

Miami-Dade County Public Schools

Mater International Preparatory



2021-22 Schoolwide Improvement Plan

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Mater International Preparatory

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) | Combination School 6-9 |
| 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) | 84% |
| 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 (74%) 2017-18: A (64%) 2016-17: B (56%) |
| 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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Mater International Preparatory

795 NW 32ND ST, Miami, FL 33127

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

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) |
| 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 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | A | A | A |

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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 International Preparatory 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 International Preparatory 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 -Master Schedules -Member of Threat Assessment Team |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------------|---|
| 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 -Science Coaching -Student Coaching -Maintain coaching logs -VILS Program Coach |
| Millo, Tamara | ELL Compliance Specialist | <ul style="list-style-type: none"> - ELL Compliance - Imagine Learning - Access Testing - Teacher ELL Support - ELL Modeling and Coaching |
| 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 |

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.*

5

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.*

4

Total number of teacher positions allocated to the school

8

Total number of students enrolled at the school

221

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

0

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

1

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 | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 77 | 80 | 0 | 0 | 0 | 0 | 223 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 9 | 6 | 0 | 0 | 0 | 0 | 31 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 17 | 23 | 0 | 0 | 0 | 0 | 75 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 25 | 41 | 0 | 0 | 0 | 0 | 96 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 44 | 42 | 0 | 0 | 0 | 0 | 129 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 25 | 41 | 0 | 0 | 0 | 0 | 96 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 37 | 0 | 0 | 0 | 0 | 0 | 78 |

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 | 7 | 10 | 4 | 0 | 0 | 0 | 0 | 21 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 80 | 53 | 0 | 0 | 0 | 0 | 202 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 10 | 0 | 0 | 0 | 0 | 15 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 9 | 10 | 0 | 0 | 0 | 0 | 32 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 23 | 18 | 0 | 0 | 0 | 0 | 61 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 35 | 14 | 0 | 0 | 0 | 0 | 62 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 27 | 14 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 5 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 80 | 53 | 0 | 0 | 0 | 0 | 202 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 10 | 0 | 0 | 0 | 0 | 15 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 9 | 10 | 0 | 0 | 0 | 0 | 32 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 23 | 18 | 0 | 0 | 0 | 0 | 61 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 35 | 14 | 0 | 0 | 0 | 0 | 62 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 27 | 14 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 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 | | | | 75% | 63% | 61% | 72% | 62% | 60% |
| ELA Learning Gains | | | | 69% | 61% | 59% | 77% | 61% | 57% |
| ELA Lowest 25th Percentile | | | | 68% | 57% | 54% | 63% | 57% | 52% |
| Math Achievement | | | | 75% | 67% | 62% | 68% | 65% | 61% |
| Math Learning Gains | | | | 68% | 63% | 59% | 55% | 61% | 58% |
| Math Lowest 25th Percentile | | | | 74% | 56% | 52% | 54% | 55% | 52% |
| Science Achievement | | | | 67% | 56% | 56% | 37% | 57% | 57% |
| Social Studies Achievement | | | | 79% | 80% | 78% | 81% | 79% | 77% |

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 |
| 06 | 2021 | | | | | |
| | 2019 | 69% | 58% | 11% | 54% | 15% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 80% | 56% | 24% | 52% | 28% |
| Cohort Comparison | | -69% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 81% | 60% | 21% | 56% | 25% |
| Cohort Comparison | | -80% | | | | |
| 09 | 2021 | | | | | |
| | 2019 | 33% | 55% | -22% | 55% | -22% |
| Cohort Comparison | | -81% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |

| MATH | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 69% | 58% | 11% | 55% | 14% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 78% | 53% | 25% | 54% | 24% |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 36% | 40% | -4% | 46% | -10% |
| Cohort Comparison | | | | | | |
| | | -78% | | | | |

| SCIENCE | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 65% | 43% | 22% | 48% | 17% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| CIVICS EOC | | | | | |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 80% | 73% | 7% | 71% | 9% |

| HISTORY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| ALGEBRA EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 80% | 63% | 17% | 61% | 19% |

| GEOMETRY EOC | | | | | |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 54% | -54% | 57% | -57% |

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. Science and Civics are given the district assessments provided on Performance Matters, district testing platform.

| Grade 6 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 48% | 48% | 49% |
| | Economically Disadvantaged Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 34% | 52% | 47% |
| | Economically Disadvantaged Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 7 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 54% | 50% | 54% |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 31% | 31% | 30% |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 8 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 74% | 62% | 60% |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 33% | 50% | 41% |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 9 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |

