Miami-Dade County Public Schools

Imater Academy

2016-17 Schoolwide Improvement Plan

Imater Academy

600 W 20TH ST, Hialeah, FL 33010

[no web address on file]

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)
Elementary School KG-5	Yes	94%

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

School Grades History

Year	2017-18	2014-15	2013-14
Grade	C	B*	B

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 Academy

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.

The mission of iMater Elementary is to develop the intellectual and social skills of its students by facilitating a rigorous curriculum, which integrates technology and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in elementary in order to produce lifelong learning.

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 and skills necessary to achieve meaningful and productive lives as members of the global society. iMater is a collaborative teaching and learning environment that encourages students to develop meaningful interactions using technology integrated throughout the curriculum.

2. School Environment

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

The process by which iMater Academy learns about students' culture is by providing a diverse student body with the best possible education by focusing on fundamental academic disciplines in an atmosphere that affirms academic achievement. We will be dedicated to ensuring that all students receive an equitable and high quality education. Our ultimate goal is to produce creative and innovative thinkers who will be productive and successful participants in a technologically advanced global society. We believe this can only be attained through the collaborative efforts of administrators, teachers, parents, and community leaders.

In addition, iMater Academy builds upon relationships with teachers, parents, students, and community members by having constant communication with all stakeholders through the use of the school's website, email, Blackboard Connect Ed, social media, informational meetings, newsletters, monthly calendars, parent letters/notices, data chats, morning announcements and bulletin boards. Throughout the school year, several parent meetings take place in order to communicate with parents and discuss student expectations according to each individual grade level. Posters and signs are continuously updated to display reminders, board meetings, extra-curricular activities, and upcoming school functions.

Furthermore, teachers conduct individual data chats to provide students with feedback about their strengths, as well as their weaknesses, in order to target individual student needs. Additionally, parent/teacher conferences are scheduled in order to discuss student academic progress. These conferences may be given upon parent and/or teacher request in person or via telephone conversations. Strategies and interventions are then implemented to focus on improving student's deficiencies. The administration and staff of iMater Academy commit to a culture that is based on shared values and beliefs about teaching and learning. Leaders proactively conduct classroom walk-throughs to provide support and oversee that mandatory procedures are properly implemented. Administrators and staff work together to provide challenging, equitable educational programs and learning experiences for students including achievement of learning, thinking, and life skills.

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

iMater Academy maintains a safe and secure learning environment at all times. All procedures at the school follow the Miami-Dade County Public Schools plan, implementing the MDCPS Student Code of Conduct as a guide. The school complies with all state and county applicable regulations and stays current on all state and county inspections. Fire Drills are conducted and input into to the Fire Alarm Safety Information (FASI) screen and Charter Schools Compliance Management Systems (CSCMS) screen on a monthly basis. Evacuation plans are posted in each room and are planned to ensure the safe evacuation of all persons from all areas of the school in the event of an emergency. Staff is trained and a Critical Incident Response Team is convened on annual basis in order to review proper safety procedures in case of an emergency. The school has created a Critical Incident Response Plan (CIRP) based on the guidelines and safety inspections from MDCPS. School and state policies are adhered to and evident in all areas including safety, cleanliness and a healthy community for all stakeholders.

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 Academy maintains a safe and secure learning environment at all times and follows the Miami-Dade County Public Schools plan, implementing the MDCPS Student Code of Conduct as a guide. Instructional time is fiercely protected in policy and in practice. Teachers at iMater implement bell-to-bell instruction on a daily basis in order to maximize instructional time and foster student achievement. To enforce this, members of the administrative team conduct classroom breakthroughs regularly which ensure adequate use of classroom time is taking place at every grade level.

iMater Academy ensures that all faculty members adhere to the Multi-Tiered System of Support (MTSS)/ Response to Instruction/Intervention (RtI) approach as a general education and behavioral initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses intense behavioral interventions. The first level of support is the behavioral methodologies, practices, and support designed for all students in the general curriculum. The second level of support consists of supplemental behavioral interventions that are provided to targeted students who demonstrate the need for additional support in order to improve academically. The third level of support consists of intensive behavioral interventions such as a Functional Assessment of Behaviors to gather data and information in order to create the Behavioral Intervention Plan. Teachers monitor the implementation of the FAB/BIP through strategies such as daily/weekly behavior progress reports, positive choice making, redirection, coping skills, and creating a written behavior contract in order for students to self-monitor their behavior and track academic progress due to positive behaviors displayed.

Furthermore, iMater expects clear behavior expectations to be posted in all classrooms, positive reinforcement to be utilized daily, incentives for good behavior and academic progress to be provided, and active, hands-on, engaging lessons to keep students interested and encouraged to learn.

