

Miami-Dade County Public Schools

Mater Academy High School Of International Studies



2015-16 School Improvement Plan

Mater Academy High School Of International Studies

795 NW 32ND ST, Miami, FL 33127

<http://www.materacademyis.com/>

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

94%

Alternative/ESE Center

No

Charter School

Yes

2015-16 Minority Rate (Reported as Non-white on Survey 2)

100%

School Grades History

Year
Grade

2014-15
B*

2013-14
B

2012-13
A

2011-12
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>.

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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, 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

The Mission of the District is:
Meaningful achievement of
Academics facilitated by
Teachers, administrators, parents & the community
Enabling students to become confident, self-directed &
Responsible lifelong learners.

The mission of Mater Academy of International Studies is to provide an innovative, challenging, bilingual and multi-cultural curriculum, preparing students to have a global edge. We will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

Provide the school's vision statement

The Vision of Mater Academy, Inc. is to provide students a viable educational choice that offers an innovative, rigorous, and seamless college preparatory curriculum, providing Mater students, at every level from PK-12th grade, with a competitive advantage against their contemporaries. To that end, Mater Schools strive to:

- create a thirst for knowledge in all disciplines;
- kindle the art of thinking and serve as a springboard for lifelong learning; and
- deliver and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

School Environment

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

The school fosters a positive student culture by creating opportunities for students to interact with staff and the student body. Students have the opportunity to showcase their cultural values throughout the school year i.e. African American History, Hispanic Heritage, etc. This interaction provides students a unique experience to learn and respect the different cultures representative of the student body.

This interaction provides an insight to student interest and gives the teachers a better understanding of their students' needs. Teachers create a safe environment in their classrooms where their students are able to discuss their culture and how they learn through a process of interactive activities in the classroom and showcased for all stakeholders to see.

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

The primary concern for all teachers, staff, and administration the very first day of school is to instill in the students the concept that not only will they be learning new material which will help them in their future endeavors but most importantly that the school and their classroom setting is their safe haven. All teachers create an atmosphere that is free of violence and discord by listening to the concerns of the student body. We start each day by our mission statement which establishes in the students that they are somebody important in the classroom setting and their hard work and dedication to their studies will prove to be fruitful in the future. In addition, we incorporate a school wide Character

Development Program that focuses on the "pillars" of good character such as, Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

This is reinforced throughout the day in classrooms through lessons targeting each "pillar" and by all staff members who continue to praise positive interactions for the students throughout the halls and the classrooms. At the end of the day students are provided with afternoon announcements which always remind them that if they believe they can achieve and students demonstrating good character are praised.

Our school has security cameras and a security monitor that further help to create a safe environment both during school hours and after school.

Our staff and administration are available to all students and parents to address any concerns that they may have being a classroom issue or a personal issue which can affect student progress.

Overall, we perpetuate an environment where the students know that Mater Academy of International Studies is their "safe space".

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

The first week of class all teachers cover the Code of Student Conduct manual in depth to ensure that students understand what is expected of them the minute they walk through the door. Teachers also establish classroom routines such as a daily bell ringer for each subject area.

Students also have a Common Configuration board set up daily by the classroom teacher which provides a blue print of what their day will consist of. Each board has the objective, a bell ringer, an agenda item, the activity, and their home learning. Teachers also provide differentiated instruction in small group setting to provide all of their learning levels the appropriate amount of individualized instruction.

The optimal goal of each classroom teacher is to ensure the safety of each student but also to have every student actively engaged in the learning environment by providing enrichment opportunities. School rules are clearly posted in each classroom as a reminder of what is expected of them on a daily basis. Teachers are also in constant communication with parents as they are the first line of communication with our student body. Teachers communicate via e-mail, telephone calls, and in parent conferences so as a team they are able to provide the students a clear and united front to the students of the daily classroom and school expectations.

Students are sent to the administration only when all other measures have been exhausted by the classroom teacher. The school wide initiative is to make expectations clear to our students from the first day of school and to keep students actively engaged to minimize disruptive behaviors.

Students are rewarded for their positive actions by being nominated by teachers and peers for the "Do the right thing" initiative. Teachers also send "shout outs" via the announcements to students who demonstrated good behavior as well as positive actions. ??

