

Imater Preparatory Academy High School



2016-17 Schoolwide Improvement Plan

Imater Preparatory Academy High School

651 W 20TH ST, Hialeah, FL 33010

www.materacademy.com

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year
Grade

2015-16
C

2014-15
B*

2013-14
C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Imater Preparatory Academy High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to provide a challenging educational curriculum which promotes critical thinking skills and individual artistic expression through a balance of tradition and innovation.

b. Provide the school's vision statement.

Our vision is to provide a structured, creative environment that enables students to ask questions, solve problems, and take risks as they gain the knowledge, skills, and attitudes necessary for meaningful and productive lives as artists, designers, and citizens of the world. iMater is a collaborative teaching and learning environment that encourages students to develop meaningful interactions across the visual & performing arts and other disciplines.

- Support curriculum integration where students use appropriate, real world technologies that foster high achievement, independent problem solving and global participation.
- Support on-going, timely professional development where staff learns to integrate technology into the curriculum, manage data technologies, and explore new technologies as they affect teaching and learning.
- Engage the community in technology partnerships through increased communication with stake holders, shared resources, and work with institutions of high education, libraries and businesses.
- Support an infrastructure that includes up to date hardware, software and modern peripherals so that the curriculum can be easily integrated.
- Provide support systems such as personnel, operations, management, and other systems that support teaching and learning.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At the time of enrollment parents are asked to fill out registration packets. It is in these packets that the parent identifies relevant information about the student's ethnicity, economic background, family make up, etc. Before the school year begins, orientation meetings are held giving the parents a time to get to know the school, and for us to better acquaint ourselves with them. Parent/teacher conferences are held quarterly giving the parent and teacher a time to discuss the student. In addition, "iMater Family Nights" offer parents and the school an opportunity to get to know the families in a less formal environment.

Building relationships between the teachers and students is vital. The teacher needs to understand that children come from different cultures and backgrounds. A teacher then needs to understand the value of the student's sense of belonging, which can be of greater value and build self worth for minority students. If the teacher demonstrates an understanding of the student's culture, it will provide a better understanding between the teacher and the student.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

iMater creates an environment where students feel safe and respected before, during and after school. We establish a culture of inclusion and respect that welcomes all students. We reward/praise students when they show thoughtfulness and respect for peers, adults, and the school. We make sure students interact safely. We monitor bullying "hot spots" in and around the building. We enlist the help of all school staff. All staff keep an

eye out for bullying. They also help set the tone at school. Teachers, security guards, cafeteria staff, office staff, and others see and influence students every day. Messages reach kids best when they come from many different adults who talk about and show respect and inclusion. Teachers set a tone of respect in their classrooms. This means managing student behavior in the classroom well. Well-managed classrooms are the least likely to have bullying.

A safe and supportive school climate can help prevent bullying. Safety starts in the classroom. Students should also feel and be safe everywhere on campus—in the cafeteria, in the media center, in the rest rooms, and even on the bus. Everyone at iMater works together to create a climate where students feel safe and respected.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

iMater has a school-wide behavioral system. We follow the Miami-Dade Student Code of Conduct. And we use a Progressive Discipline Plan.

Orientation meetings are held at the beginning of the school year for parents and students. At this time our discipline policy is discussed and parents are asked to sign a Parent Contract acknowledging they are in agreement with our policies.

Before school starts, the administration meets with all teachers to go over our school-wide behavioral system and discuss the importance of working as a team and being consistent.

The school's administration, along with the teachers, explain the policies to the students during the first week of school. Each teacher is expected to explain their specific classroom rules to the students and send a Welcome Letter home to parents that is returned signed, (acknowledging the parents' acceptance of the policies and procedures).

iMater tries to create an environment where:

All students at the school are to treat others with respect, concern, caring, and fairness.
All students at the school display good citizenship and acknowledge responsibility for their behavior.
All students at the school attend all classes, arrive on time, and actively engage in tasks.

Teachers are expected to present a meaningful curriculum in a captivating manner.
Faculty has the right and duty to model and teach the principles of respect for others and responsibility for one's actions.
The faculty establishes and use behavioral consequences in an educational manner, helping students to appreciate the purpose of rules, the importance of making amends, and the taking of responsibility for improving their behavior.

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

iMater, in order to ensure that the social-emotional needs of all students are being met, provides activities that support a comprehensive program based on standards and benchmarks for students' skill development in areas such as personal, social, emotional, academic achievement, career/community awareness and health.

We provide individual and group counseling to help students deal with crisis intervention, transitional issues, and personal and family concerns. In addition, we consult and collaborate with parents/guardians and teachers.

to assist in developing appropriate strategies for improved student behavior and to promote and support student achievement.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

iMater's Early Warning Indicators are the following:

- Attendance below 90 percent (excused and unexcused)
- One or more suspensions (indoor and outdoor)
- Course failure in English Language Arts or Mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- Students with a G.P.A. less than 2.0

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	27	20	18	0	65	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	8	1	3	17	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	20	0	1	19	40	
Students with a G.P.A. less than 2.0	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	15	5	1	3	24	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance Below 90 Percent

This includes a combination of unexcused and excused absences. Even if notes have been submitted, iMater considers the total number of days absent to be excessive.

Counselors monitor student attendance. When they see a student's attendance is alarming, contact with the student as well as the parent is made and noted on the Student Information System as "Excessive Absences."