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 Academy provides support services to meet the physical, social, emotional and academic needs of the student population. All students have access to support and guidance from teachers, curriculum support and administration. The school participates in a monthly program called "Do the Right Thing". The purpose of Do The Right Thing of Miami, Inc. (DTRT) is to recognize and reward students for their exemplary behavior, accomplishments and good deeds. The DTRT Awards Program distinguishes exceptional school-age children who choose to be drug and crime free, exhibit

non-violent behavior, do well in school, make a difference in their communities and demonstrate turnaround behavior. Each month a child is nominated for "doing the right thing" and a selection committee reviews the nominations and selects ten finalists for the month.

In addition, iMater Academy participates in the AAA School Safety Program which instills students with responsibility, leadership, and citizenship skills. Coupled with keeping students safe, this program allows students to build peer mentoring relationships with students across the grade levels. Through the AAA School Safety Program, students gain safety awareness, leadership skills, teamwork, pride, citizenship, and respect for law enforcement in addition to gaining traffic safety awareness, peer-to-peer communication, character building, a constructive outlet for student energy, and a positive relationship with parents, law enforcement, and the overall community. This program establishes an overall positive collaboration between students, parents, schools and law enforcement.

In conjunction with academic programs, iMater provides quality exceptional student education to all identified students with an Individualized Education Plan (IEP). Services rendered to students with exceptional education requiring supplemental aids and services are provided on site by certified exceptional student education teachers, Occupational Therapists (OT) and Speech and Language Pathologists (SLP) to ensure the success of all students as required by Individuals with Disabilities Act (IDEA 2004. PL-94-142).

Furthermore, students and parents are provided with informational resources for support services available within our community. The administrative team and teachers provide support for parents in managing information regarding the educational requirements of their child through awareness meetings. These meetings include information regarding curriculum, best practices, study skills, school policies, formal and informal assessments and collaboration between the parent and the school in order to meet the needs of the students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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 Academy's early warning system is to provide a collaborative approach with administrators, teachers and parents to keep students on the path to academic success. Rapid interventions will take place for those students at iMater Academy as identified in the Early Warning Indicators below such as:

26 students whose attendance is below 90 percent, regardless of excused, unexcused or outdoor suspension;

0 students had one or more suspensions, whether in school or out of school;

22 students indicated course failure in English Language Arts or Mathematics; and

152 students attained a Level 1 score on statewide assessments in English Language Arts or Mathematics.

iMater Academy will utilize the early warning systems data to identify students who have attendance, behavioral or academic concerns and will provide and monitor early interventions in order to decrease the warning systems and increase academic success in these students. Data driven best practices will be implemented across the curriculum in all content areas.

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	4	5	4	5	8	0	0	0	0	0	0	0	26
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	10	0	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	19	20	10	43	60	0	0	0	0	0	0	0	152

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	9	1	6	0	0	0	0	0	0	0	16

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

iMater Academy implements effective instructional techniques, which support students who have been identified by the early warning systems and assists them in achieving grade level expectations. Students, who score a Level 1 or 2 in English Language Arts or Mathematics on state assessments, are required to receive interventions. Intervention time is allocated during the school day in order to target these students in a differentiated small group setting through the use of Reading Wonder Works, SuccessMaker, as well as Mathletics. Students at iMater Academy Elementary who have been identified by the early earning system also benefit from a pull-out intervention program in which they receive intervention using SuccessMaker. iReady is also used to provide these students with additional diagnostic testing. In addition, after school tutoring 2 times per week in English Language Arts and 2 times per week in Mathematics is offered to students who have shown deficiencies in these areas. Bi-weekly assessments are utilized to measure progress in these areas.

The Multi-Tiered System of Support (MTSS) /Response to Instruction/Intervention (RtI) is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

There will be an ongoing evaluation method established for services to monitor the effectiveness of meeting school goals and student growth as measured by bi-weekly benchmark assessments and progress monitoring data. Moreover, students performing at or above grade level are placed in multi-level or advanced classrooms and allow for the curriculum to be tailored to meet the needs of each individual student. All students enrolled at iMater Academy Elementary are encouraged to maximize their academic potential. The school allocates and protects instructional time to support student learning. The administrative team, staff members and teachers are committed to the protection of instructional time. School activities are geared toward student achievement and social development. Student schedules abide by state mandate requirements and the MDCPS Pupil Progression Plan.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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. § 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/311594.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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.

The school builds and sustains partnerships with the community and is engaged in the school and student support through the planning and implementation of the school's mission and vision. Administration, teachers, parents, students and community members analyze prior year student performance trends and establish measurable goals for the current school year through EESAC meetings and the creation and implementation of the Parent Involvement Plan. These trends are identified and written in the School Improvement Plan for the subsequent school year to assist the school in the continuous improvement process. Ongoing assessment data is analyzed and strategies are modified to impact student progress. Teachers are encouraged to reach out to community members using programs such as Donorschoose.org and Adoptaclassroom.org to assist in the implementation of classroom resources and instructional programs.