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

The overall well-being of Mater Academy of International Studies Charter School students is an integral part of our philosophy. Student Support Services seeks to provide support both in and out of the classroom in the areas of academic support, social-emotional development and physical well-being. The Mater Academy of International Studies Charter School Student Services Team consists of a general education teacher, a part-time social worker and a school psychologist. These professionals work closely with students, parents, community agencies and school personnel to ensure that every student is provided the opportunity to maximize his or her social, emotional and intellectual abilities. The Student Services Team helps students to feel at ease with teachers and the school environment. Individual and group counseling sessions are conducted to address students' social and emotional needs. Conflict resolution training is provided to students. Teachers work

diligently to prevent bullying and violence in the school and community. The Student Services Team meets with parents, teachers and school administration to discuss student academic and behavioral needs and to determine if students need assistance outside of the traditional classroom setting. Student Services Personnel welcome the opportunity to meet with parents, discuss concerns and assist students in any way possible. Counseling is included in every student's curricula at Mater Academy of International Studies Charter School.

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 has hired a Social Worker that will be responsible for monitoring student attendance, suspensions, and course failures on a quarterly basis.

All students scoring a Level 1 in ELA or Mathematics statewide, standardized assessments are monitored by administration and teachers through quarterly data chats that track previous state assessment data as well as current interim assessment data.

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 9	Total
Attendance below 90 percent	0	
One or more suspensions	0	
Course failure in ELA or Math	0	
Level 1 on statewide assessment	1	1
	0	
	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The Social Worker will meet with parents and students exhibiting poor attendance patterns, disciplinary problems (especially those that result in suspension), and students not making adequate academic progress.

As part of their data chats, teachers will set goals with students scoring a Level 1 in ELA or Mathematics statewide, standardized assessments and differentiate instruction based on data compiled from interim assessments and other data sources. Parents will be included in these data chats.

All 9th graders who scored a Level 1 or 2 on ELA or Mathematics statewide, standardized assessments will be enrolled in the required Intensive Reading or Intensive Math course that will supplement their core Language Arts and Mathematics classes.

In addition, all 9 graders who scored a Level 1 or 2 on ELA or Mathematics statewide, standardized assessments will be included in the schools after school and Saturday tutoring program.

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/49570>.

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 builds and sustains partnerships with the local community by reaching out to local businesses via a letter or site visit to see if they are able to partner with us and offer material or in kind contributions. We also send a communication home with students, to see if any of their parents, relatives, or friends, who may own a business, or work for a business that wishes to partner with the school, can partner with us. All of our community and/or business partners are also invited to attend our annual Career Day, Reading Under the Stars, and Hispanic Heritage Day, and other celebrations where they are always recognized for their support.

Other components that are integrated into the school-wide program include:

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent

involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

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

N/A

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

Services are provided through district for education materials and ELL district support services to improve the education of immigrant and English language Learners.

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 2014-2015 school year and should the FLDOE approve the application(s).

Title VI, Part B

N/A

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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education 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 Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School

Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
- The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

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.
- District Policy Against Bullying and Harassment

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

1. The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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
Melian, Ileana	Principal
Rodriguez, Tannia	Instructional Coach
Lora, Gilbert	Assistant Principal
Chavez, Jennifer	Instructional Coach

Duties

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

Ileana Melian- Principal
 Gilbert Lora - Assistant Principal
 Jennifer Chavez - Instructional Coach
 Tannia Rodriguez- Curriculum/Reading Coach
 Christina Betancourt- SPED Program Specialist
 Rosa Verde- Social Worker
 Lourdes Geller: High School Team Leader/ Math Chair
 Tamara Millo: Reading Liason/ Contact
 Elizabeth Sauri- EESAC Chair

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

Administration meets weekly to discuss formal and informal observations/ walkthroughs. Personnel, effective use of curriculum, effective classroom management, implementation of centers and differentiated instruction are discussed. Necessary professional development or changes are made depending on deficiencies noted. Effectiveness is recognized. Available funds and how to best use them is discussed.

The high school teachers meet weekly with the team leader to discuss lesson plans, student behavior, academic routines, upcoming activities, resources needed, and anything else that needs to be discussed. Meeting minutes are submitted to administration weekly and addressed immediately. Administration meets with teachers quarterly to discuss student data and how resources provided are being used.