If the child's attendance in any class drops below 90%, the child may lose credit for the class. That means the student may not be absent more than 9 days each semester. The student is out of compliance on the 10th

absence.

Once the student drops below 75%, they must submit a written petition to the Attendance Review Committee requesting that the committee consider awarding credit for the missed instructional time. If by the time the student is in the 2nd semester and he/she has 23 absences, they must write a letter to the school asking for credit restoration.

Credit restoration is based on the discretion of the committee, and the student's ability to complete any required assignments, etc.

One or More Suspensions

A suspension is a mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the student is not allowed to attend regular school lessons. Suspensions may be indoor or outdoor depending on the severity of the infraction.

Suspension is usually a last resort. For every day discipline problems, other forms of punishment would be used. A suspension is normally used for a Level III, IV, or V violations, which include (but is not limited to) assault, fighting, bullying, vandalism, theft, etc.

Before suspending any student, the student's parents or guardians are notified as to the reason for and the duration of the suspension. It is often mandatory that the student, his/her parents/guardians, the school counselor, and a school administrator have a meeting to discuss and evaluate the matter.

Course Failure in Either English Language Arts or Mathematics

Grades are important. Passing grades are a promotion requirement. In addition, they are a good indicator during the year of how well a student is learning. Progress Reports and Quarterly Report cards are early warning signs to both the school and the parents that a student's progress is in danger of failing and may require extra help and support. The Parent Portal and Student Portal are also good resources to keep the parents and students abreast of their academic progress.

Quarterly Parent/Teacher Conferences are held where parents are given the opportunity to discuss their child's progress with their teachers. In addition to Progress Reports, failure notices are also sent home quarterly to advise parents of possible failure. Counselors also meet with students and notify parents of student progress.

Tutoring is also offered giving students the opportunity to get the extra help they may need.

In the event that a student fails an academic course, the opportunity to get extra help during academic summer school is offered at no charge to parents where the student is able to make up the failing grade.

Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

The results of the Florida Statewide Standardized Assessments reflect the students' proficiency or deficiency when it comes to meeting the Common Core Learning Standards.

Based on the previous year's assessment data, any student scoring a Level 1 or 2 in Reading or Mathematics is placed in an Intensive Reading and/or Mathematics class in addition to their regular classes.

After school tutoring is also offered to Level 1 and 2 students. This instruction targets the benchmarks the students have yet mastered.

Students with a G.P.A. less than 2.0

A student's Grade Point Average is important. In order to graduate in the state of Florida, students must have a minimum G.P.A. of 2.0.

At the beginning of every school year counselors visit all grade levels and discuss graduation requirements with all students. Quarterly Parent/Teacher Conferences are held where parents are given the opportunity to discuss their child's progress with their teachers. In addition to Progress Reports, failure notices are also sent home quarterly to advise parents of possible failure. Counselors also meet with students and notify parents of student progress. Tutoring is also offered giving students the opportunity to get the extra help they may need.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

In the 2014-15 School Year parental involvement is a focus through PTSO meetings, Orientation Meetings, Open House, Quarterly Parent-Teacher Conferences, EESAC meetings, and Parent Academies.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

iMater takes great pride in developing relationships in its efforts to promote and support student learning. These relationships have created a true sense of community awareness amongst all of its stakeholders. The relationships have benefited the schools through school based fundraising, intrinsic support for its teachers and staff, extrinsic and intrinsic rewards for its students and a reciprocal benefit for these organizations in terms of exposure to the community.

As evidenced in several instances, these organizations have assisted the schools in support of its student learning. These organizations have teamed up with their respective schools and provided them with incentives for the students. In addition many of these organizations have partnered with our schools to enhance our fundraising efforts.

iMater prides itself in an open-door policy where stakeholders can communicate directly with school administrators to enhance our programs. Through special events, such as Career Day, we are continuously soliciting the participation of stakeholders to enhance the community-school relation. As part of the iMater parent contract, we require each family to complete a minimum of 30 annual volunteer hours. This requirement promotes stakeholder involvement by taking an active role in their child's overall educational process. Part of the registration process involves the identification of parent employment and skills. We use this information to enhance their involvement in the school community.

Furthermore, as a Title 1 school, we employ a Community Involvement Specialist (CIS) to serve as a liaison between the school, the parent, and the community. The CIS serve as a bridge between the

home and the school. They assist in promoting and conducting parent educational workshops. The CIS assists school-site personnel in planning, implementing, and administering educational support.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Santalo, Teresa	Principal
Garcia, Densie	Assistant Principal
Reyes, Esther	Assistant Principal
Novoa, Stephanie	Instructional Coach
Torres, Jaime	Teacher, K-12
Carter, Angel	School Counselor
Gonzalez, Yara-Luna	Teacher, K-12
Valentine, Hazel	Teacher, K-12
Salazar, Monique	Teacher, K-12
Robinson, Patricia	Teacher, K-12
Migueluez, Alicia	Teacher, K-12
Pino, Jennifer	Teacher, K-12
Castrillon, Cindy	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The iMater Preparatory Academy High School's Leadership team is comprised of various members of the administration, department chairs, program specialist, activities director, athletics director, and instructional coach.

Administrators: Ensure commitment, allocate resources, provide a common vision for the use of data based decision-making, conduct classroom walk-throughs, ensure implementation of intervention support and documentation, ensure adequate professional development, and communicate with stakeholders.