In addition, iMater conducts informal parent surveys to determine specific needs of our parents which leads to the development of the Parent Compact. Once the results of the parent surveys are deciphered training's are scheduled through the Parent Academy that correlate with the parents needs. Parent Academy training's are provided with flexible times to accommodate our parents' schedules. Flyers, emails, and an automated phone call/text message are sent in English/Spanish to notify parents of all meetings and events taking place in our school. Community members engage in our annual career day, with efforts to promote career readiness programs and increase community involvement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Morales, Norling	Teacher, K-12
Hernandez, Patricia	Instructional Coach
Piedra, Madeleine	Teacher, K-12
Barreto, Mercedes	Teacher, K-12
Poveda, Elizabeth	Principal
Rodriguez, Elaine	Teacher, ESE
Nunez-Goolsby, Vanessa	Teacher, K-12
Fernandez, Yurien	Assistant Principal
Paez, Michelle	Teacher, K-12
Pastrana, Cristina	Teacher, K-12
Ponce, Alondra	Teacher, K-12
Capetillo, Jennifer	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.

Principal (Elizabeth Poveda): Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Assistant Principal (Yurien Fernandez): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student needs to identify appropriate, evidence-based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Instructional Coach (Patricia Hernandez): Provides guidance on K-5 curriculum, lesson plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning. Develops, leads, and evaluates school English Language Arts, Mathematics and Science standards/ programs; identifies and analyzes existing literature on scientifically based curriculum for all students' achievement levels.

Select General Education Teachers(Cristina Pastrana-K, Alondra Ponce-1st Grade, Jennifer Capetillo-2nd Grade, Norling Morales -3rd Grade, Madeleine Piedra-4th Grade, Michelle Paez-5th Grade): Grade Level Chairpersons provide information about core instruction to corresponding grade level teachers, participates in student data collection for the school, delivers Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The above mentioned team members were selected based on their knowledge and commitment to the core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

Technology Specialist (Administrative Team): Develops technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Exceptional Student Education (ESE) Teacher (Elaine Rodriguez): the SPED coordinator for iMater Academy participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as biweekly lesson planning and consultations to review accommodations on the students' IEP.

Speech Language Pathologist (Ana Castellanos): Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.

Student Services Personnel (Administrative Team): 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. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as: special education personnel, advisory group members, and community stakeholders.

ESOL Chairperson (Elaine Rodriguez): Articulates the vision for a developmentally appropriate program that builds from basic literacy skills to elementary 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.

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark assessments and progress monitoring data.

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 functions of the MTSS/RtI team are the following: evaluate the progress of the school's goals by monitoring academic data, provide and assess instruction, provide feedback on instructional

intervention, administer enrichment opportunities, and arrange teacher requested workshops. The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:
1. Use the Tier 1 Problem Solving Process to set Tier 1 goals, monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold weekly and monthly team meetings. Utilize the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Title I funds are utilized to provide additional remediation to assists students who have shown a deficiency in the areas of English Language Arts and or Mathematics and are assisted through extended learning opportunities such as after-school programs four times per week for one hour. Enrichment opportunities are also provided to those students who perform above grade level through Saturday Academy for 3 hours. The curriculum specialist, program specialist and assistant principal are responsible to ensure that students are in attendance and ensure progress is being made by the identified students through bi-weekly assessment data.

The Community Involvement Specialist schedules monthly meetings and activities, encouraging parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

The Curriculum Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. In addition the curriculum coach identifies systematic patterns of student need while working with the administrative team to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring,

data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide tutorial programs, parent outreach activities, professional development on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers, reading and supplementary instructional materials, purchase of supplemental hardware and software for the development of language and literacy skills in English Language Arts, Mathematics and Science.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Elizabeth Poveda	Principal
Elaine Rodriguez	Teacher
Patrica Hernandez	Teacher
Kaellen Poff	Student
Kaleb Guerra	Student
Joanna Balladares	Teacher
Claribel Cereijo	Parent
Magdelin Vega	Parent
Vanessa Vilaseco	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 EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan. The 2016-2017 school improvement plan was successfully implemented throughout the school year. The meeting dates that indicate the review and/or approval of the School Improvement Plan were September 28, 2016, January 12, 2017, February 9, 2017, April 27, 2017, and May 11, 2017.

b. Development of this school improvement plan

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan. The preparation and development of the 2016-2017 School Improvement Plan is conducted in conjunction with the results from the 2015-2016 SIP End of Year Process and based on the academic needs of the students.

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

The budget is presented and discussed with the EESAC members for approval during the meeting. Questions and suggestions are solicited. In addition, the Title I budget is also disseminated during the EESAC meeting dated on January 12, 2017. Agenda items and minutes are posted upon adjournment of the meeting. A portion of the School Improvement funds will be utilized for

Professional Development activities in differentiated instruction strategies to be implemented across the core curriculum. Additional funds will be utilized to provide students with incentives for attendance and academic achievement and parent resources for code of student conduct as well as handbooks.

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

Truancy Prevention:
Provide incentives for students with improved attendance. ($1100.00)

Parent Workshops:
Provide parents with flyers, PowerPoint copies, meeting agendas, and information regarding testing or curriculum resources.
($1,356)

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.

