

Miami-Dade County Public Schools

Mater Academy Of International Studies



2016-17 Schoolwide Improvement Plan

Mater Academy Of International Studies

795 NW 32ND ST, Miami, FL 33127

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	A	D

**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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	13
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	18
8-Step Planning and Problem Solving Implementation	24
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	38
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	41

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Mater Academy Of International Studies

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

The vision of Mater Academy of International Studies is to provide a loving, caring, and supportive educational environment, where the whole child is developed and a philosophy of respect and high expectations is instilled for all students, parent, teachers, and staff

2. School Environment

a. 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.

It also provides an insight to student interest and gives the teachers a better understanding of their students' needs. Our current teachers represent many diverse cultures around the globe. Each of them, contribute something different to their classes and the school as a whole. 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.

b. 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.

The morning announcements are used as a platform to promote positive reinforcements and a safe place for our students. Students are provided shout-outs by the teachers and staff for job well done or effort in class. We acknowledge students for their achievements and say positive words of encouragement each day. The school's motto is "If you believe, you will achieve". Mater Academy of International Studies is also incorporating mindful practices within the school. Teachers are helping children become mindful and present within their classrooms. This helps students with outside stress and enables them to focus on learning and the present moment.

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 is 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".

???

c. 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 of International Studies students will abide by the Miami-Dade County Public Schools Code of Student Conduct. The Code of Student Conduct is a school-wide plan that clearly outlines student expectations. Proper behavior is recognized and consequences are given for breaking the code. The first week of class all teachers cover the Code of Student Conduct and the Parent Student Handbook in depth to ensure that students understand what is expected of them the minute they walk through the door. Teachers also establish classroom rules and classroom routines such as a daily bell ringer for each subject area.

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 demonstrate good behavior as well as other positive actions. ??

All classrooms have a Focus Wall set up daily by the classroom teacher which provides a blue print of what the students day will consist of. Each board has the objective, essential question, bell ringer, agenda, home learning, and vocabulary. Teachers also provide differentiated instruction through centers and small group. The 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.

d. 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.

3. Early Warning Systems

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

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

In order to create a supportive environment that addresses the Early Warning Systems, teachers, administrators, and support staff will work together to monitor student academic progress, and promote attendance and positive school behavior, to ensure academic progress.

The school's social worker is 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. Students are placed in Tier II intervention programs and are provided tutoring.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	3	7	1	5	0	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	7	10	11	13	2	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	1	12	42	3	72	27	0	0	0	0	0	0	0	157

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	8	26	2	39	8	0	0	0	0	0	0	0	84

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

The school has created a blueprint for success that includes the following strategies to improve the academic performance of the targeted students:

Academics
After School Tutoring Program
Saturday Academy
Reading Interventions- iReady Reading
Math Interventions- iReady Math
Differentiated Instruction in all classrooms
Bi-Weekly Assessment spreadsheet reports
Software Programs (iReady)
Response to Intervention programs

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.

In addition, 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Mater Academy of International Studies is a Title I school. Please refer to the Parent Involvement Plan.

2. 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 CHERS (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 2015-2016 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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Melian, Ileana	Principal
Chavez, Jennifer	Instructional Coach
Bernal, Giselle	Assistant Principal
Sauri, Elizabeth	Instructional Coach
Garcia, Ena	Instructional Coach
LeMaitre, Barry	Instructional Coach

b. Duties

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

Ileana Melian- Principal
Giselle Bernal - Assistant Principal
Jennifer Chavez- Curriculum/Reading Coach
Elizabeth Sauri - Math Instructional Coach
Martha Diaz - EESAC Chairperson
Christina Betancourt- SPED Program Specialist
Rosa Verde- Social Worker
Ena Garcia- Science Instructional Coach
Barry Lemaitre- Intensive Teacher/ Instructional Coach

2. 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.

Mater Academy of International Studies' leadership team follows specific guidelines when aligning and purchasing resources for the school in order to meet the needs of all students.

At the start of every year, teachers are provided a box of classroom essentials. The materials include staplers, construction paper, glue, pens, pencils, among other things. An inventory of resources is collected at the beginning and end of every school year. The inventory includes the instructional materials, curricular materials, technology, and classroom furniture in the individual teachers'

classrooms. The instructional materials list are separated by subject area. The leadership team reviews the inventory and creates a spreadsheet by grade level of materials within the building.

