

Miami-Dade County Public Schools

Mater Academy Of International Studies



2021-22 Schoolwide Improvement Plan

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Mater Academy Of International Studies

795 NW 32ND ST, Miami, FL 33127

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

Demographics

Principal: Giselle Bernal

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: C (45%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	95%
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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	C

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Melian, Ileana	Principal	Overall day-to-day school operations -Curriculum Decisions -Purchasing Decisions -Facilities Enhancements -School Budget/approves all purchases -Oversees annual school budget audit -AdvancED/Cognia -School Wellness Plans -School Improvement Plan (SIP) -Parent concerns -Building maintenance -Faculty meetings -Crisis management -Fire Alarm Contact -Annual School Accountability Report -Personnel Issues -Staff Evaluations/Supervision -Individual Professional Development Plans -Approves of Days Off & all leave requests - Approves School Events and Field Trips -Approves school fundraising activities -Maintenance Approvals -Technology purchases and approvals -Title I Program requirements -Conflict Resolution -Discipline -EESAC -Student Retentions -Threat Assessment Team -FSSAT Safety and Security -SESIR -Manages grants expenditures and compliance -Charter School Compliance -VILS Program Compliance
Bernal, Giselle	Assistant Principal	Principal's designee when the Principal is not present -Assist with School Improvement Plan (SIP) -Test Chair for K-9 -Accreditations/SACS -Curriculum Support and Decisions -Parent Concerns -Discipline -Crisis Management -Reports Final Decisions and Approvals to Principal -Daily Evaluations/Supervision -Conflict Resolution -Title I and Title III support

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Master Schedules -Member of Threat Assessment Team
Ocampo, Stephanie	Other	<ul style="list-style-type: none"> -Curriculum Planning/Data Driven/Evidence Based -ESOL Chair/Access Testing -Co-Test Chair -Professional Development per subject -Analyze data and diagnose student needs per grade levels -Guide grade level planning and meetings -Conduct classroom walkthroughs of all teachers and offer support where needed and students, coaching -Model engaging, standard-based lessons as needed -Collaborate with grade level and address needs -Guidance with instructional resources -Attend district and Mater, Inc reading coaches meetings -Debrief and model new strategies -Assist administration with any request as needed -I-Ready Program- Reading & Math -Book Fair School Events -Mater Spelling Bee -Coffee Chats
Verde, Rosa	School Counselor	<ul style="list-style-type: none"> K-9 School Counseling -Group counseling -Liaison for all wellness programs -Middle School Course Requirements -College Readiness Advocate -Virtual School Contact and Facilitator -Parental support -Charity Fundraising Liaison -CRISIS and DCF Guidance -Truancy -Character Education Program Liaison -Member of Threat Assessment Team -Project Upstart Liaison -SEL Program Liaison
Rosales, Reina	Instructional Coach	<ul style="list-style-type: none"> Attends Science and Math District Mtgs and reports back to Admin -Professional Development Liaison -STEM Liaison -Science Fair -Science STEM NIGHT -Teacher Mentoring/modeling instruction -Science Data -Math Data -Science Coaching -Math Coaching

Name	Position Title	Job Duties and Responsibilities
		-Student Coaching -Maintain coaching logs

Demographic Information

Principal start date

Monday 7/1/2013, Giselle Bernal

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

497

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	86	82	92	101	75	0	0	0	0	0	0	0	486
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	1	10	8	9	11	9	0	0	0	0	0	0	0	48
Course failure in Math	1	8	5	8	35	17	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide FSA ELA assessment	2	15	46	6	50	27	0	0	0	0	0	0	0	146
Level 1 on 2019 statewide FSA Math assessment	3	33	37	5	64	36	0	0	0	0	0	0	0	178
Number of students with a substantial reading deficiency	2	15	46	6	50	27	0	0	0	0	0	0	0	146

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	16	32	6	51	29	0	0	0	0	0	0	0	136

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	3	13	6	8	4	2	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/28/2021