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
Morales, Norling	Teacher, K-12
Balladares, Joanna	Teacher, K-12
Hernandez, Patricia	Instructional Coach
Piedra, Madeleine	Teacher, K-12
Barreto, Mercedes	Teacher, K-12
Poveda, Elizabeth	Principal
Rodriguez, Elaine	Teacher, ESE
Ponce, Alondra	Teacher, K-12
Nunez-Goolsby, Vanessa	Teacher, K-12
Capetillo, Jennifer	Teacher, K-12
Fernandez, Yurien	Assistant Principal
Paez, Michelle	Teacher, K-12
Pastrana, Cristina	Teacher, K-12

b. Duties

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

The LLT promotes Literacy at iMater Academy by generating instructional tools and interventions to gain reading knowledge within all content areas. In order to increase student's academic growth the main focus is to build literacy skills in all content areas throughout the school. The initiative for the LLT this year is to model effective instructional strategies for teachers, facilitate study groups, train

teachers in interpreting data charts, and meet with teachers to ensure that research based reading programs and strategies are implemented. In addition, the LLT will help to increase instructional density to meet the needs of all students, increase teachers' knowledge base in best practices in reading instruction,and intervention strategies. The LLT team will provide teachers with professional development in latest best practice and technological development.

Grade Level Chairpersons provide guidance within their grade levels; facilitate and support data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning and supports the implementation of intervention plans. In addition Grade Level Chairpersons collaborate throughout the different meetings, professional development opportunities and planning sessions to better prepare the instructional planning, and facilitate student transition to their future grade level.

The Principal promotes the LLT as an integral component of the school literacy reform to support a culture of reading by offering professional growth opportunities for team members, creates a collaborative environment that fosters sharing and learning ideas, develops a school wide organizational model that supports literacy instruction in all classes, and encourages the use of data to improve teaching and student achievement.

The Assistant Principal identifies systematic patterns of student needs while working with the program specialist to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The Literacy Leadership Team will meet on a monthly basis to discuss and analyze student progress based on the implementation of the intervention plans that were placed throughout the school year. During these meetings, the LLT will also evaluate and modify areas that are stagnant in order to improve intervention plans to meet the academic needs of all learners. After collaborating the LLT meet with the schools curriculum council to discuss outcomes observations, effective and non effective strategies, and data to improve student learning outcome throughout all grade levels.

D. Public and Collaborative Teaching

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

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

iMater Academy encourages positive working relationships between teachers by fostering an environment that includes collaborative planning and instruction. Teachers are allocated common planning periods to encourage common planning, data chats, and Professional Learning Communities. In addition, teachers in common content areas are scheduled to meet once a week and during monthly PLCs (Professional Learning Communities) to plan instruction for the upcoming week, as well as share strategies, data, and sample student work to promote a collaborative learning and teaching environment among teachers. Research-based protocols are utilized to focus the meetings on students' academic needs. Teachers at iMater Academy Elementary participate in numerous Professional Development trainings and team building activities throughout the school year in order to maintain positive working relationships between educators.

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

iMater Academy has a plethora of resources that help to support the schools purpose of developing pride in academic achievement as well as creating responsible members within the community. iMater's faculty and staff thrive in providing excellent services to nurture our students' needs.

The school employs instructional staff that meets State and Federal requirements. All staff members are required to hold a bachelor's degree or higher in their field and have State Certification for the required position. Each teacher and administrator must be highly qualified and meet the rules and requirements of the Florida Department of Education. All teachers have Bachelor's degrees and many have advanced degrees including Master's degrees, Specialist degrees and Endorsements.

Within the resources and support systems offered at iMater there are defined policies and procedures used by administration to ensure the placement, hiring and retaining of highly qualified staff. One of these procedures is that of formal and informal observations conducted throughout the year. All observations use standard checklists and forms to provide accurate feedback that will help the continual development of the faculty. Staff is monitored and observed by school administrators through the use of adopting the Miami-Dade County Public Schools teacher performance evaluation tool. Furthermore, administration has provided the staff with a Faculty Handbook that details the school's mission, vision and policies.

The governing board evaluates the principal utilizing the same criteria on a standardized evaluation form, which reviews its own strategic plan, vision and purpose. It is then the role of the principal to determine the effectiveness of the School Improvement Plan, teacher performance and student achievement and report the findings to the governing board.

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

Teacher mentoring is an effective method of developing and retaining high quality classroom teachers. Both the mentor and mentee benefit from relationships that encourage reflection on the practice of teaching. Our comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement. The school partners beginning teachers with a mentor to help teachers improve their practice of teaching and develop their instructional skills. As part of the mentoring program, the mentor and mentee meet weekly to discuss best practices, evidenced-based strategies for each domain, and provide feedback, coaching and planning. Administrators provide teachers with the resources and time necessary for mentoring teams to meet and observe each other's techniques, model best practices and discuss improvements for classroom instructional practices.