The leadership team discusses the effectiveness of the instructional materials in terms of alignment to the standards. Research is done to ensure that the materials are up-to-date with the current standards. The materials are compared to the district-adopted materials and pacing guides that are correlated to the standards. According to the information that is gathered, the team decides if purchases need to be made. Software programs are also evaluated for effectiveness and fidelity. The team reviews usage and performance reports to analyze student progress on the programs. The programs are checked for standards alignments and decisions are made for renewal.

Purchases are made based on the projected number of students for the new school year. Intervention and tutoring material estimates are based on Standardized assessment data. The administration will brainstorm on how the purchasing of materials will affect the budget and determine the best option on how to allocate funds and what account the funds will come from. The EESAC committee approves the funding of programs and materials throughout the school year.

Leadership meetings are held weekly. Within the meetings instructional and curricular materials are analyzed by performance reports, bi-weekly spreadsheets and observations conducted by the team.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Elizabeth Sauri	Teacher
Ileana Melian	Principal
Mary Anne Lukacs	Business/Community
Robert Blanch	Business/Community
Martha Diaz	Teacher

b. Duties

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

a. 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 10/08/2015. 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.

b. Development of this school improvement plan

The current school improvement plan was evaluated and approved by the EESAC on 10/05/2015. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Melian, Ileana	Principal
Chavez, Jennifer	Instructional Coach
Bernal, Giselle	Assistant Principal
Betancourt, Christina	Administrative Support
LeMaitre, Barry	Instructional Coach
Garcia, Ena	Instructional Coach
Sauri, Elizabeth	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership team creates Reading Initiatives and coordinates programs that will develop an interest and motivation in the students to read. Some programs include the following:

- Read like a detective. Write like a researcher slogan
- AR monthly competitions
- Thematic reading units- building connections
- Interactive software programs
- Implement a writing plan across the curriculum
- Incorporate a school-wide reading initiative as an incentive system to use with AR to encourage and motivate students to read independently.
- Implementing reading intervention programs through iReady
- Host a Scholastic Book Fair to promote literacy
- Host a school-wide literacy night (Reading Under the Stars)
- Invitation of children book authors- Author book signing and reading
- Monitor and implement literacy software programs
- Facilitate the use of the media center as a location to indulge in reading activities

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.

D. Public and Collaborative Teaching

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

1. 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 working relationships between teachers, a variety of strategies continue to be implemented at different levels.

At each grade level, strategies for collaborative planning and instruction are:

- 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 Informal Inservice Professional Development: On-going. 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 of the delivery of the inservice.

- “Buddy” Program: Four times in the year, once per quarter. Teachers in the K-2 grades are assigned a partner, “big buddy”, in the 3-5th grades. The “Little Buddy” and the “Big Buddy” then 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.

In addition, to encourage positive working relationships between teachers, MAIS also executes the following strategies:

- Professional learning communities/ Lesson Studies
- Team Building Workshops- to build camaraderie

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

Strategies to Recruit Highly Qualified Educators

1. Advertise positions
2. Hiring process requires candidates to interview with two interview panels
3. Involve teachers in decision making process through leadership teams
4. Assign mentor teachers
5. Assign grade level chairs
6. Collaborative planning
7. Involvement in Committees
8. Team Building Events
9. Professional Development Opportunities
9. Weekly Grade Level team meetings

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

The mentoring plan at Mater Academy of International Studies is one that provides several layers of support to new teachers. Each new teacher is assigned a highly qualified mentor teacher who will work closely with them throughout the year.

Additionally, the Assistant Principal and Reading Coach will provide assistance and feedback to new teachers through informal classroom walk-throughs observations and through monthly mentoring meetings each focusing on a different topic.

Mentor: Jennifer Chavez Mentee: Lesly Silva

Rational for Pairing: New 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 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.

Mentor: Martha Diaz Mentee: Kristina Pino

Rational for Pairing: New 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 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.

Mentor: Tatiana Arguello Mentee: Yilian Mellado

Rational for Pairing: 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 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.