Supplemental resources are managed by the curriculum coach. Inventories are completed by teachers at the start and close of the school year. Any changes during the year are reported to the curriculum coach.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ileana Melian	Principal
Elizabeth Sauri	Teacher
Ana Murillo	Parent
Tamara Millo	Teacher
Jason Ocampo	Teacher
Lourdes Geller	Teacher
Veronica Fontella	Parent
Elizabeth Rodriguez	Parent
David Castillo	Student
Danielys Brito	Student
Mary Anne Lukacs	Business/Community
Robert Blanch	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

Last year's school improvement plan was evaluated and approved by the Educational Excellence School Advisory Council(EESAC) on 10/01/2013. The school improvement plan is revisited at every EESAC meeting. Areas of strength and areas in need of further improvement are discussed. Strategies for improvement are shared and input is received from stakeholders.

Development of this school improvement plan

The current school improvement plan was evaluated and approved by the EESAC on 10/08/2014. The school improvement plan is revisited at every EESAC meeting. Areas of strength and areas in need of further improvement are discussed. Strategies for improvement are shared and input is received from stakeholders.

Preparation of the school's annual budget and plan

The preparation of the school's annual budget and plan is done in collaboration with school administration and stakeholders. The use of improvement funds is discussed and a plan for use of the funds is presented and reviewed by members of the ESSAC.

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

School Improvement Funds were used to offer free tutoring to our struggling students especially those students in the lowest 25% category. The funds received helped pay for the cost of workbooks and other resources used in the tutoring program.

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
Melian, Ileana	Principal
Rodriguez, Tannia	Instructional Coach
Lora, Gilbert	Assistant Principal
Betancourt, Christina	Instructional Coach
Chavez, Jennifer	Instructional Coach
Millo, Tamara	Teacher, K-12

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 principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The major initiatives supported and implemented by this team include implementation of the CRRP, Common Core Curriculum, and the MTSS RtI problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction.

Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

In addition, the LLC will promote the continued implementation of Reading initiatives such as Achieve 3000 and Accelerated Reader that are created to motivate students to read as well as to promote literacy throughout the school. In addition this team will:

- Initiate a school-wide instructional focus calendar that incorporates reading strategies and best practices from evidence based research to be taught in every content area.
- Implement a writing plan across the curriculum
- Incorporate a school-wide reading initiative as an incentive system to use with Accelerated Reader to encourage and motivate students to read independently.
- Implementing reading intervention/ enrichment programs through Cengage Learning Inside, Reading Plus, and Achieve 3000
- Host a Scholastic Book Fair to promote literacy
- Host a school-wide literacy night (Reading Under the Stars)
- Monitor and implement literacy software programs
- Facilitate the use of the media center as a location to indulge in reading activities

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

The overall school culture is one of a collaborative joint effort. To encourage positive working relationships between teachers, a variety of strategies continue to be implemented at different levels: Grade Level Meetings- These are held once per week and are led by a highly effective teacher with experience who can share best practices with team members. At grade level meetings, teachers prepare and discuss lesson plans, design focus calendars, analyze practices and make collectively agree to implement instructional strategies as needed in their respective classrooms.

Mentor/Mentee program- Within grade levels, first year teachers and teachers that may be identified as struggling are assigned a mentor who has been identified as highly effective. The mentor assists the mentee with instructional planning, opportunities to informally learn best practices, and discuss outcomes of said practices being implemented. This fosters a positive environment in which teachers learn from their peers.

At the school-wide level:

Vertical-Alignment Meetings- These are held once per year between two consecutive grade levels to discuss how to assist in instructional planning geared towards preparing students with the needed concepts as prerequisites to be successful the following year.

Opportunities for ongoing Formal and Informal Professional Development- Teachers who have attended professional development teach their peers informally what they have learned and are implementing in their own classrooms. This promotes shared accountability for school wide initiatives and an opportunity for the "instructor" to feel successful as the rest of the staff provide review and critique the delivery of the in-service. Some of these opportunities will evolve into professional learning communities or lesson studies in which they are implemented and examined further.

"Buddy" Program- Four times in the year, once per quarter. Teachers are assigned a partner from a different department. Together the teachers collaborate to design opportunities for their classes to share in meaningful learning experiences. By designing lessons and activities in which their students develop connections with each other, the teachers work as partners and develop richer ties with each other as well.

Team Building Workshops- To build camaraderie.

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

1. Advertise positions
2. Job Fairs
3. Reach out to local colleges and universities
4. Hiring process requires candidates to interview with two interview panels
5. Assign mentor teachers
6. Assign grade level chairs
7. Provide and promote professional development
8. Involve teachers in decision making process through leadership teams.

