

School District of Osceola County, FL

Mater Palms Academy



2018-19 Schoolwide Improvement Plan

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Mater Palms Academy

401 S POINCIANA BLVD, Kissimmee, FL 34746

www.materpalms.com

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	84%

School Grades History

Year	2017-18
Grade	C

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Together, we will cultivate a positive, dynamic environment of RESPECT and learning.

Challenges will be accepted and OVERCOME with integrity, knowing we can ACCOMPLISH any goal.

We will RISE to be active, empathetic scholars and leaders who impact the world in a positive way.

Mater Academy will provide students of Osceola County with a viable educational choice that offers an innovative, rigorous, and seamless K-8 curriculum serving as a foundation for a successful college preparatory high school experience. The school is committed to a core philosophy focused on students' intellectual and social development and will thereby offer a disciplined, balanced, and enriched education of the highest quality as it has proven to do through the Mater Academy Network of high quality charter schools.

Provide the school's vision statement.

We resolve to enrich, engage, and support all students through their educational journey.

School Leadership Team

Membership

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

Name	Title
Cueto, Monica	Principal
Garcia, Maria	Administrative Support
Sanchez, Erika	Administrative Support

Duties

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

The leadership team at Mater Palms Academy consists of Principal, Monica Cueto, Lead Teacher; Erika Sanchez and Lead Teacher; Maria Machin; School Counselor, Natalie Berrios, ESOL Specialist; Jenny Calderon. The Lead Teachers mentor and support teachers with instructional strategies, analyzing data, and intervention decision-making related to their specific content area. Lead Teacher also provide targeted professional development to content area teachers and are the point person for accountability to the leadership team. School Counselors provide social and emotional support to students and assist staff with creating a healthy, safe environment for learning. The leadership team includes a teacher leader who is the point person for the PLC process at the school. This teacher will receive extensive training to support the PLC process school wide, assisting team to function effectively. Included in the team are two teacher leaders that will serve as teacher mentors to new teachers on staff. The ESOL specialist provides guidance to the team pertaining to the ELL task force. The principal and Lead Teachers review lesson plans, evaluates instructional staff, and oversees all instructional practices and resource decisions at the school. The entire leadership team frequently visits classrooms, meets with individual teachers and (PLC's) Professional Learning Communities to monitor and assess student progress. The leadership team meets weekly to

review data and make decisions impacting students school wide. Through the stocktake process, the leadership team will meet monthly to assess progress toward SIP goals. Mater Palms Academy will have five areas of focus during the 2018-19 school year: Literacy Achievement, Math Achievement, MTSS (Multi- Tier System of Support) process, PLC (Professional Learning Committee) process, and an ELL (English Language Learner) Task Force. The point person for each focus area will provide data and specific problem solving topics to be discussed monthly. Through this process, instructional leaders will practice shared decision making for school improvement.

Early Warning Systems

Year 2017-18

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	10	0	0	0	0	0	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	0	0	1	0	1	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	2	16	8	13	0	0	0	0	0	44

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	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	2	5	0	0	0	0	0	0	0	0	0	9
Retained Students: Previous Year(s)	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected

Thursday 5/31/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Based on the results of the 17-18 FSA our lowest data component group was the 5th grade Science with 41% proficiency.

Which data component showed the greatest decline from prior year?

We do not have scores from the 2016-2017 school year.

Which data component had the biggest gap when compared to the state average?

Based on the results of the 17-18 FSA our biggest gap compared to the state average was 4th grade Mathematics at 39% compared to the 62% at the state level.

Which data component showed the most improvement? Is this a trend?

We are not able to determine this as we do not have 2016-2017 data.

Describe the actions or changes that led to the improvement in this area.

