

Miami-Dade County Public Schools

Mater International Academy



2017-18 Schoolwide Improvement Plan

Mater International Academy

3405 NW 27TH AVE, Miami, FL 33142

www.materinternational.com

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Mater International Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 Mater International Academy is to develop the intellectual, social, and bilingual skills of its students in a nurturing and safe environment, through innovative and creative teaching methods, thus producing lifelong learners who respect diversity.

b. Provide the school's vision statement.

The Vision of Mater International Academy 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 International Academy 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.

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. Hispanic Heritage, African American History, 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 "Dearm Big". Mater International Academy 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 International Academy 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 International Academy 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 and Student of the Month.

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 International Academy 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

wellbeing.

The Mater International Academy Student Services Team consists of a general education teacher, principal 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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.

Early Warning System indicators are listed below:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension one or more suspensions, whether in school or out of school.

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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	5	1	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	4	10	12	0	0	0	0	0	0	0	0	0	26

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	0	2	7	0	0	0	0	0	0	0	0	0	0	9

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

Our leadership team determine the appropriate interventions for the students that are exhibiting two or more early warning indicators. We requires teachers to communicate with parents and provide written notification regarding the exhibited early warning indicators. Students who are absent

or tardy 10 times or more, will receive a referral and will meet with classroom teachers and administrators as needed. Students who demonstrate inappropriate behaviors will receive demerits, detentions, and referrals. Mater International Academy will follow the MDCPS Code of Conduct and will implement consequences as needed depending on the nature of the behavior. Academic performance will be recognized during quarterly honor roll ceremonies and by individual teacher recognition.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Our goal is to increase the percent of parents involved in school activities to 70%. Limited knowledge of the English language is a barrier in providing knowledge of activities. Communication will be sent in English and Spanish for all parent activities. Activities will be conducted in both languages. Modes of communication have been expanded to include school-wide mass text messaging through Remind101 service to remind parents of important information and upcoming events, both in English and Spanish. Principal will monitor implementation and review sign in sheets to determine the number of parents attending school or community events for effectiveness. Progress will be determined by analyzing sign in sheets for parent participation.

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's community involvement team will build and sustain partnerships with the community for the purpose of securing and utilizing resources to support the school and student achievement by actively requesting support and partnerships from local vendors for school events, supplies and other resources. The leadership team will prepare fieldtrips for students to visit and participate community programs, events, or corporations that will help students gain insight on a variety of concepts and experiences. Community representatives will be invited to the school's quarterly Educational Excellence School Advisory Committee (EESAC) in order to get information and support school programs, events, and progress towards academic goals through data and School Improvement Plan amendments.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Camarena, Olga	Principal
Gonzalez, Dulce	Teacher, K-12
Crossett, Patricia	Teacher, K-12
Torres, Jessica	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.

Olga Camarena- Principal will meet with the school leadership team on a weekly basis in order to discuss any changes/updates to academic programs. Ms. Camarena will serve as an instructional leader by guiding her staff to become active members in the decision making regarding student achievement

Jessica Torres - Lead Teacher and Reading Coach will be attending the district meetings and professional developments. She will relay the information to teachers and administrator after the meeting.

Patricia Crossett - Grade Level Chair will be attending the district meetings and professional developments. She will relay the information to teachers and administrator after the meeting.

Dulce Romero - Grade Level Chair will be attending the district meetings and professional developments. She will relay the information to teachers and administrator after the meeting.

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 International Academies' 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. 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
Ileana Melian	Education Support Employee
Olga Camarena	Principal
Patricia Crossett	Teacher
Eide Romero	Parent
Alicia Navarra	Teacher
Dulce Romero	Teacher
Jessica Torres	Teacher
Anayset De Leon	Parent
Arianny Sandoval	Business/Community
Jessica Premice	Teacher
Donna Boyd	Student
Cesar Hernandez	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 September 28, 2016. The SIP is revisited at every EESAC meeting. Strategies for improvement are shared and discussed for improvement.

b. Development of this school improvement plan

The current school improvement plan was evaluated and approved by the EESAC on 10/04/2017. 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 implement Tier III intervention materials.

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
Boyd, Donna	Teacher, K-12
Camarena, Olga	Principal
Crossett, Patricia	
Gonzalez, Dulce	Teacher, K-12

b. Duties

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

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 and 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 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 multitiered 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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:

- 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.

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

Strategies to develop and retain highly qualified teachers

1. Assign mentor teachers
2. Assign grade level chairs
3. Collaborative planning
4. Involvement in Committees
5. Social/ Team Building Events
6. Professional Development Opportunities
7. 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 International Academy 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 Vice Principal 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: Jessica Torres Mentee: Donna Boyd and Marta Garvalena

Mentor: Dulce Romero Mentee: Crystal Gagne

Mentor: Patricia Crossett Mentee: Jessica Premice

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). To facilitate reading instruction, the school will implement the use of I-Ready reading program, in order to support Tier II instruction.