Department Chairs: (Language Arts, Mathematics, Science, Social Science, Electives): Provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other faculty and staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities. Engage in classroom observations of their department to assure implementation of our school improvement efforts.

Program Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching and consultations.

ESOL Chairperson: Articulates the vision for a developmentally appropriate program that builds from basic

literacy skills to high school-level. Addresses communication and cultural issues with international students and their parents. Responsible for ensuring that teachers within the department are given access to tools and resources that enable each student to be optimally challenged, thoroughly engaged, and appropriately supported in the process of learning.

Instructional Coach - Reading: Provides guidance on K-12 Comprehensive Research-based Reading Plan. Facilitates and supports data collection activities and data analysis. Provides professional development and technical assistance to teachers regarding database instructional planning. Supports the implementation of Tier I, Tier II, and Tier III intervention plans.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social Success.

Testing Chairperson: The test chairperson is responsible for the administration of numerous district, state, and national assessments. The test chairperson will provide school-level training for everyone who be either administering tests, proctoring test sessions, or handling the testing materials.

Activities & Athletic Directors: Both the Activities and the Athletic directors are in charge of coordinating and scheduling all in-house as well as off campus activities and sporting events.

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

The School Leadership Team meets bi-monthly to discuss how data-driven instruction is impacting the performance of our students and our faculty. During these meetings, the team reviews standardized data, classroom based assessments as well as formal and informal observations to:

- Progress monitor data that will identify students who are meeting/exceeding benchmarks, are at moderate risk or at high risk for not meeting standards;
- Monitor the effectiveness of the educational programs (i.e., iReady, Achieve 3000, Math iXL, Triumph Learning, etc.);
- Evaluate school-wide professional development plan and allocate relevant resources;
- Share effective practices;
- Evaluate implementation of the School Improvement Plan;
- Facilitate decision-making regarding building consensus among stakeholders, increasing infrastructure efficacy and make decisions regarding implementation of instructional programs.

Title I, Part A

iMater Preparatory Academy High School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs and Saturday Tutoring). Title I funds will be used to employ key Title 1 personnel such as paraprofessionals and a Community Involvement Specialist. Paraprofessionals will provide instructional support to students in the core areas as well as provide small group tutoring during the instructional day. A Community Involvement Specialist will support and solicit family involvement of children being served in activities funded by Title I. These funds will also be used to provide support for an after-school tutoring and Saturday tutoring program for Reading, Math, Writing, Science and Social Science. Title I funds will also be used to purchase supplemental materials and technology for core subjects such as Reading, Math, Science, and Social Science in order to improve instructional focus. Other components that are integrated into the school-wide program will include an

extensive Parental Program that requires parents to complete volunteer hours. Opportunities will be created for parents to become involved through the Parent Academy and will offer workshops on education and social issues.

Title II

The Miami-Dade district uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL training

Title III

iMater Preparatory Academy High School will receive Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and provide tutorial programs.

Title X- Homeless

In cases of homeless students, the Title I Community Involvement Specialist will gather resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act, eliminating barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

iMater Preparatory Academy High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Student Services Department will coordinate drug and violence prevention activities such as Red Ribbon Week and Anti-Bullying presentations that will support prevention of violence and drug awareness in and around the school. These programs will help to prevent the use of tobacco, alcohol, and drugs. And will foster a safe, drug-free learning environment supporting student achievement. iMater Preparatory Academy High School will offer a non-violence and anti-drug program to students that incorporates field trips, community service, and guest speakers. The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

District Policy Against Bullying and Harassment

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report. All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis. Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

iMater Preparatory Academy High School will adhere to and implement the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, will be taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, will follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers

and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements will allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post-secondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

The Career and Research Course taken in the 8th grade will provide students with a job skills program that allows students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

Coordination and Integration: Parent Academies involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This will impact our goal to empower parents and build their capacity for involvement. We will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit them to the Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, will be completed by parents/families annually in May. The Survey's results will be used to assist with revising our Title I parental documents for the following school year.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Teresa Santalo	Principal
Patricia Robinson	Teacher
Yanisley Chao	Parent
Danay Rodriguez	Parent
Valeria Hooper	Parent
Janet Duarte	Parent
Angel Mediavilla	Parent
Angel Duarte	Student
Samantha Duarte	Student
Barbara De La Cruz	Teacher
Wanda Rosario	Parent
Maritza Quezada	Business/Community
Winter Valero	Teacher
Gil Lora	Education Support Employee
Jessica Tylenda	Teacher
Wilmer Matos	Teacher
Mayra Hernandez	Parent
Kevin Lacalle	Student
Damian Caceres	Education Support Employee
Yanexis Jimenez	Teacher
Oilda Garcia	Education Support Employee
Jorge Bacallao	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) meets to review and analyze the 2014-2015 school data. The areas of improvement in Reading, Mathematics, and Science are identified as well as strategies to increase achievement are also discussed. In addition, the EESAC discusses the necessary resources needed to increase student learning gains in all grade levels. The team identifies the lowest 25% in each grade level and discusses additional interventions needed for student achievement.