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

Based on student data, classroom walk-through observations the administration team will identify classroom teachers who are successfully implementing the essential elements of reading, math, Science and social studies. These classrooms will be established as model classrooms for other teachers to visit. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom. The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for

the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Mentor: Lourdes Geller Mentee: Brandon Cabrera Rational for Pairing: Beginning teacher

Mentor: Tamara Millo Mentee: Leo Canameres Rational: Foreign exchange teacher

Mentor: Lourdes Sotolongo Mentee: Albert Hayward II Rational: Beginning teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about his/her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

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

Florida has adopted and amended the Common Core Standards. The new Florida Standards provide focus on in-depth critical-thinking and problem solving skills rather than rote memorization and "teaching to the test." The pacing guides designed by Miami Dade County Public School were designed to reflect and align to the new Florida Standards. Our school ensures that the core instructional programs and strategies are directly correlated to the adopted curriculum and pacing created by the MDCPS.

This differentiated instruction may be on grade level with special attention to the needs of each student. In addition to the 90-plus minutes, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention to children in need (as determined by a diagnostic assessment).

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

Students at Mater Academy High of International studies sat with a counselor or an administrator at the close of the previous school year to complete the subject selection process. Based on their performance on state exams, teacher recommendations, and parent approval (for advanced or honors classes) students are enrolled in either intensive, regular, or advanced/honors classes. Students excelling in Language Arts are encouraged to enroll in the grade appropriate Advanced section. In addition to the core Language Arts class all students are enrolled in either advanced Reading or Intensive Reading.

Students excelling in mathematics are encouraged to enroll in the grade appropriate Advanced section or in Algebra 1. All students are also enrolled in either Intensive Math or Critical Thinking Skills, where the teacher can target student strengths and weaknesses.

Students excelling in Science are encouraged to enroll in the grade appropriate Advanced section or in Biology Honors.

Throughout the school year, data chats are held with each teacher to discuss school wide, grade

level, and individual student data. Teachers are expected to differentiate instruction in accordance with the data. Teachers hold individual data chats with all students and parent conferences with those in the lowest 25%. Students set goals based on their individual data chats and teachers differentiate instruction to help students achieve their goal.

The school program specialist works with the teachers to ensure that all all ESE and Rtl students are being serviced properly.

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: 4,260

Mater Academy of International Studies Tutoring Program meets twice a week for 60 minutes. The program targets the lowest 25th percentile students in 6th-8th grade and runs for 25 weeks during the school year. In addition, Level 1 ESOL students meet once a week for an additional 60 minutes.

Strategy Rationale

This strategy will serve the purpose of providing additional enrichment to students working below grade-level or having difficulties on specific grade-level benchmarks. Students will benefit from being in a small group setting where their specific needs can be met.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rodriguez, Tannia, trodriguez@dadeschools.net

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

Prior to the beginning of the tutoring sessions, the leadership team and teachers will meet to analyze the data of the lowest 25 percentile by grade. The team will use the interactive data spreadsheets provided by Mr. Hermes Ortiz. The team will gather information on students' specific areas of weaknesses. The targeted benchmarks will be scheduled into a tutoring focus calendar and will be aligned to the tutoring curriculum that will be implemented in the program. The leadership team will complete this process and adjust goals as it pertains to new data received from the interim benchmark assessments.

In addition, a pretest is given at the beginning of each tutoring session and the same post test is given on the last day of each tutoring session. The tests will be graded and compared to determine student progress from the beginning of the year. The leadership team will also use the Interim Exams and student report cards to determine whether students are making adequate progress and the extended learning programs are benefiting the students.

Strategy: Weekend Program

Minutes added to school year: 1,200

Students participating in the Saturday Academy program will meet once a week, every Saturday over a ten week period. Students will receive re-mediated instruction aligned to the Florida/ Common Core Standards in the areas of English Language Arts and Mathematics.

Strategy Rationale

This strategy will serve the purpose of providing additional enrichment to students working below grade-level or having difficulties on specific grade-level benchmarks. Students will benefit from being in a small group setting where their specific needs can be met.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rodriguez, Tannia, trodriguez@dadeschools.net

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

Prior to the beginning of the tutoring sessions, the leadership team and teachers will meet to analyze the data of the lowest 25 percentile by grade. The team will use the interactive data spreadsheets provided by Mr. Hermes Ortiz. The team will gather information on students' specific areas of weaknesses. The targeted benchmarks will be scheduled into a tutoring focus calendar and will be aligned to the tutoring curriculum that will be implemented in the program. The leadership team will complete this process and adjust goals as it pertains to new data received from the interim benchmark assessments.

