

Miami-Dade County Public Schools

Mater Academy Of International Studies



2022-23 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: 8/1/2013

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 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	2021-22: B (61%) 2018-19: A (67%) 2017-18: C (45%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	88%
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	2021-22	2020-21	2019-20	2018-19
Grade	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.

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Melian, Ileana	Principal	<p>Overall day-to-day school operations</p> <ul style="list-style-type: none"> -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	<p>Principal's designee when the Principal is not present</p> <ul style="list-style-type: none"> -Assist with School Improvement Plan (SIP) -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
Ocampo, Stephanie		<ul style="list-style-type: none"> -Curriculum Planning/Data Driven/Evidence Based - Test Chair for grades K-8 -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 -Collaborate with grade level and address needs -Guidance with instructional resources -Assist administration with any request as needed -I-Ready Program- Reading & Math - Discipline for grades K-5 - RTI - Master Scheduling -Assist with School Improvement Plan (SIP) -Assist with conducting Data Chats
Arguello, Tatiana	Instructional Coach	<ul style="list-style-type: none"> -Curriculum Planning/Data Driven/Evidence Based -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 -Book Fair School Events -Mater Spelling Bee -Coffee Chats -Gradebook Manager
Rosales, Reina	Instructional Coach	<ul style="list-style-type: none"> Attends Science and Math District Meetings 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 -Student Coaching -Maintain coaching logs -VILS Coach

Demographic Information

Principal start date

Thursday 8/1/2013, Giselle Bernal

Number of teachers with a 2022 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.*

22

Number of teachers with a 2022 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.*

8

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

479

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	0	0	0	
Attendance below 90 percent	2	29	33	25	26	31	0	0	0	0	0	0	0	146
One or more suspensions	3	0	0	1	3	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	26	20	13	0	0	0	0	0	0	0	59
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	29	17	0	0	0	0	0	0	0	74
Number of students with a substantial reading deficiency	0	3	38	41	11	23	0	0	0	0	0	0	0	116

Using the table above, complete the table below with the number of students by current grade level who have 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	2	11	11	30	41	0	0	0	0	0	0	0	95

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	6	14	1	2	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 8/24/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	62%	56%				65%	62%	57%
ELA Learning Gains	67%						75%	62%	58%
ELA Lowest 25th Percentile	64%						78%	58%	53%
Math Achievement	54%	58%	50%				61%	69%	63%
Math Learning Gains	76%						67%	66%	62%
Math Lowest 25th Percentile	74%						63%	55%	51%
Science Achievement	42%	64%	59%				58%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	60%	-7%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	72%	64%	8%	58%	14%
Cohort Comparison		-53%				
05	2022					
	2019	68%	60%	8%	56%	12%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	67%	0%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	65%	69%	-4%	64%	1%
Cohort Comparison		-67%				
05	2022					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	53%	4%	53%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	5	18		16	64						
ELL	50	68	58	53	79	71	34				
HSP	53	67	63	54	76	72	42				
FRL	52	66	63	53	75	73	40				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%
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%	1
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0

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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2021-2022 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. Our subgroups tend to score lower across grade levels in both ELA and math. However, our lowest 25 quartile make significant gains based on FSA Spring assessment data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement based off 2022 state assessments is science proficiency in grade five and ELA proficiency in grades three through five. Additionally, proficiency in our ELL subgroup for science needs improvement.

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

One contributing factor for this need for improvement was the significant learning gaps students due to the results of the pandemic. Another factor for this need for improvement is the language barrier and challenges among our English Language Learners. This year our ELL Coordinator will be ensuring that teachers are addressing the needs of our ELL students. We have provided teachers with professional development in BEST Standards implementation and Differentiated Instruction in order to target learning gaps and increase proficiency in ELA.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on 2022 state assessments the most improvement was in learning gains overall and learning gains for our lowest 25 percentile in both English Language Arts and mathematics.

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

Our biggest contributing factor to this improvement was the explicit instruction provided by our teachers. We focused on small group instruction and data based instruction. Our tutoring program was data driven and focused on the needs of students in each group. We also implemented a new i-Ready program that ensured students were completing their lessons in order to close learning gaps.