b. Development of this school improvement plan

The primary objectives of the EESAC is to create (develop) the S.I.P., utilizing input of all stakeholders - including faculty, staff, parents, students, and community/business representatives. The secondary function of the EESAC is to monitor the implementation of the strategies and goals of the S.I.P., and to make any changes deemed necessary by the committee, in order to make the best possible plan for students gains. The EESAC uses allocated state funds based on student F.T.E. These funds are used to provide students with materials and other items that will enhance or facilitate student achievement.

c. Preparation of the school's annual budget and plan

F.T.E., Title 1, Title 3, and Growth Fund monies are all utilized when preparing the school's annual budget. In preparation, the EESAC gathers data from the previous academic year and creates a budget to assist students in need of remediation.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Tutoring: \$23,474.93
Educational Software: \$2,100.00
Honor Roll and Reading Plus Incentives: \$1,200.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

In Compliance

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Santalo, Teresa	Principal
Garcia, Densie	Assistant Principal
Reyes, Esther	Assistant Principal
Novoa, Stephanie	Instructional Coach
Salazar, Monique	Teacher, K-12
Gonzalez, Yara-Luna	Teacher, K-12
Valentine, Hazel	Teacher, K-12
Robinson, Patricia	Teacher, K-12
Jimenez, Yanexis	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

One of the major initiatives of the LLT is to aid the Response to Intervention (RtI) Team in the development of a new Instructional Focus Calendar (IFC). The calendar is based on the Common Core standards. The LLT's purpose is to ensure that the faculty and staff are familiar with and implement these new standards using research-based reading strategies throughout the curriculum and across subject areas. The LLT fosters reading leadership in faculty and staff members by providing mentoring, lesson studies, and model classrooms for novice or struggling teachers. Recognizing and affirming teachers' successes in the area of literacy is a top priority, as well as promoting a positive culture of reading and literacy throughout the school campus and community. Activities are planned to help promote our literacy focus: literacy week, a book fair with a parent night, and the continuation of a book club.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

iMater tries to foster collaborative relationships among novice and veteran teachers. From Day 1, new and beginning teachers are assigned a mentor or buddy. They are matched up based on similar grade level/subject area. They meet at least weekly, and if they are teaching the same grade/subject they also plan together. This “integrated professional culture” helps new teachers feel like their needs are recognized and that all teachers share responsibility for student success.

In addition, beginning teachers are provided coverage (at least twice a year) where they are then able to visit other teachers and learn/share best practices.

Department meetings are also held monthly. This is another opportunity where novice and veteran teachers come together to discuss student assessment data, lesson planning, and share strategies.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

iMater Preparatory Academy High School establishes and implements processes to recruit, employ, retain, mentor, and develop, and evaluate qualified professional and support staff to fulfill assigned roles and responsibilities:

RECRUITMENT PROCESS

- Employs teachers to match the criteria needed, offers comparable salaries to other local districts, and uses equivalent pay scales based on years of experience and degrees earned;
 - Partners with local universities to attract qualified graduates and participates in their job fairs;
 - Provides the opportunity to apply on-line at the school's website: www.imater.org
 - Locates qualified candidates on sites such as Teachers-Teachers.com and Teachers.net;
 - Advertises on local web-based newspapers;
 - Partners with the Spanish Ministry of Education to assist with the hiring of highly qualified dual language educators;
 - Recruits international teachers through Education Partner International LLC; and
 - Actively hosts job fairs at select Mater school locations
-

EMPLOYMENT PROCESS

- Resumes are reviewed and applicants are prequalified according to job description, state certification, federal guidelines and other criteria;
 - Candidates are contacted for an initial interview;
 - The initial interview may consist of a panel made up of a designated administrator, subject department chair, and a support staff member (e.g. reading coach, math coach, etc.);
 - On successful completion of an initial interview, select candidates meet with the principal for a second interview;
 - Principals may not employ an individual who is not qualified for certification or does not meet highly qualified status if another applicant has applied who meets the requirement; and
 - The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening.
-

RETAINMENT PROCESS

- Offers annual salaries in line with other local districts, a 401-K Plan which offers matching funds, tuition reimbursement, and a full medical package that includes medical, vision and dental benefits;
- Offers paid life insurance and disability plan;

- Provides teachers the ability to receive and accrue sick days;
 - Offers educational assistance/tuition reimbursement which encourages personal development through formal education so employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs with the School.
 - Rewards Instructional personnel and administrators Merit Award Pay (MAP) following Florida Department of Education guidelines;
 - Boosts teacher morale through positive feedback, staff gatherings and social events, and a “Teacher Appreciation Week”;
 - Encourages optional professional development opportunities; and
 - Conducts walkthroughs, Midyear Reviews, Yearly Observations, and Summative Evaluations, conducted to assist the teacher with their professional growth.
-

MENTORING PROCESS

- Beginning/New Teacher Orientation is held before the commencement of each school year; beginning teachers, teachers new to the school, and those in need of improvement are assigned mentors. These individuals assist with their acculturation to the school’s mores and are accessible to aid with any school related or other issues.
 - All faculty and staff, as part of the continuous improvement process, are offered professional growth opportunities to further enhance their individual professionalism.
-