2020-21 - 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	
Number of students enrolled	84	85	95	104	72	61	0	0	0	0	0	0	0	501
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	2	4	10	0	7	1	0	0	0	0	0	0	0	24
Course failure in Math	1	6	8	12	13	0	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide ELA assessment	0	3	12	0	7	21	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	6	19	0	6	15	0	0	0	0	0	0	0	46

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	5	17	4	10	16	0	0	0	0	0	0	0	53

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	3	8	8	9	5	2	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	84	85	95	104	72	61	0	0	0	0	0	0	0	501
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	2	4	10	0	7	1	0	0	0	0	0	0	0	24
Course failure in Math	1	6	8	12	13	0	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide ELA assessment	0	3	12	0	7	21	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	6	19	0	6	15	0	0	0	0	0	0	0	46

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	5	17	4	10	16	0	0	0	0	0	0	0	53

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	3	8	8	9	5	2	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	62%	57%	47%	62%	56%
ELA Learning Gains				75%	62%	58%	53%	62%	55%
ELA Lowest 25th Percentile				78%	58%	53%	45%	59%	48%
Math Achievement				61%	69%	63%	49%	69%	62%
Math Learning Gains				67%	66%	62%	49%	64%	59%
Math Lowest 25th Percentile				63%	55%	51%	43%	55%	47%
Science Achievement				58%	55%	53%	29%	58%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	53%	60%	-7%	58%	-5%
Cohort Comparison						
04	2021					
	2019	72%	64%	8%	58%	14%
Cohort Comparison		-53%				
05	2021					
	2019	68%	60%	8%	56%	12%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	67%	0%	62%	5%
Cohort Comparison						
04	2021					
	2019	65%	69%	-4%	64%	1%
Cohort Comparison		-67%				
05	2021					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	53%	4%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The program used for progress monitoring across all grade levels is the iReady Diagnostic Assessments which are given in the fall, winter, and spring for both English Language Arts and Mathematics.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28%	18%	26%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	21%	23%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24%	35%	45%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	16%	24%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	52%	62%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	21%	43%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	39%	49%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	26%	58%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%	35%	48%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34%	31%	56%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	30			20							
ELL	45	60		37	32		25				
HSP	49	57	75	36	29	21	40				
FRL	49	52	67	37	30	25	42				
2019 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 2017-18	C & C Accel 2017-18
SWD	24	75	73	24	50						
ELL	61	73	75	53	67	64	54				
BLK	44			50							
HSP	67	76	79	62	70	67	57				
FRL	65	75	78	61	67	63	58				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the iReady data collected in 2020-2021 school year the trends that emerged were that our students test low and struggle in the beginning of the school year but as the school year progresses and with the valuable and effective instruction they receive from our teachers our students are able to excel as the school year progresses and it shows in the data for Spring Assessment.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring (iReady data) it demonstrates that our students need improvement on the following topics in reading: Comprehension in Informational Text and Literature, Phonics and Vocabulary. In mathematics our students need improvement in: Geometry, Measurement and Data, and Algebra with Algebraic Thinking.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our biggest contributing factor to this need for improvement was the fact that the 2020-2021 school year our school implemented the hybrid instructional model. For the current school year we have opened our school for 100% face to face instruction and implementing our intervention plan for our lowest 25% percentile students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Looking at the iReady data through out the different diagnostics administered in English Language Arts students showed the most improvement in Phonics, Vocabulary, and Comprehension in Literature. In mathematics Algebra with Algebraic Thinking, and Number and Operations showed improvement across all grade levels.

What were the contributing factors to this improvement? What new actions did your school take in this area?

After analyzing the Fall Diagnostic data and the state allowing schools to admit more students in the building following several COVID-19 prevention measures we were able to invite back several of our students to Brick and Mortar. Teachers were able to dedicate small group instruction and intervention strategies to implement curriculum.

What strategies will need to be implemented in order to accelerate learning?