At this time there is no component improvement to be shown as this is our first year receiving data.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	54%	58%	60%	0%	54%	55%
ELA Learning Gains	57%	58%	57%	0%	51%	54%
ELA Lowest 25th Percentile	39%	52%	52%	0%	46%	49%
Math Achievement	57%	52%	61%	0%	49%	56%
Math Learning Gains	56%	54%	58%	0%	48%	54%
Math Lowest 25th Percentile	50%	50%	52%	0%	43%	48%
Science Achievement	41%	54%	57%	0%	49%	52%
Social Studies Achievement	0%	71%	77%	0%	74%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	10 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	10 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	5 (0)	2 (0)	16 (0)	8 (0)	13 (0)	0 (0)	44 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	62%	51%	11%	57%	5%
	2017					
Cohort Comparison						
04	2018	53%	48%	5%	56%	-3%
	2017					
Cohort Comparison		53%				
05	2018	53%	50%	3%	55%	-2%
	2017					
Cohort Comparison		53%				
06	2018	50%	46%	4%	52%	-2%
	2017					
Cohort Comparison		50%				
07	2018	43%	46%	-3%	51%	-8%
	2017					
Cohort Comparison		43%				
08	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	79%	51%	28%	62%	17%
	2017					
Cohort Comparison						
04	2018	39%	53%	-14%	62%	-23%
	2017					
Cohort Comparison		39%				
05	2018	59%	52%	7%	61%	-2%
	2017					
Cohort Comparison		59%				
06	2018	54%	43%	11%	52%	2%
	2017					
Cohort Comparison		54%				
07	2018	50%	29%	21%	54%	-4%
	2017					
Cohort Comparison		50%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	38%	49%	-11%	55%	-17%
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20			20							
ELL	30	38	36	36	42	30					
HSP	52	55	38	58	53	50	36				
WHT	65			59							
FRL	53	58	46	57	53	44	41				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met, with the PLC Action Plan embedded with the action steps and monitoring
Rationale	PLC's help to support and target effective instruction
Intended Outcome	Teachers will analyze results from common assessments and formative assessments to monitor the progress of individual students, classes, and grade levels. Based on the data, teachers will determine the individual needs of the students and implement appropriate researched-based classroom strategies and interventions. A PMP or Progress Monitoring Plan is developed for the students not meeting expectations. Grade levels will plan together using the county pacing guides. The administrators will conduct ongoing walk-throughs of classrooms using iObservation and the Administrator Quick Glance Guide. Lesson plans are reviewed by administrators. Data is reviewed at the end of each month by looking at iObservation reports during Administrative Team Meetings.
Point Person	Monica Cueto (monica.cueto@osceolaschools.net)
Action Step	
Description	1- Professional Development plan will be put into Place (8/15/2018-5/25/2019) 2-Feedback and Observations will be used to assess the effectiveness of the PD (8/15/2018-5/25/2019) 3-Student data will be compiled to monitor learning gains and student growth (8/15/2018-5/25/2019)
Person Responsible	Monica Cueto (monica.cueto@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Conducting frequent administrator classroom visits and provide timely feedback. Collecting PLC agendas and minutes. Consistent Monitoring and analyzing data.
Person Responsible	Monica Cueto (monica.cueto@osceolaschools.net)

Activity #2	
Title	ESOL
Rationale	<p>The achievement gap between ELL students and non-ELL students in both reading and math must be narrowed at all grade levels. This achievement gap may be due in part to poor implementation of sheltered instructional strategies, including the use of language objectives, in the regular classroom setting.</p> <p>The SFSD has an identified need of increasing the implementation of sheltered instructional strategies in all classrooms in order to increase the academic achievement of ELL students in reading and math and close the achievement gap between ELL and Non-ELL students.</p>
Intended Outcome	School staff is up-to-date with scientifically-based strategies on how to effectively educate English language learners that will increase student achievement in the ELL population.
Point Person	Monica Cueto (monica.cueto@osceolaschools.net)
Action Step	
Description	<p>1. Work with administration the classrooms on coaching cycles around language acquisition strategies. 2. Teachers to provide opportunities for explicit vocabulary instruction (academic, domain specific, and Tier II words) through the use of Vocabulary Enhancement. 3 Provide multiple opportunities for students to grapple with vocabulary across all subject matter. 4. Provide immersive services for these students in grades K-8. 5. Monitor progress of ELL students in PLC's and data chats. 6. Administration monitors and supports the implementation of ELL strategies studied through frequent observations, using monitoring tools, and providing specific feedback.</p>
Person Responsible	Monica Cueto (monica.cueto@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Monitor ELL student data through various assessment models to determine progress and student achievement. Administration will monitor instructional practices through frequent classroom visits.
Person Responsible	Monica Cueto (monica.cueto@osceolaschools.net)