DEVELOPMENT OF STAFF

- Faculty members will complete a Deliberate Practice Growth Target (DPGT) as a means to document and identify areas for person targeted professional growth, including the identification of strategies for obtaining specified goals, and a time frame in which it can occur. These DPGTs are then reviewed by an administrator, and therein an opportunity exists for additional recommendations to be made as well as there is an opportunity to discuss and commit to said plan; and
 - Observation of new and challenged teachers by veteran teachers may be conducted and support strategies will be implemented as applicable;
 - Staff will participate in school-initiated and other relevant and necessary workshops for professional development, and with the intent of consistent and continuous improvement to educators as professionals;
 - Teachers will meet with administrators periodically to interpret data from district and/or state assessments. Quantitative and qualitative data will be used to help plan and improve classroom instructions by targeting students’ weak areas;
 - Faculty meetings will be held monthly by school administrators to discuss day-to-day school activities in order to facilitate support, and encourage communication;
 - Department meetings will be held monthly to discuss any concerns within the department, and to keep abreast of current trends in the particular subject area;
 - Team meetings may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs;
-

EVALUATION OF FACULTY

- The administrative team will each conduct a minimum of 15 walkthroughs daily to provide feedback on objective, setting, grade level appropriateness of lessons, use of higher-order questioning, appropriate use of resources; on-task behavior, as well as classroom management;
 - Each teacher will be formally observed a minimum of once in the school year using the Instructional Performance Evaluation and Growth System (IPEGS) which focuses on 8 Standards: (1)Learner Progress, (2)Knowledge of Learners, (3)Instructional Planning, (4)Instructional Delivery, (5)Assessment, (6)Communication, (7)Professionalism, and (8)Learning Environment. Number of observations will be based on number of years of teaching experience.
-

Staffing responsibilities lie with Teresa Santalo, Principal.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentee Name: Daniela Campos

Mentor Name: Patricia Robinson

Rational for Pairing: Mrs. Robinson has been a teacher for the past 6 years. She is the Department Chair for the social studies department. She also teaches World History and would be a good role model for Ms. Campos.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning Teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

Mentee Name: Adrian Casanellas

Mentor Name: Iris Bernal

Rational for Pairing: Ms. Bernal has been a teacher for the past 5 years. She has taught Algebra 2 in the past. Her classroom is located in the same hallway as Mr. Casanellas.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

Mentee Name: Gleider Dominguez

Mentor Name: Marisol Chavez

Rational for Pairing: Mrs. Chavez has been a teacher for the past 2 years. She is Mr. Dominguez' grade level partner. They are both teaching 9th grade Language Arts. Her classroom is located across the hall from Mr. Dominguez.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

iMater Preparatory Academy High School ensures its core instructional programs and materials are aligned to Florida's standards in several ways. The primary way we ensure this is by utilizing textbooks and resources

that are aligned to Florida's standards such as SpringBoard for ELA and Mathematics. Our school also creates ongoing opportunities for teachers to unpack the Florida standards and to plan and discuss curriculum that aligns to the standards. These meetings provide opportunities for growth in instructional practice, curriculum, and the standards. Further, continuous monitoring by the administration ensures that the faculty is on task and working towards teaching to the Florida standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is used in a variety of ways to provide and differentiate instruction to meet the diverse needs of students. Since the Reading FSA 2014-2015 results have yet to be released, students are being placed according to the District's recommendations of using FCAT 2014 Data.

With regards to mathematics, FSA scores (pass/fail) were released which helped with placement and remedial courses. These remedial courses use a variety of software to personalize and individualize student growth.

Software tutorials such as iReady, Math IXL, and Achieve 3000 are used as supplementary resources. iReady is a reading intervention where students have the opportunity to engage with complex texts. This program not only tracks student performance but also provides educators with actionable prompts to help even the most struggling reader progress through the program.

Math IXL is aligned to the Common Core State Standards, providing comprehensive coverage of math concepts and applications. Math IXL provides unlimited practice problems specifically tailored to each required standard. Student progress is tracked and proficiency scored reports are generated. These reports allow the teachers to evaluate student aptitude and identify troubled areas.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 5,160

All students will benefit from the before tutoring programs offered at iMater Preparatory High School. The before tutoring program will remediate all students not meeting high standards in core subjects. Teachers will begin tutoring as early as 6:30 a.m. to offer assistance to students needing remediation.

Strategy Rationale

Our hope is to create additional opportunities outside the regular school day. Students will have the opportunity to not only use the computer labs but also have teacher assisted instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Reyes, Esther, ereyes@imater.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected mid-year after the administration of the Mid-Year Assessments. Classroom teachers will meet by subject area and analyze the growth and areas of concern. Instructional decisions based on data will be made at the time. Instructional focus calendars will be adjusted to meet the needs of the students. Students who show areas of concern will be encouraged to attend the before school tutoring program.

Strategy: Weekend Program

Minutes added to school year: 1,920

Students in Levels 3, 4, and 5 will benefit from our Saturday tutoring program offered at iMater Preparatory High School. The Saturday tutoring program will provide enrichment to these students already meeting high standards in core subjects.

Students who will be taking an End of Course Assessment will also benefit from this supplementary Saturday tutoring program.

Strategy Rationale

Our hope is to create additional opportunities outside the regular school day. Our goal is to maintain or exceed high achievement for these students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Reyes, Esther, ereyes@imater.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected mid-year after the administration of the Mid-Year Assessments. Classroom teachers will meet by subject area and analyze the growth and areas of concern. Instructional decisions based on data will be made at the time. Instructional focus calendars will be adjusted to meet the needs of the students. Students who show areas of concern will be encouraged to attend the before school tutoring program.