Mentor: Barry LeMaitre Mentee: Rudy Fasco

Rational for Pairing: New 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 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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).

b. Instructional Strategies

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

Mater Academy of International Studies places a significant emphasis on the analysis and synthesis of data to drive instruction. The team strives to ensure that students are getting a quality education where they can access grade level material with strategies that fall in their instructional capacity.

The administration team, support specialist and teachers are first equipped with the tools and training on evaluating school-wide and student data. At the start of the school year, the faculty and staff participate in a data analysis training, where an expert, Hermes Ortiz, analyzes the school trends from the previous year.

Teacher Data chats are conducted at the start of every quarter and/or immediately upon receiving results from interim or diagnostic assessments. The team gathers to discuss student progress in Reading and Mathematics. The students in the lowest 25 percentile are monitored closely.

Teachers are required to submit Bi-Weekly spreadsheets to the administrators. This allows for constant communication between leaders and teachers on the progress of the students. The bi-weekly results are also used to target student deficiencies. The teachers use this data to determine activities for small groups in differentiated instruction centers. The same process is applied after receiving district interim assessments results.

Upon receiving and analyzing the data, instructional implications are made based on student performance and need. The team notes patterns and suggests strategies provided by the support staff. The teachers then implement these strategies in their classrooms. This information is also relayed to tutoring and intervention teachers and give specific strategies to target the students when they are out of the classroom.

Some of the strategies include:

- Differentiated Instruction techniques
- Secondary benchmark activities
- Computer Software assigned lessons
- PD in the areas of student needs

The process listed above is on-going as we strive for continuous improvement.

2. 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: 3,000

The Mater Academy of International Studies Tutoring Program meets two times a week for 60 minutes. The program targets the lowest 25th percentile of students in 2nd – 5th grade and runs for 25 weeks during the school year. Eligible students will be separated into small grade-level groups and taught by certified teachers. The tutors will be provided materials that are aligned to the Florida Standards. Triumph learning is the company that has shown to have the best supplemental materials for tutoring. The classes are taught in a gradual release model where teachers model, guide and provide time for independent practice. Teachers get to know the students individual needs and try to assist the individual student as best they can within the tutoring time. Constant communication between the classroom teacher and tutor is essential do enhance student achievement within the program.

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

Sauri, Elizabeth , esauri@materacademyis.com

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. Eligible students will be separated into small grade-level groups and taught by certified teachers. The tutors will be provided materials that are aligned to the Florida Standards. Triumph learning is the company that has shown to have the best supplemental materials for tutoring. The classes are taught in a gradual release model where teachers model, guide and provide time for independent practice. Teachers get to know the students individual needs and try to assist the individual student as best they can within the tutoring time. Constant communication between the classroom teacher and tutor is essential do enhance student achievement within the program.

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Preschoolers are screened for Kindergarten readiness to determine the specific skills and knowledge of students. Low-performing students are targeted and enrolled in the Voyager Reading Intervention Program and/or Wonder Works intervention program. Parents attend an Open House meeting where

they are presented with an overview of the Kindergarten program, support provided by the school and teacher as well as a packet that describes ways they can assist their child make the transition into Kindergarten.

Mater Academy of International is part of one school building that is shared by students and teachers of kindergarten to ninth grade. Upon graduating fifth grade, the students are assigned to the middle school code but remain in the same building but following a middle school framework. This provides the platform for an easy transition in a school environment in which the staff can see the development of the child over time.

b. College and Career Readiness

1. 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 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.

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

The teachers at Mater Academy of International Studies work diligently to connect the curriculum to real-world experiences. Among these examples, teachers strive to engage and expose students to careers that entail aspects of the curriculum in their daily responsibilities and roles. Teachers invite community members to share information about their careers. Students are also exposed to different Colleges and Universities at a young age so students are informed and begin to establish long-term goals for themselves.

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

Our school is implementing the Project Lead The Way (PLTW). PLTW will include technology and technical education within the Science content area classes. PLTW consists of computer science, engineering, and biomedical science activities that engage students in hands-on activities, projects, and problems; empowering them to solve real-world challenges; and inspiring them to reimagine how they see themselves. MAIS also holds an annual Career Day in which all students learn about different professions and career opportunities.