A pretest will be given at the beginning of each tutoring session and the same post test will be given on the last day of each tutoring session. The tests are graded and compared to determine student progress from the beginning of the year. The leadership team will also use the Interim Exams and student report cards to determine whether students are making adequate progress and the extended learning programs are benefiting the students.

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

Orientation, Open House night, and parent/student information meetings are scheduled throughout the school year with administration, teachers, and the social worker to keep families informed of state, district, and school policies and other information pertaining to student progression.

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

Mater Academy of International Studies promotes academic and career planning by organizing a Career Day dedicated to different careers. Community professionals from a variety of careers volunteer their time to share what they do with the students at our school. 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.

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

The school offers a wide variety of courses that are aligned with the State's curriculum to ensure a smooth transition from year to year. All of the courses are interconnected to build on each other as the student moves toward graduation.

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

Mater Academy High of International Studies School offers courses at a variety of levels. The school offers courses at the remedial, regular, advanced/honors, and advanced placement levels. Students are encouraged to take the more advanced courses to supplement our already rigorous curriculum. The guidance department at Mater Academy High of International Studies conducts meetings with students and reviews their individual student histories and standardized test scores to properly recommend the following school year's course work. Mater Academy High of International Studies School offers dual enrollment courses in conjunction with Miami Dade College.

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

Students will use computerized programs such as Achieve 3000 which measure college readiness in the post secondary setting as a strategy to improve student readiness for the public post secondary level.

Other useful strategies will include cross curriculum coverage. Ensuring Social Studies and Science teachers are covering reading strategies within their curriculum.

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:

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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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Mater Academy of International Studies' Core Instruction Goal for the 2014-2015 school year is to enhance student achievement in all curricular areas through writing as a tool for thinking and learning. The goal is for all students to engage directly in the subject matter of the course through a variety of activities that focus on writing as a means of learning.

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 Academy of International Studies' Core Instruction Goal for the 2014-2015 school year is to enhance student achievement in all curricular areas through writing as a tool for thinking and learning. The goal is for all students to engage directly in the subject matter of the course through a variety of activities that focus on writing as a means of learning. **1a**

 G070900

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	
AMO Math - All Students	
FSA Mathematics - Achievement	86.0
Math Gains	84.0
Math Lowest 25% Gains	84.0
Algebra I EOC Pass Rate	82.0
Geometry EOC Pass Rate	87.0
AMO Reading - All Students	
FSA English Language Arts - Achievement	33.0
ELA/Reading Gains	59.0
ELA/Reading Lowest 25% Gains	68.0
AMO Reading - Hispanic	
AMO Reading - ED	
CELLA Listening/Speaking Proficiency	
CELLA Reading Proficiency	
Bio I EOC Pass	60.0
CELLA Writing Proficiency	

Resources Available to Support the Goal **2**

- Highly Qualified Personnel, District Pacing Guides, District adopted curricular materials, Accelerated Reader, Achieve 3000, iReady, Ten Marks, Thinkgate, Baseline/Interim Assessment Data

Targeted Barriers to Achieving the Goal **3**

- Reading and Writing are interlinking areas. Writing is a channel for communicating knowledge. The new standards for English Language Arts are placing a great emphasis on writing to respond to text. Teachers do not have sufficient experience in teaching constructed response/ evidence based writing strategies and would benefit from additional professional development in this area. Students are also not equipped with the tools necessary to respond and cite evidence from text in writing and lack exposure to analytical writing across subject areas. Students who have difficulty in reading comprehension will find writing across the curriculum of a struggle. Lack of teacher experience in evidence-based writing instruction is also an anticipated barrier for this school.

Plan to Monitor Progress Toward G1. 8

The following data will be collected and reviewed throughout the year by different teams to determine progress toward the goal: Diagnostic Assessments, Software program performance Reports, District Writing Post Assessment, District Interim Assessment Results, Bi-Weekly assessments. Administrative meetings, faculty meetings, and Literacy leadership team meetings will be conducted monthly to discuss the above data and the effectiveness of the strategy in relation to the data.