Strategy: After School Program

Minutes added to school year: 5,160

Level 1 and 2 students will benefit from the after school tutoring programs offered at iMater Preparatory High School. The after school tutoring program will remediate all students not meeting high standards in core subjects. Teachers will begin tutoring immediately after school to offer assistance to students needing remediation.

Strategy Rationale

Our hope is to create additional opportunities outside the regular school day. Students will have the opportunity to not only use the computer labs but also have teacher assisted instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Reyes, Esther, ereyes@imater.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected mid-year after the administration of the Mid-Year Assessments. Classroom teachers will meet by subject area and analyze the growth and areas of concern. Instructional decisions based on data will be made at the time. Instructional focus calendars will be adjusted to meet the needs of the students. Students who show areas of concern will be encouraged to attend the after school tutoring program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

iMater Preparatory Academy High School employs various strategies to support incoming and outgoing cohorts of students in transition from one school level to another. There is a collaborative process that takes place within grade levels, content areas, and feeder schools.

A New Student Orientation is held prior to the beginning of the school year to inform students and parents about policies and procedures. In addition, counselors familiarize students with academic requirements and expectations for grade level advancement/graduation.

b. College and Career Readiness

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

The iMater Student Services Department conducts presentations to all students by class and grade level explaining the challenges and benefits of enrolling in advanced courses which will lead to advanced placement and dual degree options. They further assist students in the completing Subject Selection Forms. Counselors follow the Student Progression Plan to assure that students are enrolled in courses that align with the students' future career goals.

After taking the Critical Thinking, Career & Research course in 8th grade, the student is aware of the steps he

she will need to successfully complete their high school career and continue with their post-secondary education plan.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

iMater Preparatory Academy High School is working towards providing technical and career education programs in Arts, A/V Technology and Communication through it's digital design, t.v. production and introduction to information technology courses. This school year, iMater continues a Health Sciences program in collaboration with City of Hialeah Fire Rescue Department.

iMater is in the process of partnering with local businesses in order to improve academic performance by providing rigorous and relevant curriculum opportunities.

Business/computer teachers are in the process of obtaining the necessary certifications approved by the Florida Department of Education and Miami-Dade County Public Schools to provide educational excellence that ensures all students graduate with world-class academic standards, technological skills, and industry-recognized credentials necessary to pursue their personal, post-secondary and career aspirations.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The school has increased it's efforts to provide more Advanced Placement and Dual Enrollment courses in order to prepare the students for post-secondary career opportunities. In addition, the school is working to promote and keep the technical courses in the Arts, A/V Technology and Communication as well as Health Science programs.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

iMater Academy Preparatory Academy High School is in its fourth year of inception and has not received a High School Feedback Report. Upon receipt of such report a comprehensive analysis of the number of students successfully passing the English Language Assessment, End of Course exams, PSAT's and SAT/ACT's will be analyzed and strategies will be put in place to further improve post graduation success.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals


The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key


Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. **1a**

 G087807

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Gains	61.0
ELA/Reading Lowest 25% Gains	58.0
Algebra I EOC Pass Rate	42.0
Geometry EOC Pass Rate	39.0
Algebra II EOC Pass Rate	27.0
Math Gains	38.0
Math Lowest 25% Gains	39.0
Bio I EOC Pass	43.0
U.S. History EOC Pass	74.0
4-Year Grad Rate (Standard Diploma)	92.0
CTE Industry Certification Exam Passing Rate	60.0
AP Exam Passing Rate	41.0
Postsecondary Enrollments	30.0

Targeted Barriers to Achieving the Goal **3**

- Collaboration and instructional planning within and across departments regarding the use of research-based reading, writing, and problem-solving strategies is hindered by time constraints.
- Students lack motivation to attend tutoring.
- Using data to clearly identify student need.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Data from 2014-2015 FSA and Spring 2015 End-of-Course Assessments
- Report of Lowest 25% in ELA and Mathematics
- Master Schedule
- Tutoring Program
- Technology: iReady, Achieve 3000, Math IXL, Brain Pop, Gizmos, and Discovery Education
- Curriculum Materials: Springboard, Pearson, Glencoe, Triumph Learning, Miller & Levine, McGraw Hill
- Data from Administrative Walk-Throughs
- Professional Development
- Curriculum Council

Plan to Monitor Progress Toward G1. 8

Assessment data will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Teresa Santalo

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Mld-Year Assessment data, EOC data, and administrative walk-throughs

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. **1**

 G087807

G1.B1 Collaboration and instructional planning within and across departments regarding the use of research-based reading, writing, and problem-solving strategies is hindered by time constraints. **2**

 B233452

G1.B1.S1 Effective planning and instructional delivery through horizontal and vertical teams will address course objectives and standards. **4**

 S246345

Strategy Rationale

Stakeholder-led collaborative conversations as a professional development framework encourage the exchange of ideas and strategies for best practices. Students will experience and master course content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to drive instruction and planning.

Action Step 1 **5**

School based professional development will focus on school-wide initiatives such as collaboration among and between subject teams, academic vocabulary, text analysis, data-driven instruction, technology enhanced learning, and higher order thinking strategies.