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 Academy's School curriculum is aligned to the Florida Department of Education standards in English Language Arts, Mathematics, Science, Social Studies, Performing Arts, Physical Education, and Foreign Language. At iMater, committees have been organized to develop a written curriculum guide and checklists to ensure that we meet the needs of each student across the curriculum. These committees and departments have also worked to align the curriculum by integrating the Florida Standards. This curriculum sets high expectations for student learning across all content areas. Grade level curriculum has been established to challenge our students so they may excel at the next

level. To further support the skills taught, we have implemented interactive notebooks to provide additional reinforcement for all students. Additionally, the iStation Reading program builds phonics, phonemic awareness and vocabulary to support comprehension at the student's current reading level with a variety of texts.

When implementing the curriculum we have used numerous teaching strategies, teaching methods, instructional hands-on activities, resources, tutoring, technology programs, staff and administrative support, as well as assessments. Our goal is to provide our students with a curriculum that will maximize their learning capacity. Grade-level meetings, faculty meetings, professional developments, and administrative meetings are held on a weekly or monthly basis to ensure continuity through subjects and grade levels. Our teachers utilize instructional focus calendars to ensure that lesson plans and instruction coincide with the curriculum and MDCPS pacing guides. These calendars are a form of assessment for the teachers themselves to evaluate and pace the progress of the instruction being given throughout the school year. One Assessment Tool that we use to guide our instruction is the iReady Reading and Mathematics Diagnostic Reports. This tool is used to assess students' progress in Reading and Mathematics and allows teachers to track their students' success ability for future assessments. In addition, the Mid-Year Assessment is utilized in Reading, Mathematics and Science to provide teachers with current data that is aligned with the Florida Standards and the MDCPS Pacing Guides. ACCESS 2.0 is also another tool we use to address the needs of English Language Learners (ELL).

Teachers engage students by using instructional strategies that ensure achievement of learning expectations. Our teachers use data chats, labs, differentiated instruction groups, and digital technology to ensure that students are reaching their maximum potential. Every classroom is equipped with a Promethean Board to incorporate technology in lessons which capture, engage, and motivate students to learn.

Teachers use Baseline Assessments, Interim Assessments, iStation, iReady, Success Maker, formal and informal assessments to monitor student success. After an assessment is administered, teachers use data chat forms, to discuss individual students' strengths and weaknesses with students and parents.

In addition, our staff engages in internal and external professional development workshops in order to attain information and resources aligned to Florida's standards and instructional programs.

Administrators monitor and support teachers by reviewing weekly lesson plans, hosting monthly Curriculum Council Meetings and Faculty Meetings, reviewing data and standardized test scores and frequent classroom walkthroughs in order to ensure the fidelity and effectiveness of the curriculum. In addition, each grade level is assigned a Chairperson. The Grade Level Chairs meet with Administration as well as teachers to discuss curriculum updates, academic concerns and effective teaching strategies to incorporate across the curriculum.

iMater teachers implement the schools instructional process in support of student learning in multiple ways. Evidence of this is seen through the performance of differentiated instruction groups, Response to Intervention (RTI)/MTSS process, and the Reading Wonder Works Program. Teachers implement daily Differentiated Instruction (DI) through the English Language Arts block. During this time, students are grouped by different ability levels to complete a variety of activities based on the group's skill deficiency. The RTI/MTSS process, which is encompassed within the Reading Wonder Works Program, is an intensive intervention that provides weekly assessments based on the students' need on multiple skills. These skills include phonemic awareness, fluency, vocabulary and reading comprehension.

iMater offers students opportunities that allow them to excel beyond the classroom. Some of the activities that are offered include National Elementary Honor Society, Book Club, Art Club, Music

Club, Cheerleading, Dance, and Athletics designed to motivate students outside of the content areas. Other enrichment activities provided to students are guest speakers, hands-on activities, field trips and Saturday Enrichment Programs.

iMater Academy provides numerous support services to meet the unique learning needs of students. One program that students are provided with is after school tutoring. This program is individualized according to the results gathered from state standardized tests that were taken in the previous school year. An enrichment program is offered in second Semester, which focuses on a challenging curriculum in order to maintain or increase student performance on state standardized tests. In addition, further data from assessments such as Baseline testing, Interims, CELLA, FSA/FCAT and SAT's are utilized to provide interventions to specific groups in order to target individual needs.

As a school, we will continue to work together and maintain a solid curriculum for all students. Teachers will continue to participate in professional development trainings that will promote student learning. Administration will continue to collaborate with faculty and staff on a continuous basis to discuss assessments, teaching methods, and tools to utilize and focus on student achievement and academic success beyond their years at iMater. We will continue to meet the needs of all students by implementing a curriculum that is effective and challenging.