STEM strategies/Project Based Learning will be implemented in all grade levels and all subject areas; we want to prepare our students with 21st century skills. Due to the pandemic we will also be fully implementing Social Emotional Learning curriculum to reach all students as a whole. The intervention plan for reading will include SPED and ESOL accommodations, Tier 3 students will be using a Phonics curriculum for Reading and EasyCBM for Data Collection. For mathematics teachers will focus on word problem strategies as well as intervention with their lowest 25% students population based on assessment data.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Doral Leadership Institute has created a professional development database where professional developments will be offered to our teachers. Several of the workshops that will be available for teachers will be provided in house via teacher inquiry.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Parent Academies to share resources available to parents and students in school and outside. STEM Days throughout the school year, enrichment classes, Mock Assessments, iReady Diagnostics, Data chats with teachers, parents, and students. Tutoring for lowest 25% in grades 2-5 in both reading and mathematics.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Based on the 2020 Florida Transition Timeline this school year ELA will have the new B.E.S.T Standards being implemented into the curriculum. As for mathematics those standards will remain the until the next school year, currently we are in an implementation/ adoption period for mathematics. Teachers will continue targeting higher order thinking questions as they relate to ELA and Math. Students will have numerous opportunities to engage in critical thinking activities. Students will also participate in small group instruction to target their individual needs in order to close learning gaps.

Measurable Outcome: All teachers will participate in Professional Developments in both ELA and Mathematics to understand, familiarize and implement B.E.S.T. Standards in their classrooms and curriculum.

Monitoring: Teachers will provide proof of enrolling in B.E.S.T. standard professional development to the Lead Teacher whether it be via Miami Dade County Public Schools or Mater Academy Inc.

Person responsible for monitoring outcome: Stephanie Ocampo (socampo@materacademyis.com)

Evidence-based Strategy: Small group, Wonders Bi-Weeklies, iReady, Implementation Guide for Mathematics, and Topic Assessments. Differentiated instruction will be implemented as well in order to make sure to target on areas of focus based on topic and bi-weekly assessments. iReady is the evidence based technology program, which we continue to use to instruct and support students at their individualized levels.

Rationale for Evidence-based Strategy: Due to the integration of the new B.E.S.T. Standards in both subject areas teachers will be participating in professional developments and will be provided with guidance and mentoring from the instructional coach and lead teacher. Integrating the B.E.S.T. standards throughout content areas will provide students with additional opportunities to master standards and academic vocabulary.

Action Steps to Implement

The instructional coach will check lesson plans on a weekly basis to ensure that teachers are planning based on grade level standards and including rigorous, inquiry based activities.

Person Responsible Reina Rosales (rrosales@materacademyis.com)

The Lead Teacher will observe teachers incorporating reading strategies in order to target academic vocabulary skills and ensure that B.E.S.T. standards are being incorporated into this years lessons.

Person Responsible Stephanie Ocampo (socampo@materacademyis.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on 2020 data, Math scores were at a 40% overall student achievement and we have identified it as a critical need for improvement and area of focus for the 21-22 school year. Teachers will target higher order thinking questions and students will have numerous opportunities to engage in critical thinking and strategies to help students with mathematical thinking and reasoning.

Measurable Outcome: Teachers will incorporate additional mathematics foundational skills in order to increase math achievement by 10% . Students will have numerous opportunities to engage in higher order math activities and small group instruction that target deficiencies in mathematical knowledge.

Monitoring: iReady diagnostics and progress monitoring, implementation of Reflex Math school wide, district bellringers and topic assessments with data excel sheet which is provided to the administration team and analyzed during data chats.

Person responsible for monitoring outcome: Giselle Bernal (gbernal@materacademyis.com)

Evidence-based Strategy: Teachers will use the Go Math curriculum and the iReady Sequencing guide to target math objectives and grade level expectations. Additionally, teachers will incorporate reading skills in order to target word problem comprehension and solving skills.

Rationale for Evidence-based Strategy: Integrating reading skills throughout math instruction will provide students with additional opportunities to master math standards and best practices; as well as, academic vocabulary.

Action Steps to Implement

The instructional coach will observe teachers incorporating reading strategies, in order to target academic word problem skills, such as circling numbers and underlining key words and the question.

Person Responsible Reina Rosales (rrosales@materacademyis.com)

Weekly walkthroughs and lesson overview will be conducted in order to monitor successful instructional delivery.