Person Responsible

Hazel Valentine

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Meeting Agendas, Evaluations, and Sign-In Sheets

Action Step 2 5

Departments will collaboratively utilize focus calendars, pacing guides, and teacher syllabi to facilitate effective planning and instructional delivery. Collaborative lesson planning and the development of sharing of supplemental materials will assist teachers with textbooks that are not aligned to the Florida Standards.

Person Responsible

Esther Reyes

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Focus Calendars, Meetings, Agendas, Sign-In Sheets, Created Supplemental Materials, Lesson Plans, and Student Work.

Action Step 3 5

Departments will create professional development opportunities such as PLCs, Lesson Studies, or Book Studies, to share implementation strategies and best practices in all subject areas. Department members will provide collegial support to assist new teachers in delivering the strategies as needed.

Person Responsible

Teresa Santalo

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Scheduled Professional Development(s) wit the PD Liaison and all supporting documentation of member participation and reflection, Agendas, Sign-In Sheets, Sharing of Student Work Samples.

Action Step 4 5

Departments will review the data from District Mid-Year Assessments and alter the focus of professional development meetings to reflect the needs of the students, as necessary.

Person Responsible

Teresa Santalo

Schedule

Biweekly, from 11/14/2016 to 2/24/2017

Evidence of Completion

Department Meetings, Agenda, Sign-In Sheets, Student Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Administrative Team will monitor and observe evidence of implementation through the content areas.

Person Responsible

Teresa Santalo

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Lesson plans, student work, formal and informal observations, and debriefing of teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Administrative Team will ensure each department remains focused on our goal by holding Curriculum Council Meetings, attending department meetings, analyzing data, and conducting formal and informal observations.

Person Responsible

Teresa Santalo

Schedule

Monthly, from 8/15/2016 to 6/9/2017


Evidence of Completion

Meeting Agendas, Sign-In Sheets, Data Binders, Observation Reports

G1.B2 Students lack motivation to attend tutoring. 2

 B233453

G1.B2.S1 If students were motivated to attend tutoring offered by iMater then they would be able to receive additional instruction needed to be successful. 4

 S246346

Strategy Rationale

Tutoring provides focused, small-group instruction.

Action Step 1 5

Student data will be analyzed and students will be placed accordingly in small groups based on their needs

Person Responsible

Esther Reyes

Schedule

Biweekly, from 10/3/2016 to 4/1/2017

Evidence of Completion

Tutoring Rosters

Action Step 2 5

Incentives will be offered to students who attend tutoring.

Person Responsible

Esther Reyes

Schedule

Weekly, from 10/3/2016 to 4/1/2017

Evidence of Completion

Tutoring Rosters

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrative walk-throughs will be conducted during tutoring sessions to support the fidelity of implementation.

Person Responsible

Esther Reyes

Schedule

Daily, from 10/17/2016 to 4/1/2017

Evidence of Completion

Tutoring Rosters

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students attendance rosters will be used to monitor effectiveness.

Person Responsible

Esther Reyes

Schedule

Weekly, from 10/17/2016 to 4/1/2017


Evidence of Completion

Tutoring rosters

G1.B3 Using data to clearly identify student need. **2**

 B233454

G1.B3.S1 Data will be used to create the needed courses for our Master Schedule. Students will then be placed accordingly into those courses. Additionally, data will be used to group the students based on need and achievement level. **4**

 S246347

Strategy Rationale

By properly placing the students by need and achievement level, instruction can be focused.

Action Step 1 **5**

Create a Master Schedule that includes courses for the various needs of student body.

Person Responsible

Angel Carter

Schedule

Daily, from 6/13/2016 to 8/22/2016

Evidence of Completion

Master Schedule

Action Step 2 **5**

Create a Tutoring Program that targets students' needs.

Person Responsible

Esther Reyes

Schedule

Biweekly, from 10/3/2016 to 4/1/2017

Evidence of Completion

Tutoring Rosters

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrative walk-throughs will be conducted during tutoring to support the fidelity of implementation.

Person Responsible

Esther Reyes

Schedule

Daily, from 10/17/2016 to 4/1/2017

Evidence of Completion

Tutoring Rosters

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student assessment data will be used to monitor effectiveness.

