

Miami-Dade County Public Schools

Mater International Preparatory



2017-18 Schoolwide Improvement Plan

Mater International Preparatory

795 NW 32ND ST, Miami, FL 33127

<http://www.materacademyis.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)
Combination School 6-9	Yes	98%
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	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	A

**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 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 Preparatory

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 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 Middle 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 Middle 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 called Core Essential Values that focuses on the values of good character such as, Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. This is reinforced throughout the day in classrooms through lessons targeting each value 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.

Students are participating in the Inner Explorer, a mindfulness program that promotes daily mindfulness practices to help reduce student stress, help strengthen self-regulation skills and improve academic performance. Teachers classrooms simply log on and press 'play'. While the implementation is simple, the results are dramatic. 10 mindful minutes daily are said to help students focus, and reduce behavior issues.

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 Middle 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 Middle 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 Middle 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 Middle 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 Middle 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 Middle of International Studies Charter School.

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 and nurturing 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 lead teacher and guidance counselor will be responsible for monitoring student attendance, suspensions, and course failures on a quarterly basis via input from homeroom teachers.

All students scoring a Level 1 and Level 2 in English/Language Arts or the Mathematics Florida Standards Assessments are placed in TIER II intervention program where they receive an additional 30 minutes of Reading using the Wonder Works Intervention series. All students are also placed on a

research based computer assisted learning program called I-Ready which assist students at their respective learning levels in both Reading and Mathematics.

The students who received a Level 1 or Level 2 on the Florida Standards assessment are also monitored by administration and teachers through quarterly data chats which track bi-weekly Reading Assessments, Math Chapter Assessments, Math Topic Assessments, Mock Assessments, and I-Ready Progress Monitoring and Diagnostic Assessments. As a final early warning system initiative after school tutoring services are provided to all students struggling in Reading or Mathematics two days out of the week after 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	2	0	3	2	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	3	4	4	4	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	5	13	1	7	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	0	0	0	0	7	17	7	9	0	0	0	0	40

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:

Curriculum Materials and Programs:

Intensive reading

Research Based Computer Based Learning Program (I-Ready Reading/Math: Daily)

After School Tutoring Program (Tuesday & Thursday: October 3, 2017 - April 5, 2018)

Saturday Academy (January 9, 2017 - April 7, 2018)

Differentiated Instruction in all classrooms (Monitored by Curriculum Instructor)

Bi-Weekly Assessments

Unit Assessments

Math Chapter Assessments

Math Topic Assessments

Mock Assessments

Response to Intervention (Students not responding to TIER II Intervention)

Core Essential Values

The administration will meet with teachers for data chats to set goals for the class and for individual student success plans for all students in the class. Teachers who have students scoring in the lowest 25%, 35%, and 45% are asked to also conduct parent conferences to provide parents with useful strategies they may implement at home to help with their child's success.

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

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 CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

N/A

Title II

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

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

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

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

- tutorial programs (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 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

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
Bernal, Giselle	Assistant Principal
Sauri, Elizabeth	Administrative Support

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
Elizabeth Sauri - Lead Teacher/ Instructional Coach
Miriam Barrios - EESAC Chairperson
Princess Briggs- SPED Program Specialist
Rosa Verde- Counselor
Tamara Millo - Department Chair

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 Middle 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
Miriam Barrios	Teacher
Ileana Melian	Principal
Mary Anne Lukacs	Business/Community
Alejandra Gomez	Parent
Diana Quesada	Teacher
Doris Gomez	Teacher
Michelle Osorno	Student
Tamara Millo	Teacher
Robert Boger	Teacher
Carlos Perez	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

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 10/11/16. 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 is evaluated and approved by the EESAC on 10/18/2017. 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 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
Millo, Tamara	Teacher, K-12
Bernal, Giselle	Assistant Principal
Sauri, Elizabeth	Administrative Support
Verde, Rosa	School Counselor

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:

- Buddy Program - older students read to younger ones

- 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 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:

- 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.

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

at the school site, school administrators and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Mentor: Tamara Millo Mentee: Ms. Tennyson Rationale for Pairing: Beginning Teacher

Mentor: Tamara Millo Mentee: Carlos Perez Rationale 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 his/her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

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.

Students at Mater Academy Middle of International studies sat with a counselor or an administrator at the close of the previous school year to complete the subject selection process. Based on their performance on state exams, teacher recommendations, and parent approval (for advanced or honors classes) students are enrolled in either intensive, regular, or advanced/honors classes.

Students excelling in Language Arts are encouraged to enroll in the grade appropriate Advanced section. In addition to the core Language Arts class all students are enrolled in either advanced Reading or Intensive Reading.

