

Miami-Dade County Public Schools

Mater Academy Of International Studies



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	11

Mater Academy Of International Studies

795 NW 32ND ST, Miami, FL 33127

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

N/A

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of the District is: Meaningful achievement of academics facilitated by teachers, administrators, parents & the community enabling students to become confident, self-directed & responsible lifelong learners.

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

Provide the school's vision statement.

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

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

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

School Leadership Team

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
Ocampo, Stephanie	Instructional Coach
Verde, Rosa	School Counselor

Duties

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
Stephanie Santagati - Instructional Coach
Rosa Verde - Guidance Counselor

Miriam Barrios - EESAC Chair
ChyKimberly Bullard - SPED Program Specialist

Early Warning Systems

Year 2017-18

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	2	3	0	3	1	0	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	1	12	19	15	24	0	0	0	0	0	0	0	72
Level 1 on statewide assessment	0	0	0	8	21	27	0	0	0	0	0	0	0	56

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	3	15	10	30	35	0	0	0	0	0	0	0	94

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	5	8	12	1	0	0	0	0	0	0	0	27
Retained Students: Previous Year(s)	4	0	3	18	2	2	0	0	0	0	0	0	0	29

Date this data was collected

Tuesday 9/18/2018

Year 2016-17 - As Reported

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	3	0	4	16	9	19	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	3	7	16	25	26	32	0	0	0	0	0	0	0	109

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	3	6	14	13	28	35	0	0	0	0	0	0	0	99

Year 2016-17 - Updated

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	3	0	4	16	9	19	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	3	7	16	25	26	32	0	0	0	0	0	0	0	109

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	3	6	14	13	28	35	0	0	0	0	0	0	0	99

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component which performed the lowest learning gains was ELA for the 2017-2018 school year. The trend is continuous from previous school years. This is attributed to our high ESOL population as well as students working below grade level in the diagnostic assessments via I-Ready.

Which data component showed the greatest decline from prior year?

The greatest decline component was Science from 49% to 28%

Which data component had the biggest gap when compared to the state average?

The lowest component in comparison to the state was Learning Gains of the lowest 25%.

Which data component showed the most improvement? Is this a trend?

Student is in 4th grade Math demonstrated the most improvement. This is not a trend from previous years. This increase was attributed to early Math interventions as well as specific Math tutoring.

Describe the actions or changes that led to the improvement in this area.

With an increase of scores in 4th grade math there was Math interventions occurring in the classroom. Teachers were providing differentiated instructional strategies to target the lowest 25%. Teachers were

also provided with professional development on how to use differentiated instruction as well as data to drive instruction in the classroom setting.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	47%	62%	56%	47%	54%	52%
ELA Learning Gains	53%	62%	55%	51%	56%	52%
ELA Lowest 25th Percentile	45%	59%	48%	45%	52%	46%
Math Achievement	49%	69%	62%	53%	62%	58%
Math Learning Gains	49%	64%	59%	47%	60%	58%
Math Lowest 25th Percentile	43%	55%	47%	31%	49%	46%
Science Achievement	29%	58%	55%	32%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	2 (0)	3 (0)	0 (0)	3 (0)	1 (0)	9 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	1 (3)	1 (0)	12 (4)	19 (16)	15 (9)	24 (19)	72 (51)
Level 1 on statewide assessment	0 (3)	0 (7)	0 (16)	8 (25)	21 (26)	27 (32)	56 (109)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	41%	61%	-20%	57%	-16%
	2017	48%	58%	-10%	58%	-10%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	52%	60%	-8%	56%	-4%
	2017	44%	57%	-13%	56%	-12%
Same Grade Comparison		8%				
Cohort Comparison		4%				
05	2018	45%	59%	-14%	55%	-10%
	2017	61%	54%	7%	53%	8%
Same Grade Comparison		-16%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	67%	-19%	62%	-14%
	2017	61%	65%	-4%	62%	-1%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	55%	68%	-13%	62%	-7%
	2017	45%	68%	-23%	64%	-19%
Same Grade Comparison		10%				
Cohort Comparison		-6%				
05	2018	42%	66%	-24%	61%	-19%
	2017	65%	60%	5%	57%	8%
Same Grade Comparison		-23%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	28%	56%	-28%	55%	-27%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	18		6	36						
ELL	43	57	46	42	45	35	19				
BLK	32	43		37	57						
HSP	47	53	45	49	48	37	29				
FRL	47	53	45	49	49	43	29				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	39	41	50	53	51	57					
BLK	29			43							
HSP	51	48	55	56	57	52	49				
FRL	50	47	52	56	58	53	48				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

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

Rationale 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. Six teachers (25%) in the elementary school are novice teachers with little experience or knowledge of performance-based strategies.

Intended Outcome 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.

Point Person Stephanie Ocampo (socampo@materacademyis.com)

Action Step

Description 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 Stephanie Ocampo (socampo@materacademyis.com)

Plan to Monitor Effectiveness

Description Administrators will monitor ongoing data through bi-weeklies, interim assessments, and i-Ready reports submitted by teachers. Additionally, lesson plans will be check on a weekly basis to ensure that core strategies are incorporated in science and social sciences.

Person Responsible Stephanie Ocampo (socampo@materacademyis.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Mater Academy of International Studies is a Title I school. Please refer to the PFEP Document.

PFEP Link

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

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

The overall well-being of Mater Academy of International Studies Charter School students is an integral part of our philosophy. Student Support Services seeks to provide support both in and out of the classroom in the areas of academic support, social-emotional development and physical well-being. The Mater Academy of International Studies Charter School Student Services Team consists of a general education teacher, a full-time counselor 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 tips are provided to students. Teachers work diligently to prevent bullying and violence in the school and community. The Student Services Team meets with parents, teachers and school administration to discuss student academic and behavioral needs and to determine if students need assistance outside of the traditional classroom setting.

Student Services Personnel welcome the opportunity to meet with parents, discuss concerns and assist students in any way possible. Counseling is included in every student's curricula at Mater Academy of International Studies Charter School.

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

Preschoolers are screened for Kindergarten readiness to determine the specific skills and knowledge of students. Low-performing students are targeted and participate in iReady Intervention Program and/or Wonder Works intervention program. Parents attend an Open House meeting where they are presented with an overview of the Kindergarten program, support provided by the school and teacher as well as a packet that describes ways they can assist their child make the transition into Kindergarten.

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

At the start of every year, teachers are provided a box of classroom essentials. The materials include staplers, construction paper, glue, pens, pencils, among other things. An inventory of resources is collected at the beginning and end of every school year. The inventory includes the instructional materials, curricular materials, technology, and classroom furniture in the individual teachers' classrooms. The instructional materials list are separated by subject area. The leadership team reviews the inventory and creates a spreadsheet by grade level of materials within the building.

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

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

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

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

Part V: Budget

Total:

\$0.00