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.

The leadership team evaluates and synthesizes school data as it is released by the district or Florida Department of Education. Once it has been sorted for trends and weaknesses and deficiencies have been identified, administrators gather with grade level teams to discuss the data findings, identify students needing additional support, and create a plan of action on how to work toward meeting grade level standards through progress monitoring, best practices, and additional educational programs in Tier I and Tier II. Data chats will occur quarterly where this process will be repeated using (STAR, SAT-10 results), I-Ready Diagnostic and will continue throughout the year with I-Ready performance reports and teacher assessments. The leadership team and teachers will also discuss data during collaborative planning, conferences-IPEGs review, observations feedback, and during the MTSS/Rtl and Literacy Leadership Team meetings. Data will be a primary source of instructional implications and the impact on differentiated instruction and intervention groups that will foster continuous improvement and progress towards student achievement.

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: 0

NA

Strategy Rationale

NA

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

NA

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

In order to assist preschool students in the transitioning process the principal visited several preschools nearby the school. Ms. Camarena provides parents with information about the school. The school also hosts an open house during the summer, several school tours to prospective parents who are interested in the school. Parents and students are provided with information regarding open houses offered by neighboring public and charter schools.

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 International Academy promotes academic and career planning by organizing a day dedicated to a career day event.

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

G097002

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Core Instruction in the content areas is new for both teachers and students. Teachers lack the experience in teaching core instruction in content areas and would be trained to use strategies in all subjects.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher best practices
- Florida Reading Wonders curriculum (Writing component)
- District Pacing Guides
- Graphic Organizers

Plan to Monitor Progress Toward G1. 8

To monitor progress towards meeting the goal, the principal will review student interactive journals, conference with teachers, and review student data results.

Person Responsible

Olga Camarena

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

All interactive journals, classroom tests, data chat forms.

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**

 G097002

G1.B1 Core Instruction in the content areas is new for both teachers and students. Teachers lack the experience in teaching core instruction in content areas and would be trained to use strategies in all subjects. **2**

 B260957

G1.B1.S1 Teachers will incorporate core strategies across the curriculum throughout all grade levels. Students will have the opportunity to engage in critical thinking activities. **4**

 S276321

Strategy Rationale

Research has shown that integrating literacy strategies across all content areas leads to student learning.

Action Step 1 **5**

Staff will be provided professional development opportunities to acquire techniques to incorporate in all content area lessons.

Person Responsible

Olga Camarena

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Action Step 2 **5**

The principal will oversee the strategies used accross the curriculum.

Person Responsible

Olga Camarena

Schedule

Weekly, from 9/4/2017 to 6/8/2018

Evidence of Completion

ASSESSA observations, lesson plans and IPEGS evaluations.

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

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

Person Responsible

Olga Camarena

Schedule

Weekly, from 8/28/2017 to 6/8/2018

Evidence of Completion

ASSESSA observations Reports and IPEGs evaluations.

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

I-Ready Diagnostic reading and math.

Person Responsible

Olga Camarena






Schedule

On 6/1/2018

Evidence of Completion

I-Ready Diagnostic class profile report reading and math.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M400292	To monitor progress towards meeting the goal, the principal will review student interactive...	Camarena, Olga	9/4/2017	All interactive journals, classroom tests, data chat forms.	6/1/2018 monthly
G1.B1.S1.MA1  M400290	I-Ready Diagnostic reading and math.	Camarena, Olga	8/28/2017	I-Ready Diagnostic class profile report reading and math.	6/1/2018 one-time
G1.B1.S1.A1  A372138	Staff will be provided professional development opportunities to acquire techniques to incorporate...	Camarena, Olga	8/17/2017		6/1/2018 quarterly
G1.B1.S1.MA1  M400291	The principal will conduct informal and formal observations of teachers in order to monitor the...	Camarena, Olga	8/28/2017	ASSESSA observations Reports and IPEGS evaluations.	6/8/2018 weekly
G1.B1.S1.A2  A372139	The principal will oversee the strategies used across the curriculum.	Camarena, Olga	9/4/2017	ASSESSA observations, lesson plans and IPEGS evaluations.	6/8/2018 weekly

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 the content areas is new for both teachers and students. Teachers lack the experience in teaching core instruction in content areas and would be trained to use strategies in all subjects.

G1.B1.S1 Teachers will incorporate core strategies across the curriculum throughout all grade levels. Students will have the opportunity to engage in critical thinking activities.

PD Opportunity 1

Staff will be provided professional development opportunities to acquire techniques to incorporate in all content area lessons.

Facilitator

Pilar Baldwin

Participants

Teachers and administrators.

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

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	Staff will be provided professional development opportunities to acquire techniques to incorporate in all content area lessons.	\$0.00
2	G1.B1.S1.A2	The principal will oversee the strategies used accross the curriculum.	\$0.00
Total:			\$0.00