Person Responsible

Tannia Rodriguez

Schedule

Monthly, from 9/4/2015 to 6/9/2016

Evidence of Completion

LLT agenda, LLT meeting minutes, LLT sign in sheets, LLT meeting logs, Year-at-a-Glance Reports, Thinkgate Writing/ Interim reports, Software program performance Reports Student Target Model, individual Student Performance Models, Student/ Teacher Data chats

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

 = Problem Solving Step  S123456 = Quick Key

G1. Mater Academy of International Studies' Core Instruction Goal for the 2014-2015 school year is to enhance student achievement in all curricular areas through writing as a tool for thinking and learning. The goal is for all students to engage directly in the subject matter of the course through a variety of activities that focus on writing as a means of learning. **1**

 G070900

G1.B1 Reading and Writing are interlinking areas. Writing is a channel for communicating knowledge. The new standards for English Language Arts are placing a great emphasis on writing to respond to text. Teachers do not have sufficient experience in teaching constructed response/evidence based writing strategies and would benefit from additional professional development in this area. Students are also not equipped with the tools necessary to respond and cite evidence from text in writing and lack exposure to analytical writing across subject areas. Students who have difficulty in reading comprehension will find writing across the curriculum of a struggle. Lack of teacher experience in evidence-based writing instruction is also an anticipated barrier for this school. **2**

 B184828

G1.B1.S1 Teachers will implement evidence based writing and extended responses as part of an instructional framework to support students in the production of coherent writing. Students will have Constructed Response Journals where they will cite evidence, note observations, highlight main points, create graphic organizers, etc. to promote understanding in the specific curricular subject. **4**

 S196256

Strategy Rationale

Writing that requires analysis and application, fosters critical thinking and other higher order thinking skills. Research studies have indicated that the process of analytic writing allows students to make connections, think critically, and organize thoughts that in turn will help them further comprehend the area of study. Using this strategy, students will be able to analyze, interpret, compare, and evaluate texts using clear and relevant evidence and incorporate problem solving into writing across all subject areas.

Action Step 1 **5**

Reading teachers will use written response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person Responsible

Tamara Millo

Schedule

Daily, from 8/31/2015 to 6/9/2016

Evidence of Completion

Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)

Action Step 2 5

English Language Arts teachers will incorporate process writing strategies in order to provide opportunities to become effective writer in different genres of evidence based, analytical writing-opinion and argumentative writing.

Person Responsible

Tamara Millo

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)

Action Step 3 5

The Mathematics teachers will use a problem of the day with a written response. Students will write the problem of the day in their journals and solve for accuracy. Once the students have solved the problem of the day they are to use their writing journal to explain their process. Students will follow a teacher made rubric on what is expected of their response. The students will read out their responses for immediate feedback.

Person Responsible

Lourdes Geller

Schedule

On 6/9/2016

Evidence of Completion

Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)

Action Step 4 5

The Science teachers will create a daily bell ringer written response. Students will follow a teacher made rubric on what is expected of their response. In addition, Science teachers will integrate writing by providing students opportunities to create lab reports, annotate observations, write research, and create scientific brochures and materials.

Person Responsible

Elizabeth Sauri

Schedule

Daily, from 8/24/2016 to 8/24/2016

Evidence of Completion

Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)

Action Step 5 5

Along with the Reading teachers, Social Sciences teachers will also use written response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person Responsible

Ileana Melian

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)

Action Step 6 5

Administrators and teachers will be provided professional development opportunities through workshops, PLCs, and lesson studies to acquire various effective writing techniques to incorporate during instruction.

Person Responsible

Tannia Rodriguez

Schedule

Quarterly, from 11/14/2015 to 11/14/2015

Evidence of Completion

PD sign-in sheets, PD agendas, PD follow-up activities, Observation of use instructional strategies

Action Step 7 5

Before and After School Tutoring will be provided for ELL students and students in the lowest 25%. Tutoring will reflect writing to learn strategies in the enrichment programs provided after school and weekend tutoring sessions.

Person Responsible

Tannia Rodriguez

Schedule

Weekly, from 10/7/2015 to 10/7/2015

Evidence of Completion

Tutoring Logs, Attendance, Pre and Post assessments.

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

The leadership team will conduct informal and formal observations of teachers in order to monitor the fidelity of implementation of the strategy.

Person Responsible

Ileana Melian

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

ASSESSA APP reports, observation checklists, IPEG evaluations.

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

Bi-weekly assessments will indicate student progress throughout the school year in specific content areas. This will provide useful insight to see if writing is enhancing instructing.

Person Responsible

Ileana Melian

Schedule

Biweekly, from 11/13/2015 to 4/1/2016

Evidence of Completion

Teacher Excel spreadsheets of student performance on bi-weekly assessments

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

Interim assessment results will indicate student growth throughout the school year as it pertains to process writing in argumentative and opinion pieces.