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic
• iStation Reading Diagnostic
• iReady and Math Reading Diagnostic
• Reading Wonder Works Weekly Assessments
• Baseline Benchmark Assessments
• Mid-Year Assessments
• District/State English Language Arts, Math, and Science assessments
• FCAT Science
• Bi-weekly benchmark assessments
• Weekly Interactive Notebooks
• Weekly Science Labs
• Student grades
• School site specific assessments
• Monthly Writing Assignments

Behavior
• Functional Assessment of Behavior/Behavior Intervention Plan
• Student Case Management System
• Detentions

- Suspensions: indoor
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Teachers with students having difficulty attaining the proficiency or advanced levels on state assessments are required to implement differentiated instruction in their classroom, while targeting individual needs. Small group instruction is continuously modified based on district, diagnostic and benchmark assessment. In addition, the school offers after school tutoring and Saturday enrichment classes to address student difficulties and provide enrichment opportunities for others to achieve the advanced levels on state assessments.

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: After School Program

Minutes added to school year: 28,800

Students are identified using Diagnostic Assessment Tools, Baseline, Mid-Year Assessment and FSA/SAT assessment data from the previous school year. The lowest 25% percentile attend weekly tutoring after school for the subject(s) English Language Arts, Mathematics and/or Science in which they are deficient for 60 minutes twice a week in each subject. In addition, students performing at or above grade level receive enrichment tutoring after school hours on Saturdays for 180 minutes to maintain or further develop their academic strengths in the pertaining areas tested.

Strategy Rationale

This strategy is implemented with the rationale that students are given additional instructional time to assist in bridging academic gaps between student performance and state assessments. Strategies that vary from those in the classroom are implemented to target student needs using various resources, strategies and teaching methods.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Poveda, Elizabeth, epoveda@dadeschools.net

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

Data is collected using iStation and iReady Diagnostic Reports, Baseline and Mid-Year Assessments, as well as the students' previous FSA/SAT scores. This data is compiled using iStation Database, Thinkgate and Pearson reports. Using this information, students are classified and identified to attend the necessary tutoring program that would be beneficial to their learning and academic improvement.

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. § 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.

All students entering iMater Academy's kindergarten program will be evaluated several ways. Students will be administered an Oral Language Proficiency Screening-Revised OLPS-R and CELLA (Online) to determine ESOL placement. Florida Kindergarten Readiness Screener (FLKRS) Work Sampling System will be utilized to assess the readiness of each child for kindergarten and it will be administered during the first 30 school days of each school year.

In addition, the Comprehensive English Language Learning Assessment (ACCESS) is used to measure the growth of students classified as English Language Learners (ELL) in mastering the skills in English they will need to succeed in school. Furthermore, incoming Kindergarten students will be assessed in the areas of social/emotional development. A questionnaire is completed and the result will provide useful information regarding students' need for instruction/intervention regarding behavior, self-regulation, self-concept, and self-efficacy.

Screening data will be gathered and aggregated prior to September 2016. Data will be utilized to plan daily academic and social/emotional instruction for groups of students or individual students who may need intervention beyond core instructions. Social instruction will be modeled throughout the day by the instructor. Moreover, the teacher will spend 20 minutes per day educating students on the fundamentals of social norms.

The instructional intervention program will be assessed by administering a screening tool in mid- year and during the last semester of the school year. Data from the assessment will be used to determine positive and negative factors in the program.

In order to inform the parents of preschool children in transition about our elementary program, iMater Academy reaches out to local preschool programs and informs them of the educational programs on its campus. In addition, the school uses the mailing system to administer flyers to the current preschool students at iMater Academy and those in the area. Priority selection is given to preschool students with already enrolled students at iMater Academy.

Furthermore, our school offers an open-house orientation to incoming Kindergartners and a meet & greet session to facilitate an efficient and effective transition into our Kindergarten program.

Lastly, the leadership team conducts annual parent meetings to introduce middle school curriculum/ expectations for rising middle school students.

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.

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

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

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.

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

1　= Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1.　　iMater Academy's goal is to increase student achievement by improving core instruction in all content areas.

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. iMater Academy's goal is to increase student achievement by improving core instruction in all content areas. `1a`

🔍 G088134

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0
Math Gains	55.0
FAA Writing Proficiency	58.0
Math Lowest 25% Gains	48.0
ELA/Reading Gains	42.0
ELA/Reading Lowest 25% Gains	30.0
CELLA Listening/Speaking Proficiency	88.0
CELLA Reading Proficiency	27.0
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal `3`

- Students are not adequately prepared to independently comprehend and distinguish the difference between literary and informational text.

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

- iStation Reading - iStation Reading continuously monitors each student's performance to create the optimal experience for every child. The program includes intuitive and powerful reporting. Educators have the necessary resources to easily monitor and support individual student progress - enabling differentiated instruction.

- iReady - iReady Reading and Math is a single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level. Diagnostic assessments show whether students are on track to achieve end-of-year targets.

- Wonder Works Reading Series - Through an integrated approach, literacy solutions Reading Wonders/Wonder Works builds all learners – both striving and struggling, as well as both English and Spanish – speaking – into stronger readers and writers. The program uses explicit instruction of phonological awareness, phonemic awareness, phonics, fluency, and word recognition to close identified gaps. It also provides ample practice for achieving accuracy and fluency, provides assessments to monitor progress and mastery, and closes gaps quickly - allowing students to accelerate and succeed!