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Students at Mater Academy of International Studies are successful at answering explicit and one-step mathematical problems. Students have a difficult time finding evidence and identifying implicit questions and reasoning and struggle with word problems and multi-step equations. The skills necessary to meet grade-level standards are more advanced than the students' current ability and with guided practice they will achieve higher levels of performance.

B. 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.

Mater Academy of International Studies serves large percentage of Tier II students under the Response to Interventions. More than 25% of each grade-level has to be provided interventions in Reading or Math. The results of the Tier II assessments and i-Ready Diagnostic assessments indicate that students are entering grade-levels without the necessary foundational skills required to meet grade level standards.

C. Strategic Goals

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. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

G088239

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	47.0
FSA Mathematics Achievement	85.0
Math Gains	74.0
Math Lowest 25% Gains	60.0
FSA ELA Achievement	56.0
ELA/Reading Gains	83.0
ELA/Reading Lowest 25% Gains	92.0
CELLA Listening/Speaking Proficiency	53.0
CELLA Reading Proficiency	37.0
CELLA Writing Proficiency	39.0
AMO Reading - All Students	
AMO Reading - African American	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Core Instruction in all content areas need to interlink. Integration of ELA & Math within Science and Social Studies is of utmost importance to ensure that core instruction is successful. This year at Mater Academy of International Studies some teachers lack the sufficient experience in teaching core instruction in the content areas and would benefit from additional professional development. Students are also not used to using reading or math strategies during science and social science times. Students who have difficulty in reading comprehension will find that having to use comprehension strategies in the content areas will also be a struggle as they aim to master skills. Lack of teacher experience is a barrier for this goal. Eleven teachers (41%) in the elementary school are novice teachers with little experience or knowledge of performance-based strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District pacing guides
- District adopted curricular materials
- Accelerated Reader/ STAR enterprise
- i-Ready
- Baseline Assessments (Science)
- Academic Tutoring
- Teacher Professional Development

Plan to Monitor Progress Toward G1. 8

The following data will be collected and reviewed throughout the year to determine progress toward the goal: Diagnostic Assessments, Software program performance Reports, District Baseline Assessments, District Interim/Topic Assessment Results, Bi-Weekly assessments, Monthly Writing prompts.

Person Responsible

Ileana Melian

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Year-at-a-Glance Reports, Thinkgate 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. If core instruction is increased in all content areas, then student achievement will improve. **1**

 G088239

G1.B1 Core Instruction in all content areas need to interlink. Integration of ELA & Math within Science and Social Studies is of utmost importance to ensure that core instruction is successful. This year at Mater Academy of International Studies some teachers lack the sufficient experience in teaching core instruction in the content areas and would benefit from additional professional development. Students are also not used to using reading or math strategies during science and social science times. Students who have difficulty in reading comprehension will find that having to use comprehension strategies in the content areas will also be a struggle as they aim to master skills. Lack of teacher experience is a barrier for this goal. Eleven teachers (41%) in the elementary school are novice teachers with little experience or knowledge of performance-based strategies. **2**

 B234630

G1.B1.S1 Teachers will incorporate core strategies across the curriculum throughout all grade levels. Students will have numerous opportunities to engage in critical thinking and inquiry activities. This process will help students demonstrate what they know and acquire a greater understanding of the content specific to each of the disciplines. **4**

 S247352

Strategy Rationale

Research has shown that integration of literacy-related instructional strategies facilitates student learning across all content areas. With the use of content-specific information, it is through the literacy skills that students acquire and retain content knowledge and content-specific abilities.

Action Step 1 **5**

Students will be provided academic tutoring that will reflect core instruction in the content areas to learn strategies in the enrichment programs during after school and weekend tutoring sessions. These programs will include literacy strategies within the content areas including technology and will assist in the development of skills necessary to student achievement.

Person Responsible

Elizabeth Sauri

Schedule

Weekly, from 9/6/2016 to 4/7/2017

Evidence of Completion

Tutoring attendance rosters, tutoring sign-in sheets, teacher observations, sample work

Action Step 2 5

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

Person Responsible

Jennifer Chavez

Schedule

On 10/3/2016

Evidence of Completion

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

Action Step 3 5

The administration team will oversee the effectiveness of the strategy by enforcing protocols across the curriculum.

