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Mater International Preparatory

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)
Combination School 6-9	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

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

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 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.

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

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

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 - Assisnat Principal
Rosa Verde - Guidance Counselor
Miriam Barrios- EESAC Chair
ChyKimberly Bullard - SPED 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	0	0	0	0	0	0	1	2	1	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	3	3	4	5	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	13	7	4	2	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	0	17	10	10	6	0	0	0	43

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	0	0	0	0	0	1	0	1	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Wednesday 8/29/2018

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	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	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

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	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	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

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 components which performed the lowest fall under 8th Grade Science and 6th Grade Math.

Which data component showed the greatest decline from prior year?

The greatest decline demonstrated from prior year was in 6th grade Math with a 13% decrease.

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

The scores in both ELA and Math were at or above the state average. However, 8th grade Science was well below the state average with only 10% proficiency.

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

The data component with the most improvement came from 8th Grade ELA with 29% increase from the previous year. This gain is attributed to the ELA teacher using multiple resources and testing strategies.

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

The ELA teacher has implemented the use of TURNIT IN for writing as well as introduced the Digital Component of College Board Curriculum. The ELA teacher is also using Digital Coach resources to supplement ELL and ESE students to help increase their foundation skills.

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	72%	62%	60%	70%	56%	55%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	77%	61%	57%	70%	57%	54%
ELA Lowest 25th Percentile	63%	57%	52%	62%	53%	49%
Math Achievement	68%	65%	61%	70%	59%	56%
Math Learning Gains	55%	61%	58%	69%	57%	54%
Math Lowest 25th Percentile	54%	55%	52%	72%	49%	48%
Science Achievement	37%	57%	57%	46%	53%	52%
Social Studies Achievement	81%	79%	77%	63%	71%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	6	7	8	9	
Attendance below 90 percent	0 (0)	1 (3)	2 (2)	1 (0)	4 (5)
One or more suspensions	0 (0)	0 (0)	1 (0)	0 (0)	1 (0)
Course failure in ELA or Math	3 (4)	3 (4)	4 (4)	5 (0)	15 (12)
Level 1 on statewide assessment	13 (13)	7 (1)	4 (7)	2 (0)	26 (21)

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
06	2018	69%	53%	16%	52%	17%
	2017	63%	53%	10%	52%	11%
Same Grade Comparison		6%				
Cohort Comparison						
07	2018	73%	54%	19%	51%	22%
	2017	66%	52%	14%	52%	14%
Same Grade Comparison		7%				
Cohort Comparison		10%				
08	2018	80%	59%	21%	58%	22%
	2017	51%	55%	-4%	55%	-4%
Same Grade Comparison		29%				
Cohort Comparison		14%				
09	2018					
	2017					
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	60%	56%	4%	52%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	73%	52%	21%	51%	22%
Same Grade Comparison		-13%				
Cohort Comparison						
07	2018	78%	52%	26%	54%	24%
	2017	77%	49%	28%	53%	24%
Same Grade Comparison		1%				
Cohort Comparison		5%				
08	2018	59%	38%	21%	45%	14%
	2017	65%	39%	26%	46%	19%
Same Grade Comparison		-6%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	10%	44%	-34%	50%	-40%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	65%	21%	65%	21%
2017	69%	62%	7%	63%	6%
Compare		17%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	81%	72%	9%	71%	10%
2017	68%	69%	-1%	69%	-1%
Compare		13%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	59%	36%	62%	33%
2017	100%	58%	42%	60%	40%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

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
ELL	35	56	53	23	35	31					
HSP	71	77	62	68	55	55	36	83	72		
FRL	72	77	63	68	56	55	36	83	64		
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	31	56	59	49	62	69	9				
BLK	54	54		85	62						
HSP	51	57	58	61	69	64	20	72	50		
FRL	50	55	54	63	67	64	22	69	52		

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 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.

Rationale

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 Elizabeth Sauri (esauri@materacademyis.com)

Action Step

Description 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 Tamara Millo (tmillo@materacademyis.com)

Plan to Monitor Effectiveness

Description Administrators will monitor effectiveness by progress monitoring. Teachers will submit bi-weekly data, interim assessments and i-ready data. Additionally, lesson plans will reflect core instruction in all subject areas and will be monitored by administration.

Person Responsible [no one identified]

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 International Preparatory is a Title I school. Please refer to the PFEP.

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 International Preparatory 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 International Preparatory 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.

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.

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.

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

Mater International Preparatory 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.

Part V: Budget	
Total:	\$0.00