- Discovery Education - Discovery Education is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments.

- Highly qualified personnel, professional development opportunities, research-based materials, flexible master schedules, curriculum, instruction, funding, instructional coaches, school wide leadership initiative, community partners, environment, and school culture.

- Interactive Notebooks - Interactive Notebooks enable students to be creative and independent thinkers and writers. Interactive Notebooks will be used for class notes as well as for other activities in which you will be asked to express your own ideas and process the information presented in class.

- Promethean Board - Promethean Board transforms the learning environment through the use of innovative classroom technology that motivates learning and improves student achievement.

- SuccessMaker - SuccessMaker is an adaptive and prescriptive scheduling intervention program delivering both reading and math curriculum. Stealth formative assessments adjust instruction with every click, swipe, and student response. Individual learner paths guide the student to targeted performance goals. Prescriptive scheduling tells you when students will reach key milestones, and dynamic reporting provides data to intervene when it matters most.

Plan to Monitor Progress Toward G1. 8

iMater Academy will collect data on student performance to assess their growth across all content areas Florida Standards.

Person Responsible
Yurien Fernandez

Schedule
Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion
iMater Academy's administrative team will monitor student growth on benchmark assessments across the curriculum and provide teachers will additional resources and instructional strategies to target student weaknesses.

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. iMater Academy's goal is to increase student achievement by improving core instruction in all content areas. [1]

🔍 G088134

G1.B1 Students are not adequately prepared to independently comprehend and distinguish the difference between literary and informational text. [2]

🔍 B234373

G1.B1.S1 Provide Professional development on the effective implementation of the new Florida Standards in ELA. [4]

🔍 S247130

Strategy Rationale

Teachers need assistance developing and implementing grade level appropriate lessons for reading comprehension through the implementation of literary and informational text.

Action Step 1 [5]

Teachers will receive additional training in the requirements needed for the ELA Florida Standards Assessments.

Person Responsible

Patricia Hernandez

Schedule

On 8/11/2016

Evidence of Completion

Participants will complete their Lesson Plans implementing the strategies and activities presented in the professional development. Classroom Walkthrus and instructional strategies will indicate Reading/Language Arts instruction is being implemented effectively.

Action Step 2 `5`

Teachers will receive additional training in the implementation of the program iStation to further expand its function and objectives. Teachers will be able to run different data reports to help group students for differentiated instruction.

Person Responsible

Patricia Hernandez

Schedule

On 6/8/2017

Evidence of Completion

Teachers will complete a Lesson Plan implementing the student groups created based on the data reports retrieved from iStation that were presented in the professional development. Classroom Walkthrus and instructional strategies will indicate ELA instruction is being implemented effectively.

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

Teachers will be observed by administration on a regular basis to ensure proper implementation of reading comprehension activities. In addition, the administrative team will conduct grade level and one-to-one Data Chats with teachers in order to analyze and disseminate data to target instruction. Small group instruction must be posted in the classroom.

Person Responsible

Elizabeth Poveda

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Evidence of implementation of reading comprehension activities will be monitored through differentiated instruction and small groups, and Bi-weekly assessment scores.

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

Students will be assessed using weekly benchmark assessments. Their progress and growth will be monitored.

Person Responsible

Patricia Hernandez

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Student progress will be assessed using weekly benchmark assessments. Students should demonstrate growth through the ELA Florida Standards.

G1.B1.S2 Through interventions, students will begin using the computer based program SuccessMaker to help increase student performance in reading comprehension. SuccessMaker levels itself according to students needs whether strengths or weaknesses. `4`

🔑 S247131

Strategy Rationale

SuccessMaker provides differentiated instruction at the student's current reading levels with appropriate activities that help the students meet their grade level expectations.

Action Step 1 `5`

The school will implement SuccessMaker computer based program in ELA to increase student performance.

Person Responsible

Patricia Hernandez

Schedule

On 10/12/2016

Evidence of Completion

The curriculum specialist will gather and analyze data reports retrieved from the SuccessMaker program to demonstrate academic proficiency in ELA.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Data reports will be gathered on a bi-weekly basis to ensure the program is being utilized with fidelity and that students are grasping the concepts in order to become proficient in ELA Reading.

Person Responsible

Yurien Fernandez

Schedule

Biweekly, from 10/17/2016 to 6/8/2017

Evidence of Completion

Bi-weekly data reports gathered from the SuccessMaker online program will be utilized to have data chats with the administrative team.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Data reports will be gathered on a monthly basis to ensure the program is being utilized effectively and that students are closing the gap in order to become proficient in ELA Reading.

Person Responsible

Yurien Fernandez

Schedule

Monthly, from 10/17/2016 to 6/8/2017

Evidence of Completion

Monthly data reports gathered from the SuccessMaker online program will be utilized to have data chats with the administrative team.