Person Responsible

Schedule

Semiannually, from 9/25/2015 to 9/25/2015

Evidence of Completion

Gateway 2 Data Writing/ Interim reports, Student Target Model, individual Student Performance Models, Student/ Teacher Data chats

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

Teachers will provide input at grade-level meetings and will provide their notes through their grade-level meeting minutes handout.

Person Responsible

Ileana Melian

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Meeting minutes

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

Educational Software program performance reports

Person Responsible

Tannia Rodriguez

Schedule

Monthly, from 10/16/2015 to 6/1/2016

Evidence of Completion

Achieve 3000 performance reports, I-Ready on-going progress monitoring reports, TenMarks performance reports

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	Reading teachers will use written response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Millo, Tamara	8/31/2015	Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	6/9/2016 daily
G1.B1.S1.A2	English Language Arts teachers will incorporate process writing strategies in order to provide opportunities to become effective writer in different genres of evidence based, analytical writing- opinion and argumentative writing.	Millo, Tamara	8/24/2015	Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	6/9/2016 daily
G1.B1.S1.A3	The Mathematics teachers will use a problem of the day with a written response. Students will write the problem of the day in their journals and solve for accuracy. Once the students have solved the problem of the day they are to use their writing journal to explain their process. Students will follow a teacher made rubric on what is expected of their response. The students will read out their responses for immediate feedback.	Geller, Lourdes	8/24/2015	Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	6/9/2016 one-time
G1.B1.S1.A4	The Science teachers will create a daily bell ringer written response. Students will follow a teacher made rubric on what is expected of their response. In addition, Science teachers will integrate writing by providing students opportunities to create lab reports, annotate observations, write research, and create scientific brochures and materials.	Sauri, Elizabeth	8/24/2016	Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	8/24/2016 daily
G1.B1.S1.A5	Along with the Reading teachers, Social Sciences teachers will also use written	Melian, Ileana	8/24/2015	Instructional routines, lesson plans, samples of student work, Focus walls,	6/9/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	
G1.B1.S1.A6	Administrators and teachers will be provided professional development opportunities through workshops, PLCs, and lesson studies to acquire various effective writing techniques to incorporate during instruction.	Rodriguez, Tannia	11/14/2015	PD sign-in sheets, PD agendas, PD follow-up activities, Observation of use instructional strategies	11/14/2015 quarterly
G1.B1.S1.A7	Before and After School Tutoring will be provided for ELL students and students in the lowest 25%. Tutoring will reflect writing to learn strategies in the enrichment programs provided after school and weekend tutoring sessions.	Rodriguez, Tannia	10/7/2015	Tutoring Logs, Attendance, Pre and Post assessments.	10/7/2015 weekly
G1.MA1	The following data will be collected and reviewed throughout the year by different teams to determine progress toward the goal: Diagnostic Assessments, Software program performance Reports, District Writing Post Assessment, District Interim Assessment Results, Bi-Weekly assessments. Administrative meetings, faculty meetings, and Literacy leadership team meetings will be conducted monthly to discuss the above data and the effectiveness of the strategy in relation to the data.	Rodriguez, Tannia	9/4/2015	LLT agenda, LLT meeting minutes, LLT sign in sheets, LLT meeting logs, Year-at-a-Glance Reports, Thinkgate Writing/ Interim reports, Software program performance Reports Student Target Model, individual Student Performance Models, Student/ Teacher Data chats	6/9/2016 monthly
G1.B1.S1.MA1	Bi-weekly assessments will indicate student progress throughout the school year in specific content areas. This will provide useful insight to see if writing is enhancing instructing.	Melian, Ileana	11/13/2015	Teacher Excel spreadsheets of student performance on bi-weekly assessments	4/1/2016 biweekly
G1.B1.S1.MA3	Interim assessment results will indicate student growth throughout the school year as it pertains to process writing in argumentative and opinion pieces.		9/25/2015	Gateway 2 Data Writing/ Interim reports, Student Target Model, individual Student Performance Models, Student/ Teacher Data chats	9/25/2015 semiannually
G1.B1.S1.MA4	Teachers will provide input at grade-level meetings and will provide their notes through their grade-level meeting minutes handout.	Melian, Ileana	8/31/2015	Meeting minutes	6/3/2016 weekly
G1.B1.S1.MA5	Educational Software program performance reports	Rodriguez, Tannia	10/16/2015	Achieve 3000 performance reports, I-Ready on-going progress monitoring reports, TenMarks performance reports	6/1/2016 monthly
G1.B1.S1.MA1	The leadership team will conduct informal and formal observations of teachers in order to monitor the fidelity of implementation of the strategy.	Melian, Ileana	8/24/2015	ASSESSA APP reports, observation checklists, IPEG evaluations.	6/9/2016 weekly