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

An intervention plan for reading will focus on the needs of our Tier 2 and Tier 3 students and will be tailored for the individual needs of our students. For science, we will ensure that teachers are implementing science inquiry and labs from Kindergarten throughout fifth grade with an emphasis on academic vocabulary.

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.

Teachers will be provided with professional development through the Doral Leadership Institute. Several workshops will be offered to teachers in order to support the needs of their students. The school will also provide in house professional development based on teacher needs and data collection.

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

Additional services such as tutoring for our English Language Learners and our lowest 25% in both reading and math will be provided. We will continue to monitor data throughout the year and have data chats to discuss progress with teachers, students, and parents.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 Spring Science FCAT results, we identified science as a critical need for improvement. Student achievement was 42% in grade five.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in grade five will achieve at least a 44% in science proficiency on the 22-23 Spring science assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The school will be implementing monthly STEM days and activities. Science baselines, weekly labs and assessments will be monitored through data chats with administration, teachers and the science coach.

Person responsible for monitoring outcome:

Reina Rosales (rrosales@materacademyis.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated Instruction, science labs and vocabulary strategies will be implemented in order to target this area of focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiated Instruction is a specific strategy that ensures the needs of all students are being met. Science labs provide hands-on opportunities for students to be engaged and make connections.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2022 data, ELA scores were at a 53% overall student achievement and we have identified it as a critical need for improvement and area of focus for the 22-23 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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teachers will incorporate high order thinking questions and differentiated instruction in order to increase ELA achievement by 1%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring, data driven instruction, and i-Ready implementation will be monitored and analyzed during monthly data chats with teachers and administration.

Person responsible for monitoring outcome:

Stephanie Ocampo (socampo@materacademyis.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use data from the FAST progress monitoring and i-Ready Diagnostics to drive instruction and create their differentiated instruction groups and lessons.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Monitoring data and making data drive instructional decisions will target students needs in the reading domains and increase their overall ELA proficiency.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the 2021-2022 SAT Reading scores first and second grade are in need of critical reading intervention. First grade scored a 37% overall reading proficiency. Second grade scored an overall 27% in reading proficiency. Our current second and third graders will need explicit interventions in key domains of reading such as fluency and vocabulary.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the 2021-2022 FSA ELA assessment third grade scored at a 42% overall proficiency. These students have a critical need in reading fluency and reading comprehension explicit instruction.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

On the FAST STAR Reading assessment, students in first grade will score at an overall reading proficiency of 40%.

On the FAST STAR Reading assessment, students in second grade will score at an overall reading proficiency of 30%.

Grades 3-5: Measureable Outcome(s)

On the FAST Reading assessment, students in third grade will score at an overall 45% reading proficiency.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Areas of Focus will be monitored by the reading coach and administrative team throughout the year. This will be done by analyzing and dissecting data from bi-weekly assessments, Diagnostics, and FAST progress monitoring results in the Fall and Winter. Data chats will be done on a quarterly basis with teachers to discuss best practices. Data driven instruction will be monitored by the administrative team and coaches by checking lesson plans and conducting walk throughs. If needed, our reading coach will provide mentoring and modeling to teachers. The tutoring program will also target the needs of our most vulnerable students and help close learning gaps.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Ocampo, Stephanie, socampo@materacademyis.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

One evidence based practice and program that we will be using to improve student outcomes is the implementation of i-Ready with fidelity. i-Ready meets Florida's definition of evidence-based practices as promising and align with the BEST ELA Standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

i-Ready was chosen because it addresses the needs of each individual student at their level. The program targets the needs of each student based on the students completion of a diagnostic and their individualized direct path of lessons.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The literacy leadership team and coaches will identify the student in need by analyzing their 2021-2022 i-Ready AP3, SAT and FSA data. These students will be placed in the appropriate Tier for additional interventions.	Ocampo, Stephanie, socampo@materacademyis.com
Students will complete their Fall assessments including FAST Reading and i-Ready Diagnostic AP1. Using the most updated data, the literacy leadership team and teachers will conduct their first data chat to begin implementing an explicit reading plan to close learning gaps.	Ocampo, Stephanie, socampo@materacademyis.com
Based on the needs of teachers and students, professional development opportunities will be provided to further develop instructional strategies that target the needs of our students.	Rosales, Reina, rrosales@materacademyis.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.

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

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.