Person Responsible

Esther Reyes
















Schedule

Monthly, from 10/17/2016 to 6/9/2017

Evidence of Completion

Student Assessment Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1  M332839	Assessment data will be collected and reviewed throughout the year to determine progress toward the...	Santalo, Teresa	8/24/2015	Mid-Year Assessment data, EOC data, and administrative walk-throughs	6/9/2016 quarterly
G1.B3.S1.A1  A319534	Create a Master Schedule that includes courses for the various needs of student body.	Carter, Angel	6/13/2016	Master Schedule	8/22/2016 daily
G1.B1.S1.A4  A319531	Departments will review the data from District Mid-Year Assessments and alter the focus of...	Santalo, Teresa	11/14/2016	Department Meetings, Agenda, Sign-In Sheets, Student Assessments	2/24/2017 biweekly
G1.B2.S1.MA1  M332835	Students attendance rosters will be used to monitor effectiveness.	Reyes, Esther	10/17/2016	Tutoring rosters	4/1/2017 weekly
G1.B2.S1.MA1  M332836	Administrative walk-throughs will be conducted during tutoring sessions to support the fidelity of...	Reyes, Esther	10/17/2016	Tutoring Rosters	4/1/2017 daily
G1.B2.S1.A1  A319532	Student data will be analyzed and students will be placed accordingly in small groups based on...	Reyes, Esther	10/3/2016	Tutoring Rosters	4/1/2017 biweekly
G1.B2.S1.A2  A319533	Incentives will be offered to students who attend tutoring.	Reyes, Esther	10/3/2016	Tutoring Rosters	4/1/2017 weekly
G1.B3.S1.MA1  M332838	Administrative walk-throughs will be conducted during tutoring to support the fidelity of...	Reyes, Esther	10/17/2016	Tutoring Rosters	4/1/2017 daily
G1.B3.S1.A2  A319535	Create a Tutoring Program that targets students' needs.	Reyes, Esther	10/3/2016	Tutoring Rosters	4/1/2017 biweekly
G1.B1.S1.MA1  M332833	The Administrative Team will ensure each department remains focused on our goal by holding...	Santalo, Teresa	8/15/2016	Meeting Agendas, Sign-In Sheets, Data Binders, Observation Reports	6/9/2017 monthly
G1.B1.S1.MA1  M332834	The Administrative Team will monitor and observe evidence of implementation through the content...	Santalo, Teresa	8/15/2016	Lesson plans, student work, formal and informal observations, and debriefing of teachers.	6/9/2017 weekly
G1.B1.S1.A1  A319528	School based professional development will focus on school-wide initiatives such as collaboration...	Valentine, Hazel	8/15/2016	Meeting Agendas, Evaluations, and Sign-In Sheets	6/9/2017 monthly
G1.B1.S1.A2  A319529	Departments will collaboratively utilize focus calendars, pacing guides, and teacher syllabi to...	Reyes, Esther	8/15/2016	Focus Calendars, Meetings, Agendas, Sign-In Sheets, Created Supplemental Materials, Lesson Plans, and Student Work.	6/9/2017 monthly
G1.B1.S1.A3  A319530	Departments will create professional development opportunities such as PLCs, Lesson Studies, or...	Santalo, Teresa	8/15/2016	Scheduled Professional Development(s) wit the PD Liaison and all supporting documentation of member participation and reflection, Agendas, Sign-In Sheets, Sharing of Student Work Samples.	6/9/2017 monthly
G1.B3.S1.MA1  M332837	Student assessment data will be used to monitor effectiveness.	Reyes, Esther	10/17/2016	Student Assessment Data	6/9/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Collaboration and instructional planning within and across departments regarding the use of research-based reading, writing, and problem-solving strategies is hindered by time constraints.

G1.B1.S1 Effective planning and instructional delivery through horizontal and vertical teams will address course objectives and standards.

PD Opportunity 1

School based professional development will focus on school-wide initiatives such as collaboration among and between subject teams, academic vocabulary, text analysis, data-driven instruction, technology enhanced learning, and higher order thinking strategies.

Facilitator

Jessica Tylanda

Participants

iMater Preparatory Academy High School Faculty

Schedule

Monthly, from 8/15/2016 to 6/9/2017

PD Opportunity 2

Departments will collaboratively utilize focus calendars, pacing guides, and teacher syllabi to facilitate effective planning and instructional delivery. Collaborative lesson planning and the development of sharing of supplemental materials will assist teachers with textbooks that are not aligned to the Florida Standards.

Facilitator

Participants

Schedule

Monthly, from 8/15/2016 to 6/9/2017

PD Opportunity 3

Departments will create professional development opportunities such as PLCs, Lesson Studies, or Book Studies, to share implementation strategies and best practices in all subject areas. Department members will provide collegial support to assist new teachers in delivering the strategies as needed.

Facilitator

Jessica Tylanda

Participants

iMater Preparatory Academy School Faculty

Schedule

Monthly, from 8/15/2016 to 6/9/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	School based professional development will focus on school-wide initiatives such as collaboration among and between subject teams, academic vocabulary, text analysis, data-driven instruction, technology enhanced learning, and higher order thinking strategies.				\$0.00
2	G1.B1.S1.A2	Departments will collaboratively utilize focus calendars, pacing guides, and teacher syllabi to facilitate effective planning and instructional delivery. Collaborative lesson planning and the development of sharing of supplemental materials will assist teachers with textbooks that are not aligned to the Florida Standards.				\$0.00
3	G1.B1.S1.A3	Departments will create professional development opportunities such as PLCs, Lesson Studies, or Book Studies, to share implementation strategies and best practices in all subject areas. Department members will provide collegial support to assist new teachers in delivering the strategies as needed.				\$0.00
4	G1.B1.S1.A4	Departments will review the data from District Mid-Year Assessments and alter the focus of professional development meetings to reflect the needs of the students, as necessary.				\$0.00
5	G1.B2.S1.A1	Student data will be analyzed and students will be placed accordingly in small groups based on their needs.				\$0.00
6	G1.B2.S1.A2	Incentives will be offered to students who attend tutoring.				\$24,114.75
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7090 - Imater Preparatory Academy High School	Title I, Part A		\$24,114.75
			Notes: Monies used for tutoring.			
7	G1.B3.S1.A1	Create a Master Schedule that includes courses for the various needs of student body.				\$26,908.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7090 - Imater Preparatory Academy High School	Title I, Part A		\$26,908.50
			Notes: Software.			
8	G1.B3.S1.A2	Create a Tutoring Program that targets students' needs.				\$0.00
Total:						\$51,023.25