Person Responsible

Ileana Melian

Schedule

Daily, from 9/19/2016 to 6/2/2017

Evidence of Completion

ASSESSA observations, lesson plan checks, informal walk-throughs, IPEGS evaluations

Action Step 4 5

To ensure synergy throughout the school, a bi-weekly assessment rubric will be provided to teachers in order to ensure the effectiveness of instruction.

Person Responsible

Jennifer Chavez

Schedule

Biweekly, from 10/7/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student sample work, assessment rubrics, classroom observations

Action Step 5 5

Teachers will provide students with opportunities to incorporate literacy strategies through lessons, hands-on activities and small group instruction, etc.

Person Responsible

Jennifer Chavez

Schedule

Daily, from 9/30/2016 to 5/26/2017

Evidence of Completion

Student constructed response journals, 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

Teachers will provide students opportunities to utilize a process approach that will generate review and synthesis of content and will provide them the platform to organize and present information.

Person Responsible

Ileana Melian

Schedule

Biweekly, from 10/7/2016 to 6/2/2017

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 7 5

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

Person Responsible

Jennifer Chavez

Schedule

Weekly, from 9/23/2016 to 6/2/2017

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 8 5

Mathematics teachers will integrate writing strategies by providing students opportunities to explain mathematical theories or solutions to real-world mathematical problems.

Person Responsible

Elizabeth Sauri

Schedule

Weekly, from 9/19/2016 to 6/2/2017

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 9 5

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

Ena Garcia

Schedule

Daily, from 9/19/2016 to 6/2/2017

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 10 5

Teachers will conduct writing prompts every month in any of the content areas to monitor student progress on performance-task/ evidence-based writing. This prompt is addition to working on writing within the content areas.

Person Responsible

Jennifer Chavez

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

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 8/29/2016 to 6/2/2017

Evidence of Completion

ASSESSA APP reports, observation checklists, IPEG evaluations.

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

To ensure teachers are following the core curriculum strategies in the content areas, as it was entailed, a checklist will be created to monitor the fidelity of the program. This will provide teachers a clear view of activities and procedural routines that will equip them with a format to ensure the strategy is being done correctly.

Person Responsible

Jennifer Chavez

Schedule

Daily, from 10/3/2016 to 6/2/2017

Evidence of Completion

Evidence of routines being followed through observations, class assignments, instructional routines, common board configuration, lesson plans

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 9/26/2016 to 6/2/2017

Evidence of Completion

Teacher Excel spreadsheets of student performance on bi-weekly assessments

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

Diagnostic Assessment Results

Person Responsible

Jennifer Chavez

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

i-Ready results, Wonders Diagnostic assessment, score spreadsheets

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

The regularly scheduled monthly writing prompts will indicate student growth throughout the school year as it pertains to writing in the content areas.

Person Responsible

Jennifer Chavez

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Student sample writing drafts, Individual Student Performance Data, 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 to a leader who is present and/or through their grade-level meeting minutes handout.

Person Responsible

Ileana Melian

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Grade-level meeting minutes

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

Literacy leadership meetings will be conducted monthly to discuss effectiveness of the strategy in relation to observations, data analysis, and teacher input.

Person Responsible

Ileana Melian

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

LLT agenda, LLT meeting minutes, LLT sign in sheets, LLT meeting logs

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

The administration team will monitor the data results on a monthly basis to support teachers with students who are not making adequate progress. The RtI/MTSS team and Literacy Leadership Team will gather to discuss results and appropriate methods to intervene on specific cases needed assistance.

Person Responsible

Ileana Melian
















Schedule





Biweekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Monthly Writing Prompts and Content Area results on Bi-Weekly Data forms

