness. Furthermore, the areas of social/emotional development are assessed using this instrument. As a result, this data is released to their kindergarten teacher who will use this information to plan his/her instruction. Furthermore, depending on the information completed by parents on the student's Home Language Survey, incoming kindergarten student's English language proficiency is tested using the Oral Language Proficiency Scale- Revised (OLPS-R). As a result, this data is utilized to place the student in the English Speaker of Other Languages (ESOL) program.

Moreover, once the child enters kindergarten, his/her print and letter knowledge and level of phonological awareness/processing is determined using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) for kindergarten. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction.

Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social and emotional skills identified by screening data. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains in order to determine the need for changes to the instruction/ intervention programs.

During the summer prior to the starting Kindergarten, parents receive a guide to preparing their child to enter school for the first time. Moreover, parents of all in-coming kindergartners are invited to attend an orientation prior to the first day of school in which school and classroom procedures are addressed. Furthermore, this orientation helps ease the transition into school and calm first day anxieties as any questions and concerns are addressed.

Mater Academy Elementary holds a partnership with Mater Middle High in order to provide a smooth transition for the fifth graders moving on to Middle School. Articulation Meetings are held with the fifth grade teachers and middle school teachers to discuss the transition. Mater Middle High is our school feeder pattern therefore instructional staff from both sites work collaboratively in providing our students with a cohesive learning environment.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To improve writing across all content areas of ELA, Mathematics, Science and Social Studies.

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. To improve writing across all content areas of ELA, Mathematics, Science and Social Studies. `1a`

🔍 G070444

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	82.0
AMO Math - All Students	85.0
FCAT 2.0 Science Proficiency	59.0

Resources Available to Support the Goal `2`

- Writing Response Journals throughout all subject areas Professional Development of writing strategies utilized throughout the curriculum and Gradual Release of Responsibility Model Supplemental resources such as Story Works and Discovery Education Instructional technology programs

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of the Gradual Release of Responsibility Model (GRRM).

Plan to Monitor Progress Toward G1. `8`

Quarterly Interims and Pre/Post Writing Assesment

Person Responsible

Cecilia Telleria

Schedule

On 6/5/2015

Evidence of Completion

FSA Assesment Report

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To improve writing across all content areas of ELA, Mathematics, Science and Social Studies. 1

🔑 G070444

G1.B1 Limited evidence of the Gradual Release of Responsibility Model (GRRM). 2

🔑 B183504

G1.B1.S1 Implement the Gradual Release of Responsibility Model across all subject areas as an instructional framework to support students responses to text using writing response journals that include a variety of opportunities to express a complete thought. 4

🔑 S195188

Strategy Rationale

The GRRM will support student achievement in developing critical thinking when writing a response based on text through integrated, interactive and explicit instruction throughout all subject areas.

Action Step 1 5

Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during teacher planning days.

Person Responsible

Chantel Velazquez

Schedule

On 8/20/2015

Evidence of Completion

PPT handout and sign in sheets; Weekly Lesson Plan Format

Action Step 2 `5`

Provide professional development to all ELA teachers of the integration of the LAFS Writing. Resources will be provided to utilize and support writing instruction for all three purposes for writing: narrative, informative, and opinion. Participants will be facilitated with a basic understanding of writing and how to integrate writing into various subject areas.

Person Responsible

Adriana Diaz

Schedule

On 10/30/2015

Evidence of Completion

Sign in sheets, lesson plans and PPT handouts

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

Teachers will implement GRRM during classroom instruction across all subject areas.

Person Responsible

Chantel Velazquez

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Students' Written Response Journals, Classroom Visitations, Walkthroughs, and Lesson Plans

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

Data Chats, Formal IPEGS Observation, and Summative IPEGS

Person Responsible

Helga Chalas

Schedule

Quarterly, from 8/24/2015 to 8/24/2015

Evidence of Completion

District writing pre and post test results will be disseminated. Students' written response journal samples

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	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during teacher planning days.	Velazquez, Chantel	8/20/2015	PPT handout and sign in sheets; Weekly Lesson Plan Format	8/20/2015 one-time
G1.B1.S1.A2	Provide professional development to all ELA teachers of the integration of the LAFS Writing. Resources will be provided to utilize and support writing instruction for all three purposes for writing: narrative, informative, and opinion. Participants will be facilitated with a basic understanding of writing and how to integrate writing into various subject areas.	Diaz, Adriana	10/30/2015	Sign in sheets, lesson plans and PPT handouts	10/30/2015 one-time
G1.MA1	Quarterly Interims and Pre/Post Writing Assesment	Telleria, Cecilia	10/13/2014	FSA Assesment Report	6/5/2015 one-time
G1.B1.S1.MA1	Data Chats, Formal IPEGS Observation, and Summative IPEGS	Chalas, Helga	8/24/2015	District writing pre and post test results will be disseminated. Students' written response journal samples	8/24/2015 quarterly
G1.B1.S1.MA1	Teachers will implement GRRM during classroom instruction across all subject areas.	Velazquez, Chantel	8/25/2014	Students' Written Response Journals, Classroom Visitations, Walkthroughs, and Lesson Plans	6/3/2015 daily

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. To improve writing across all content areas of ELA, Mathematics, Science and Social Studies.

G1.B1 Limited evidence of the Gradual Release of Responsibility Model (GRRM).

G1.B1.S1 Implement the Gradual Release of Responsibility Model across all subject areas as an instructional framework to support students responses to text using writing response journals that include a variety of opportunities to express a complete thought.

PD Opportunity 1

Provide professional development to all ELA teachers of the integration of the LAFS Writing. Resources will be provided to utilize and support writing instruction for all three purposes for writing: narrative, informative, and opinion. Participants will be facilitated with a basic understanding of writing and how to integrate writing into various subject areas.

Facilitator

Adriana Diaz, PD Liason Dawn Pierce and Ivette Rojas,

Participants

K - 5 Grade Teachers

Schedule

On 10/30/2015

Technical Assistance Items

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

G1. To improve writing across all content areas of ELA, Mathematics, Science and Social Studies.

G1.B1 Limited evidence of the Gradual Release of Responsibility Model (GRRM).

G1.B1.S1 Implement the Gradual Release of Responsibility Model across all subject areas as an instructional framework to support students responses to text using writing response journals that include a variety of opportunities to express a complete thought.

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during teacher planning days.

Facilitator

Ms. Velazquez

Participants

K - 5 Grade Teachers

Schedule

On 8/20/2015

Budget

Budget Data

1	G1.B1.S1.A1	**Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during teacher planning days.**	$0.00
2	G1.B1.S1.A2	**Provide professional development to all ELA teachers of the integration of the LAFS Writing. Resources will be provided to utilize and support writing instruction for all three purposes for writing: narrative, informative, and opinion. Participants will be facilitated with a basic understanding of writing and how to integrate writing into various subject areas.**	$0.00
		Total:	$0.00