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 Academy of International Studies' Core Instruction Goal for the 2014-2015 school year is to enhance student achievement in all curricular areas through writing as a tool for thinking and learning. The goal is for all students to engage directly in the subject matter of the course through a variety of activities that focus on writing as a means of learning.

G1.B1 Reading and Writing are interlinking areas. Writing is a channel for communicating knowledge. The new standards for English Language Arts are placing a great emphasis on writing to respond to text. Teachers do not have sufficient experience in teaching constructed response/evidence based writing strategies and would benefit from additional professional development in this area. Students are also not equipped with the tools necessary to respond and cite evidence from text in writing and lack exposure to analytical writing across subject areas. Students who have difficulty in reading comprehension will find writing across the curriculum of a struggle. Lack of teacher experience in evidence-based writing instruction is also an anticipated barrier for this school.

G1.B1.S1 Teachers will implement evidence based writing and extended responses as part of an instructional framework to support students in the production of coherent writing. Students will have Constructed Response Journals where they will cite evidence, note observations, highlight main points, create graphic organizers, etc. to promote understanding in the specific curricular subject.

PD Opportunity 1

Reading teachers will use written response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Facilitator

Tannia Rodriguez

Participants

New teachers during teacher orientation

Schedule

Daily, from 8/31/2015 to 6/9/2016

PD Opportunity 2

Administrators and teachers will be provided professional development opportunities through workshops, PLCs, and lesson studies to acquire various effective writing techniques to incorporate during instruction.

Facilitator

Tannia Rodriguez- Literacy Coach

Participants

Teachers and Administrators

Schedule

Quarterly, from 11/14/2015 to 11/14/2015

PD Opportunity 3

Before and After School Tutoring will be provided for ELL students and students in the lowest 25%. Tutoring will reflect writing to learn strategies in the enrichment programs provided after school and weekend tutoring sessions.

Facilitator

Stephanie Santagati

Participants

Tutors

Schedule

Weekly, from 10/7/2015 to 10/7/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Reading teachers will use written response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				\$0.00
2	G1.B1.S1.A2	English Language Arts teachers will incorporate process writing strategies in order to provide opportunities to become effective writer in different genres of evidence based, analytical writing- opinion and argumentative writing.				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1530	500-Materials and Supplies	7024 - Mater Academy High Of International Studies			\$2,400.00
			Notes: New McDougal Litell Literature books. Class sets.			
3	G1.B1.S1.A3	The Mathematics teachers will use a problem of the day with a written response. Students will write the problem of the day in their journals and solve for accuracy. Once the students have solved the problem of the day they are to use their writing journal to explain their process. Students will follow a teacher made rubric on what is expected of their response. The students will read out their responses for immediate feedback.				\$0.00
4	G1.B1.S1.A4	The Science teachers will create a daily bell ringer written response. Students will follow a teacher made rubric on what is expected of their response. In addition, Science teachers will integrate writing by providing students opportunities to create lab reports, annotate observations, write research, and create scientific brochures and materials.				\$0.00
5	G1.B1.S1.A5	Along with the Reading teachers, Social Sciences teachers will also use written response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				\$0.00
6	G1.B1.S1.A6	Administrators and teachers will be provided professional development opportunities through workshops, PLCs, and lesson studies to acquire various effective writing techniques to incorporate during instruction.				\$0.00
7	G1.B1.S1.A7	Before and After School Tutoring will be provided for ELL students and students in the lowest 25%. Tutoring will reflect writing to learn strategies in the enrichment programs provided after school and weekend tutoring sessions.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1530	500-Materials and Supplies	7024 - Mater Academy High Of International Studies	School Improvement Funds		\$100.00

Budget Data		
	<i>Notes: School Improvement Funds for the 2014-2015 school year will be used to offer free tutoring to our struggling students especially those students in the lowest 25% category. The \$100 that the SAC receives will help pay for the cost of workbooks and other resources used in the tutoring program.</i>	
Total:		\$2,500.00