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A2  A322130	Administrators and teachers will be provided professional development opportunities through...	Chavez, Jennifer	10/3/2016	PD sign-in sheets, PD agendas, PD follow-up activities, Observation of use instructional strategies	10/3/2016 one-time
G1.B1.S1.A1  A322129	Students will be provided academic tutoring that will reflect core instruction in the content areas...	Sauri, Elizabeth	9/6/2016	Tutoring attendance rosters, tutoring sign-in sheets, teacher observations, sample work	4/7/2017 weekly
G1.B1.S1.A5  A322133	Teachers will provide students with opportunities to incorporate literacy strategies through...	Chavez, Jennifer	9/30/2016	Student constructed response journals, instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	5/26/2017 daily
G1.MA1  M335227	The following data will be collected and reviewed throughout the year to determine progress toward...	Melian, Ileana	9/26/2016	Year-at-a-Glance Reports, Thinkgate reports, Software program performance Reports Student Target Model, individual Student Performance Models, Student/ Teacher Data chats	6/2/2017 monthly
G1.B1.S1.MA1  M335219	Bi-weekly assessments will indicate student progress throughout the school year in specific content...	Melian, Ileana	9/26/2016	Teacher Excel spreadsheets of student performance on bi-weekly assessments	6/2/2017 biweekly
G1.B1.S1.MA2  M335220	Diagnostic Assessment Results	Chavez, Jennifer	9/26/2016	i-Ready results, Wonders Diagnostic assessment, score spreadsheets	6/2/2017 quarterly
G1.B1.S1.MA3  M335221	The regularly scheduled monthly writing prompts will indicate student growth throughout the school...	Chavez, Jennifer	10/3/2016	Student sample writing drafts, Individual Student Performance Data, Student/ Teacher Data chats	6/2/2017 monthly
G1.B1.S1.MA4  M335222	Teachers will provide input at grade-level meetings and will provide their notes to a leader who is...	Melian, Ileana	9/26/2016	Grade-level meeting minutes	6/2/2017 weekly
G1.B1.S1.MA5  M335223	Literacy leadership meetings will be conducted monthly to discuss effectiveness of the strategy in...	Melian, Ileana	9/26/2016	LLT agenda, LLT meeting minutes, LLT sign in sheets, LLT meeting logs	6/2/2017 monthly
G1.B1.S1.MA6  M335224	The administration team will monitor the data results on a monthly basis to support teachers with...	Melian, Ileana	9/26/2016	Monthly Writing Prompts and Content Area results on Bi-Weekly Data forms	6/2/2017 biweekly
G1.B1.S1.MA1  M335225	The leadership team will conduct informal and formal observations of teachers in order to monitor...	Melian, Ileana	8/29/2016	ASSESSA APP reports, observation checklists, IPEG evaluations.	6/2/2017 weekly
G1.B1.S1.MA2  M335226	To ensure teachers are following the core curriculum strategies in the content areas, as it was...	Chavez, Jennifer	10/3/2016	Evidence of routines being followed through observations, class assignments, instructional routines, common board configuration, lesson plans	6/2/2017 daily
G1.B1.S1.A3  A322131	The administration team will oversee the effectiveness of the strategy by enforcing protocols...	Melian, Ileana	9/19/2016	ASSESSA observations, lesson plan checks, informal walk-throughs, IPEGS evaluations	6/2/2017 daily
G1.B1.S1.A4  A322132	To ensure synergy throughout the school, a bi-weekly assessment rubric will be provided to teachers...	Chavez, Jennifer	10/7/2016	Lesson plans, student sample work, assessment rubrics, classroom observations	6/2/2017 biweekly
G1.B1.S1.A6  A322134	Teachers will provide students opportunities to utilize a process approach that will generate...	Melian, Ileana	10/7/2016	Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	6/2/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A7  A322135	English Language Arts teachers will incorporate process writing strategies in the content areas in...	Chavez, Jennifer	9/23/2016	Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	6/2/2017 weekly
G1.B1.S1.A8  A322136	Mathematics teachers will integrate writing strategies by providing students opportunities to...	Sauri, Elizabeth	9/19/2016	Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	6/2/2017 weekly
G1.B1.S1.A9  A322137	Science teachers will integrate writing by providing students opportunities to create lab reports,...	Garcia, Ena	9/19/2016	Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	6/2/2017 daily
G1.B1.S1.A10  A322138	Teachers will conduct writing prompts every month in any of the content areas to monitor student...	Chavez, Jennifer	10/3/2016		6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Core Instruction in all content areas need to interlink. Integration of ELA & Math within Science and Social Studies is of utmost importance to ensure that core instruction is successful. This year at Mater Academy of International Studies some teachers lack the sufficient experience in teaching core instruction in the content areas and would benefit from additional professional development. Students are also not used to using reading or math strategies during science and social science times. Students who have difficulty in reading comprehension will find that having to use comprehension strategies in the content areas will also be a struggle as they aim to master skills. Lack of teacher experience is a barrier for this goal. Eleven teachers (41%) in the elementary school are novice teachers with little experience or knowledge of performance-based strategies.