Activity #3	
Title	Ensure high levels of learning for all students in literacy
Rationale	Students engaged in rigorous literacy education show academic gains across all content areas.
Intended Outcome	Students will hit their next bucket on FSA for Literacy
Point Person	Monica Cueto (monica.cueto@osceolaschools.net)
Action Step	
Description	1-Weekly assessments and monthly unit assessments tied to the Florida State standards are used to monitor academic progress toward our goal (Monthly from 8/15/2018-5/25/2019)
	2-Monthly grade level meetings to evaluate unpacking of Florida State standards and to track individual data cards through the use of student data cards. (Monthly from 8/15/2018-5/25/2019)
Person Responsible	Monica Cueto (monica.cueto@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Interim reports and quarterly grade reports will be used to measure progress towards the goal and annual targets. In addition, Lead Teachers support instructional fidelity aligned to standards on the curriculum map. Using data analysis checkpoints we are able to identify achievement gaps and plan for individual student remediation.
Person Responsible	Monica Cueto (monica.cueto@osceolaschools.net)

Activity #4	
Title	Ensure high levels of mathematics achievement for all students
Rationale	Students demonstrate difficulties when faced with solving real world problems with multi-steps and using resources, such as calculators, rulers graph paper and standard equations to solve problem and verify solutions
Intended Outcome	Students will hit their next bucket on FSA for Mathematics
Point Person	Monica Cueto (monica.cueto@osceolaschools.net)
Action Step	
Description	1-iReady Diagnostic Testing for student growth and gains (Quarterly from 8/15/2018-5/25/2019) 2-iReady Progress Monitoring for student growth and gains (Weekly from 11/15/2018-5/25/2019) 3- Common Standards based Assessments (Monthly from 8/15/2018-5/25/2019) 4-Quarterly Reports (Quarterly from 8/15/2018-5/25/2019) 5- Formative and Summative Assessments (Monthly from 8/15/2018-5/25/2019)
Person Responsible	Monica Cueto (monica.cueto@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Students performance will increase on iReady testing and assessments
Person Responsible	Monica Cueto (monica.cueto@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and the school app/website. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

Our school will work with the School Advisory Committee, Administration, Instructional Personnel and other Parent Volunteers to plan and integrate appropriate home enrichment opportunities. The school will ensure that these activities take into account factors such as (but not limited to) home language, identified disabilities, and transitional status of families. Staff will be provided with professional development opportunities as necessary and appropriate in order to ensure proper integration of parent and family activities.

PFEP Link

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

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.

Mater Palms Academy integrates social-emotional learning throughout the curriculum, especially the reading and social sciences standards. A part-time School Counselor will facilitate lessons for all grade levels regarding social-emotional skills such as self-care, bullying prevention, stress management, teamwork and coping. The counselor will also be available via request for students who need additional support or are experiencing social-emotional needs. A Mental Health plan has been developed by a school-based team including teachers and administrators in order to ensure the integration of supports for students with more immediate and critical needs. A team will be trained on conducting Mental Health Risk Assessments as necessary.

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

The school participates in community inclusive events to promote family/home connections.

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.

Using research based strategies under the advisement of our Board, we drive our decision making regarding curriculum, budget, etc, by analyzing school data and identifying means. Critical personal will via data chats and PLC's

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

The school works closely with community leaders to promote various career and college pathways. Also, the school is host to college and career week long activities in the Spring.

Part V: Budget

Total:

\$0.00