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.B1.S1.A1 🔑 A321569	Teachers will receive additional training in the requirements needed for the ELA Florida Standards...	Hernandez, Patricia	8/11/2016	Participants will complete their Lesson Plans implementing the strategies and activities presented in the professional development. Classroom Walkthrus and instructional strategies will indicate Reading/Language Arts instruction is being implemented effectively.	8/11/2016 one-time
G1.B1.S2.A1 🔑 A321571	The school will implement SuccessMaker computer based program in ELA to increase student...	Hernandez, Patricia	10/12/2016	The curriculum specialist will gather and analyze data reports retrieved from the SuccessMaker program to demonstrate academic proficiency in ELA.	10/12/2016 one-time
G1.MA1 🔑 M334689	iMater Academy will collect data on student performance to assess their growth across all content...	Fernandez, Yurien	8/22/2016	iMater Academy's administrative team will monitor student growth on benchmark assessments across the curriculum and provide teachers will additional resources and instructional strategies to target student weaknesses.	6/8/2017 monthly
G1.B1.S1.MA1 🔑 M334685	Students will be assessed using weekly benchmark assessments. Their progress and growth will be...	Hernandez, Patricia	8/22/2016	Student progress will be assessed using weekly benchmark assessments. Students should demonstrate growth through the ELA Florida Standards.	6/8/2017 weekly
G1.B1.S1.MA1 🔑 M334686	Teachers will be observed by administration on a regular basis to ensure proper implementation of...	Poveda, Elizabeth	8/22/2016	Evidence of implementation of reading comprehension activities will be monitored through differentiated instruction and small groups, and Bi-weekly assessment scores.	6/8/2017 daily
G1.B1.S1.A2 🔑 A321570	Teachers will receive additional training in the implementation of the program iStation to further...	Hernandez, Patricia	8/22/2016	Teachers will complete a Lesson Plan implementing the student groups created based on the data reports retrieved from iStation that were presented in the professional development. Classroom Walkthrus and instructional strategies will indicate ELA instruction is being implemented effectively.	6/8/2017 one-time
G1.B1.S2.MA1 🔑 M334687	Data reports will be gathered on a monthly basis to ensure the program is being utilized...	Fernandez, Yurien	10/17/2016	Monthly data reports gathered from the SuccessMaker online program will be utilized to have data chats with the administrative team.	6/8/2017 monthly
G1.B1.S2.MA1 🔑 M334688	Data reports will be gathered on a bi-weekly basis to ensure the program is being utilized with...	Fernandez, Yurien	10/17/2016	Bi-weekly data reports gathered from the SuccessMaker online program will be utilized to have data chats with the administrative team.	6/8/2017 biweekly

V. Professional Development Opportunities

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

G1. iMater Academy's goal is to increase student achievement by improving core instruction in all content areas.

G1.B1 Students are not adequately prepared to independently comprehend and distinguish the difference between literary and informational text.

G1.B1.S1 Provide Professional development on the effective implementation of the new Florida Standards in ELA.

PD Opportunity 1

Teachers will receive additional training in the requirements needed for the ELA Florida Standards Assessments.

Facilitator

Elizabeth Poveda/ Patricia Hernandez

Participants

Teachers in grades K-5

Schedule

On 8/11/2016

PD Opportunity 2

Teachers will receive additional training in the implementation of the program iStation to further expand its function and objectives. Teachers will be able to run different data reports to help group students for differentiated instruction.

Facilitator

Elizabeth Poveda/Patricia Hernandez/Yurien Fernandez Four

Participants

Teacher in grades K-5

Schedule

On 6/8/2017

G1.B1.S2 Through interventions, students will begin using the computer based program SuccessMaker to help increase student performance in reading comprehension. SuccessMaker levels itself according to students needs whether strengths or weaknesses.

PD Opportunity 1

The school will implement SuccessMaker computer based program in ELA to increase student performance.

Facilitator

Patricia Hernandez

Participants

K-5 Instructional Staff

Schedule

On 10/12/2016

VII. Budget

1	G1.B1.S1.A1	Teachers will receive additional training in the requirements needed for the ELA Florida Standards Assessments.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	390-Other Purchased Services	5384 - Imater Academy	School Improvement Funds		$1,000.00
			Notes: Professional Development trainings for teachers on Differentiated Instructional Strategies to be utilized in the classroom across the curriculum.			
2	G1.B1.S1.A2	Teachers will receive additional training in the implementation of the program iStation to further expand its function and objectives. Teachers will be able to run different data reports to help group students for differentiated instruction.				$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	390-Other Purchased Services	5384 - Imater Academy	General Fund		$200.00
			Notes: Curriculum Specialist will provide Professional Development training for teachers to integrate the iStation program for Diagnostic Assessments, Progress Monitoring and Tier III data.			
3	G1.B1.S2.A1	The school will implement SuccessMaker computer based program in ELA to increase student performance.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1382	690-Computer Software	5384 - Imater Academy	Other		$1,000.00
			Notes: Notes			
					Total:	$2,200.00