Person Responsible Giselle Bernal (gbernal@materacademyis.com)

#3. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: This school year Academica, Inc. has created their own Professional Development platform. Since it is a new platform we will be training and working with teachers to get them familiarized with this new system as the school year progresses.

Measurable Outcome: Our school plans to achieve 100% of all our teachers to have registered and completed at least 2 professional developments in the 2021-2022 school year.

Monitoring: The Professional Development Liaison will be proposing workshops throughout the school year and the leadership team will be monitoring through the teachers turning in their Leave Request with a print out of the professional development enrollment form.

Person responsible for monitoring outcome: Giselle Bernal (gbernal@materacademyis.com)

Evidence-based Strategy: As teachers enroll in professional developments they will be completing a leave request form where they provide the title of the workshop along with a print out of the enrollment form.

Rationale for Evidence-based Strategy: Since the professional development platform is new as a school we have decided to provide teachers and staff with training and guidance on the different workshops and endorsements that are and will be available.

Action Steps to Implement

Professional Development training for teachers by the professional development liaison.

Person Responsible Stephanie Ocampo (socampo@materacademyis.com)

Leave request form for professional developments will include the workshop enrollment print out for administration approval.

Person Responsible Ileana Melian (imelian@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to Safe Schools, Mater Academy of International Studies ranked in the LOW category. Discipline rules and regulations are understood and prioritized by all staff members. We have a chain of command that starts with the educator and ends with the school Principal where we not only follow discipline rules and monitor as per the student code of conduct but we also use our school counselor to see what the root of the problem may be and provide intervention to further help our students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our school is quite fortunate due to the fact that the families that live in our community give education precedence in their child's life as well as believe that it is paramount in their success. Not only are our parents very involved in school activities and volunteer a minimum of thirty hours per family, but they are willing and able to participate in any endeavor needed outside of the school in order to ensure their child's educational achievement. In order to support our parents' involvement within our school, they are informed and contribute to the development of our school mission and vision with their attendance in the school's EESAC meetings. At Mater Academy of International Studies we believe that children learn best when parents, teachers, staff, and students work together towards a common goal. We believe that parental involvement is key in order to achieve a student's maximum potential. Stakeholders collaborate to meet the mission and vision through the development of the School Improvement Plan (SIP). They are provided the school accountability report along with school wide data to help guide curriculum implementation and make data-driven decision for continuous academic growth. The SIP provides detailed goals and strategies to meet the expectations of student learning as correlated to the Florida Standards. Through the support of a strong EESAC Committee, the SIP is reviewed periodically and the opportunity for parental and stakeholder feedback contributes to the development of the SIP and its successful implementation. Students are also encouraged to take part in the decision-making process by participating on the school's EESAC committee, which enables ownership of their educational experiences. Stakeholders continuously work together using a continuous improvement model of collaboration in the pursuance of a high quality education.

We maintain open lines of communication with our parents through a continual process that includes automated phone messages via Connect Ed, email notifications, information on our website, Facebook and Instagram, through Class DoJo, as well as through flyers that are sent home. All communication is in both English and Spanish. Our school also finds various ways in which to bring our community together. School events such as Hispanic Heritage day, Reading Under the Stars, our yearly Book Fair, and our Hispanic Heritage celebration allow parents the opportunity to spend time with our school administrators, teachers, and staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our monthly Tiger Pals meetings, which serve as a Parent Teacher Association, also allows for communication to be seamless between the school and each parent in each class. We strive to make our parents part of our team so that they become an integral part of the decision making process, as well as contributing ideas and voicing their opinions so that together we can meet the needs of our students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards				\$73,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	500-Materials and Supplies	1017 - Mater Academy Of International Studies	Other	497.0	\$24,000.00	
	520-Textbooks	1017 - Mater Academy Of International Studies	General Fund		\$49,000.00	
2	III.A.	Areas of Focus: Instructional Practice: Math				\$32,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	319-Technology-Related Professional and Technical Services	1017 - Mater Academy Of International Studies	Other	497.0	\$32,000.00	
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning				\$0.00
Total:					\$105,000.00	