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 |
| ELL | 56 | 56 | 47 | 38 | 25 | 23 | | 72 | | | |
| HSP | 58 | 54 | 43 | 43 | 30 | 29 | 49 | 71 | 63 | | |
| FRL | 58 | 55 | 41 | 42 | 29 | 31 | 44 | 70 | 59 | | |

| 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 |
| ELL | 63 | 78 | 74 | 63 | 71 | 75 | 60 | 55 | | | |
| HSP | 76 | 68 | 65 | 74 | 68 | 72 | 68 | 78 | 93 | | |
| FRL | 73 | 68 | 67 | 74 | 68 | 75 | 67 | 78 | 93 | | |
| 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 | | |

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 | 49 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 50 |
| Total Points Earned for the Federal Index | 486 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | |
| Students With Disabilities Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 46 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |

| 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 | 49 |
| 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 | 48 |
| 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 on Informational Text, Comprehension in Literature, and Vocabulary. In mathematics our students need improvement in Geometry, Algebra and Algebraic Thinking, and Measurement and Data.

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

For the 2020-2021 school year Mater International Preparatory was implementing a hybrid model; we had about 111 students at Brick and Mortar and about 100 students Remote Learning Instruction. Due to not having all students in the building was seen to have had an effect on student performance and engagement. For the 2021-2022 school year we have opened the building to all of our students and tutoring will begin earlier this school year in order to begin closing the academic gaps.

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 Vocabulary and Comprehension in Literature. In mathematics middle school students showed improvement in Geometry.

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?

Tutoring will begin earlier this school year and will target our lowest 25 percentile from 6th-8th grade. An intervention plan will be placed where students will be pulled out in order to provide them with further instruction in their weakest subject(s). 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 placed in the intensive reading course following the

Edgenuity curriculum and EasyCBM for Data Collection. For mathematics students will be placed in the intensive math course following the Edgenuity curriculum.

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 6-8 in both reading and mathematics, as well as Civics tutoring, Science tutoring and ESOL tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on 2020 data, Math scores were at a 43% 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 topic assessments with data for curriculum implementation. The administration team will schedule data chats with the teachers and analyze progress in math instruction.

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

Evidence-based Strategy: Teachers will use the Florida Math curriculum and iReady teacher tool box 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: i-Ready is an evidence based technology program that will ensure that students are working within their individual academic level. Students will have opportunities to reach their target growth by completing lessons tailored to their needs.

Action Steps to Implement

The administration will check lesson plans on a weekly basis to ensure that teachers are planning based on grade level standards and including rigorous, and providing opportunity for mathematical thinking and reasoning.

Person Responsible Giselle Bernal (gbernal@materacademyis.com)

Weekly team/grade level meetings will be held to discuss targeted ELL strategies to be used in order to improve ELL lessons and student skills within the other subjects.

Person Responsible Tamara Millo (tmillo@materacademyis.com)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Based on 2020 data, 8th grade Science scores were at a 13% 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 inquiry activities.

Measurable Outcome: Teachers will incorporate additional science foundational skills in order to increase science achievement by 40% . Students will have numerous opportunities to engage in scientific inquiry activities and small group instruction that target deficiencies in scientific knowledge.

Monitoring: Teachers will be administering assessments within the school year as well as the baseline and mid year in order to see students progress throughout the school year. The administration team will be meeting with the teachers to analyze and review data.

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

Evidence-based Strategy: Teachers will use the Miami Dade County Science curriculum found in Curriculum Resources to target scientific objectives and grade level expectations. Coach Digital will also be used for differentiated instruction. Additionally, teachers will incorporate reading skills in order to target scientific academic vocabulary.

Rationale for Evidence-based Strategy: Integrating reading skills throughout science instruction will provide students with additional opportunities to master science standards and academic vocabulary.

Action Steps to Implement

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

Person Responsible Reina Rosales (rrosales@materacademyis.com)

The STEM coordinator will ensure that scientific labs are conducted on a weekly basis so that students have numerous opportunities to engage in scientific inquiry.

Person Responsible Reina Rosales (rrosales@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: Reina Rosales (rrosales@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.safeschoolsforalex.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 International Preparatory ranked in the LOW category. This indicates that there was 0.6 incidents per 100 students and when compared to the data across the state, again, it falls into 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 International Preparatory 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, , 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.

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.

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. These parents serve as stakeholders that play and promote a positive culture at the school. 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: Math | | | | \$5,000.00 |
|---------------|----------|--|--|----------------|-----|-------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 399-Other Technology-Related Purchased Services | 6047 - Mater International Preparatory | Other | | \$5,000.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Science | | | | \$0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: Professional Learning | | | | \$2,200.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 529-Technology-Related Textbooks | 6047 - Mater International Preparatory | Other | | \$2,200.00 |
| Total: | | | | | | \$7,200.00 |