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

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

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

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

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: 4,260

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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.

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)

- Core Academic Instruction
- 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.

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 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.

Orientation, Open House night, and parent/student information meetings are scheduled throughout the school year with administration, teachers, and the social worker to keep families informed of state, district, and school policies and other information pertaining to student progression. Parent Academy will have monthly learning seminars for parents to come into the school and discuss issues of relevance to the parents for the benefit of the students. The learning seminars will include logging into the Gradebook, STEM Night, Nutrition, Enrichment, among a few.

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 Middle of International Studies promotes academic and career planning by organizing a Career Day dedicated to different careers. Community professionals from a variety of careers volunteer their time to share what they do with the students at our school. Students have the opportunity to interact with professionals from areas of their own individual interests and also share discussions and ask questions that relate to the tasks and responsibilities within that career.

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

Students in eighth grade are enrolled in a US History and Career Planning course where students complete a personalized academic and career plan. In this course students are informed of high school graduation requirements, high school assessments, college entrance exam requirements (SAT, ACT), scholarship programs, college admission requirements, vocational programs, and ways to earn college credit in high school. Project Lead the Way will be implemented.

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

Project Lead the Way will be implemented.

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**

 G097063

Targets Supported **1b**

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	100.0
FSA Mathematics Achievement	77.0
Math Gains	82.0
Math Lowest 25% Gains	60.0
FSA ELA Achievement	66.0
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	77.0
CELLA Listening/Speaking Proficiency	57.0
FCAT 2.0 Science Proficiency	46.0
CELLA Writing Proficiency	48.0
Algebra I EOC Pass Rate	100.0
AMO Math - All Students	
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - ED	

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.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Baseline/Interim Assessment Data
- Highly Qualified Personnel
- District Pacing Guides
- District adopted curricular materials
- Accelerated Reader
- iReady
- Thinkgate

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 9/25/2017 to 6/1/2018

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

 G097063

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. 2

 B261119

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

 S276472

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

Daily, from 10/3/2017 to 4/27/2018

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

Elizabeth Sauri

Schedule

On 4/27/2018

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Lourdes Geller

Schedule

Daily, from 9/19/2016 to 6/1/2018

Evidence of Completion

Biweekly assessments, Observation of use instructional strategies

Action Step 4 5

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

Person Responsible

Elizabeth Sauri

Schedule

Daily, from 9/29/2017 to 6/1/2018

Evidence of Completion

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

Action Step 5 5

Along with the Reading teachers, Social Sciences teachers will provide students with opportunities to incorporate literacy strategies through lessons, hands-on activities and small group instruction, etc.

Person Responsible

Tamara Millo

Schedule

Daily, from 9/29/2017 to 5/25/2018

Evidence of Completion

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

Action Step 6 5

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 10/6/2017 to 6/1/2018

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

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

Person Responsible

Elizabeth Sauri

Schedule

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

Evidence of Completion

Tutoring Logs, Attendance, Pre and Post assessments.