G1.B1.S1 Teachers will incorporate core strategies across the curriculum throughout all grade levels. Students will have numerous opportunities to engage in critical thinking and inquiry activities. This process will help students demonstrate what they know and acquire a greater understanding of the content specific to each of the disciplines.

PD Opportunity 1

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

Facilitator

Ena Garcia

Participants

Teachers and Administrators

Schedule

On 10/3/2016

PD Opportunity 2

The administration team will oversee the effectiveness of the strategy by enforcing protocols across the curriculum.

Facilitator

Ms. Giselle Bernal (gbernal@materacademyis.com)

Participants

All instructional Staff

Schedule

Daily, from 9/19/2016 to 6/2/2017

PD Opportunity 3

To ensure synergy throughout the school, a bi-weekly assessment rubric will be provided to teachers in order to ensure the effectiveness of instruction.

Facilitator

Jennifer Chavez

Participants

All teachers

Schedule

Biweekly, from 10/7/2016 to 6/2/2017

PD Opportunity 4

Mathematics teachers will integrate writing strategies by providing students opportunities to explain mathematical theories or solutions to real-world mathematical problems.

Facilitator

Elizabeth Sauri

Participants

Teachers and Staff

Schedule

Weekly, from 9/19/2016 to 6/2/2017

PD Opportunity 5

Teachers will conduct writing prompts every month in any of the content areas to monitor student progress on performance-task/ evidence-based writing. This prompt is addition to working on writing within the content areas.

Facilitator

Jennifer Chavez

Participants

All ELA teachers

Schedule

Monthly, from 10/3/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students will be provided academic tutoring that will reflect core instruction in the content areas to learn strategies in the enrichment programs during after school and weekend tutoring sessions. These programs will include literacy strategies within the content areas including technology and will assist in the development of skills necessary to student achievement.				\$57,270.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2120	500-Materials and Supplies	1017 - Mater Academy Of International Studies	Title I, Part A		\$1,660.00
	2120	100-Salaries	1017 - Mater Academy Of International Studies	Title I, Part A		\$48,110.00
			Notes: Tutor Salaries			
	2120	100-Salaries	1017 - Mater Academy Of International Studies	Title III		\$7,500.00
			Notes: Tutor Salaries			
2	G1.B1.S1.A10	Teachers will conduct writing prompts every month in any of the content areas to monitor student progress on performance-task/ evidence-based writing. This prompt is addition to working on writing within the content areas.				\$0.00
3	G1.B1.S1.A2	Administrators and teachers will be provided professional development opportunities through workshops, PLCs, and lesson studies to acquire effective techniques to incorporate during all content area instruction.				\$0.00
4	G1.B1.S1.A3	The administration team will oversee the effectiveness of the strategy by enforcing protocols across the curriculum.				\$0.00
5	G1.B1.S1.A4	To ensure synergy throughout the school, a bi-weekly assessment rubric will be provided to teachers in order to ensure the effectiveness of instruction.				\$0.00
6	G1.B1.S1.A5	Teachers will provide students with opportunities to incorporate literacy strategies through lessons, hands-on activities and small group instruction, etc.				\$0.00
7	G1.B1.S1.A6	Teachers will provide students opportunities to utilize a process approach that will generate review and synthesis of content and will provide them the platform to organize and present information.				\$0.00
8	G1.B1.S1.A7	English Language Arts teachers will incorporate process writing strategies in the content areas in order to provide opportunities to become effective writer in different genres of evidence based, analytical writing- opinion and argumentative writing.				\$13,165.93
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1530	500-Materials and Supplies	1017 - Mater Academy Of International Studies	General Fund		\$13,165.93

		Notes: Wonders Curriculum K-5	
9	G1.B1.S1.A8	Mathematics teachers will integrate writing strategies by providing students opportunities to explain mathematical theories or solutions to real-world mathematical problems.	\$0.00
10	G1.B1.S1.A9	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
Total:			\$70,435.93