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

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

Person Responsible

Ileana Melian

Schedule

Weekly, from 8/21/2017 to 6/1/2018

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

Elizabeth Sauri

Schedule

Daily, from 10/9/2017 to 6/8/2018

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 9/18/2017 to 6/1/2018

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

Tamara Millo

Schedule

Quarterly, from 9/25/2017 to 6/1/2018

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

Tamara Millo

Schedule

Monthly, from 10/3/2017 to 6/1/2018

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 9/18/2017 to 6/8/2018

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 9/4/2017 to 6/4/2018

Evidence of Completion

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

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.B1.S1.A7  A372514	Before and After School Tutoring will be provided for ELL students and students in the lowest 25%....	Sauri, Elizabeth	9/8/2017	Tutoring Logs, Attendance, Pre and Post assessments.	4/6/2018 weekly
G1.B1.S1.A1  A372508	Students will be provided academic tutoring that will reflect core instruction in the content areas...	Sauri, Elizabeth	10/3/2017	Tutoring attendance rosters, tutoring sign-in sheets, teacher observations, sample work	4/27/2018 daily
G1.B1.S1.A2  A372509	Administrators and teachers will be provided professional development opportunities through...	Sauri, Elizabeth	10/2/2017	PD sign-in sheets, PD agendas, PD follow-up activities, Observation of use instructional strategies	4/27/2018 one-time
G1.B1.S1.A5  A372512	Along with the Reading teachers, Social Sciences teachers will provide students with opportunities...	Millo, Tamara	9/29/2017	Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	5/25/2018 daily
G1.MA1  M400637	The following data will be collected and reviewed throughout the year to determine progress toward...	Melian, Ileana	9/25/2017	Year-at-a-Glance Reports, Thinkgate reports, Software program performance Reports Student Target Model, individual Student Performance Models, Student/ Teacher Data chats	6/1/2018 monthly
G1.B1.S1.MA1  M400630	Bi-weekly assessments will indicate student progress throughout the school year in specific content...	Melian, Ileana	9/18/2017	Teacher Excel spreadsheets of student performance on bi-weekly assessments	6/1/2018 biweekly
G1.B1.S1.MA4  M400631	Diagnostic Assessment Results	Millo, Tamara	9/25/2017	i-Ready results, Wonders Diagnostic assessment, score spreadsheets	6/1/2018 quarterly
G1.B1.S1.MA5  M400632	The regularly scheduled monthly writing prompts will indicate student growth throughout the school...	Millo, Tamara	10/3/2017	Student sample writing drafts, Individual Student Performance Data, Student/ Teacher Data chats	6/1/2018 monthly
G1.B1.S1.MA1  M400635	The leadership team will conduct informal and formal observations of teachers in order to monitor...	Melian, Ileana	8/21/2017	ASSESSA APP reports, observation checklists, IPEG evaluations.	6/1/2018 weekly
G1.B1.S1.A3  A372510	The Mathematics teachers will use a problem of the day with a written response. Students will write...	Geller, Lourdes	9/19/2016	Biweekly assessments, Observation of use instructional strategies	6/1/2018 daily
G1.B1.S1.A4  A372511	The Science teachers will create a daily bell ringer written response. Students will follow a...	Sauri, Elizabeth	9/29/2017	Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	6/1/2018 daily
G1.B1.S1.A6  A372513	Teachers will provide students opportunities to utilize a process approach that will generate...	Melian, Ileana	10/6/2017	Instructional routines, lesson plans, samples of student work, Focus walls, Common board configuration, informal classroom observations (walk-throughs, ASSESSA), formal observations (IPEGS)	6/1/2018 biweekly
G1.B1.S1.MA7  M400634	Literacy leadership meetings will be conducted monthly to discuss effectiveness of the strategy in...	Melian, Ileana	9/4/2017	LLT agenda, LLT meeting minutes, LLT sign in sheets, LLT meeting logs	6/4/2018 monthly
G1.B1.S1.MA6  M400633	Teachers will provide input at grade-level meetings and will provide their notes to a leader who is...	Melian, Ileana	9/18/2017	Grade-level meeting minutes	6/8/2018 weekly
G1.B1.S1.MA6  M400636	To ensure teachers are following the core curriculum strategies in the content areas, as it was...	Sauri, Elizabeth	10/9/2017	Evidence of routines being followed through observations, class assignments, instructional routines, common board configuration, lesson plans	6/8/2018 daily

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.

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

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.

Facilitator

Tamara Millo- Department Head

Participants

Teachers and Administrators

Schedule

Biweekly, from 10/6/2017 to 6/1/2018

PD Opportunity 2

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

Facilitator

Elizabeth Sauri

Participants

Tutors

Schedule

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

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	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.				\$0.00
2	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.				\$2,243.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1530	500-Materials and Supplies	6047 - Mater International Preparatory	General Fund		\$2,243.00
Notes: Professional Tutoring Services						
3	G1.B1.S1.A3	The Mathematics teachers will use a problem of the day with a written response. Students will write the problem of the day in their journals and solve for accuracy. Once the students have solved the problem of the day they are to use their writing journal to explain their process. Students will follow a teacher made rubric on what is expected of their response. The students will read out their responses for immediate feedback.				\$0.00
4	G1.B1.S1.A4	The Science teachers will create a daily bell ringer written response. Students will follow a teacher made rubric on what is expected of their response. In addition, Science teachers will integrate writing by providing students opportunities to create lab reports, annotate observations, write research, and create scientific brochures and materials.				\$0.00
5	G1.B1.S1.A5	Along with the Reading teachers, Social Sciences teachers will provide students with opportunities to incorporate literacy strategies through lessons, hands-on activities and small group instruction, etc.				\$0.00
6	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
7	G1.B1.S1.A7	Before and After School Tutoring will be provided for ELL students and students in the lowest 25%. Tutoring will reflect writing to learn strategies in the enrichment programs provided after school and Saturday tutoring sessions.				\$557.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1530	500-Materials and Supplies	6047 - Mater International Preparatory	School Improvement Funds		\$557.00
Total:						\$2,800.00