Miami-Dade County Public Schools

Imater Preparatory Academy High School

2018-19 Schoolwide Improvement Plan

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Imater Preparatory Academy High School

651 W 20TH ST, Hialeah, FL 33010

www.materacademy.com

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	87%

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

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	C	B*

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.

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

Provide the school's vision statement.

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

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

School Leadership Team

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

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

Duties

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

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

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

Department Chairs: (language Arts, Mathematics, Science, Social Science, Electives) Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other faculty and staff to implement Tier II intervention, and integrate Tier I materials/instruction with Tier II/III activities. Engage in classroom observations of their department to assure implementation of our school improvement efforts.

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

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

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

ESOL Chairperson: Articulates the vision for a developmentally appropriate program that builds from basic literacy skills to high school-level. Addresses communication and cultural issues with international students and their parents. Responsible for ensuring that teachers within the department are given access to tools and resources that enable each student to be optimally challenged, thoroughly engaged, and appropriately supported in the process of learning.

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

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

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	0	0	0	0	0	0	0	0	0	27	20	21	12	80
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	5	13	2	26
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	232	78	114	62	486

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	76	3	65	25	169

The number of students identified as retainees:

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

Date this data was collected

Tuesday 9/11/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	2	10	18	24	54
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	56	79	60	57	252

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	50	7	46	26	129

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	2	10	18	24	54
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	56	79	60	57	252

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	50	7	46	26	129

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?

The data component that scored the lowest was ELA Lowest 25 Percentile.
No, this is not a trend since it was not the lowest data component in the previous year.

Which data component showed the greatest decline from prior year?

The data component showing the greatest decline from prior year was ELA Lowest 25 Percentile.
This data component score dropped from a 50% in 2017 to a 40% in 2018.

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

The data component that had the biggest gap when compared to the state average was Math Achievement.
The data component score for iMater Preparatory High School was 70% compared to the state score of 51%.

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

The data component showing the most improvement was Math Achievement.
Yes, from year to year, the scores have improved.

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

Careful consideration when placing students in the appropriate classes in addition to an increase in before and after school tutoring were two main actions or changes that led to the improvement in the area of Math Achievement.

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	63%	59%	56%	55%	55%	52%
ELA Learning Gains	53%	56%	53%	56%	50%	46%
ELA Lowest 25th Percentile	40%	51%	44%	53%	46%	38%
Math Achievement	70%	51%	51%	31%	39%	43%
Math Learning Gains	64%	50%	48%	33%	39%	39%
Math Lowest 25th Percentile	60%	51%	45%	34%	40%	38%
Science Achievement	49%	65%	67%	42%	62%	65%
Social Studies Achievement	78%	73%	71%	71%	67%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	27 (0)	20 (0)	21 (0)	12 (0)	80 (0)
One or more suspensions	1 (0)	0 (0)	1 (0)	0 (0)	2 (0)
Course failure in ELA or Math	6 (2)	5 (10)	13 (18)	2 (24)	26 (54)
Level 1 on statewide assessment	232 (56)	78 (79)	114 (60)	62 (57)	486 (252)

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
09	2018	62%	54%	8%	53%	9%
	2017	56%	52%	4%	52%	4%
Same Grade Comparison		6%				
Cohort Comparison						
10	2018	61%	54%	7%	53%	8%
	2017	57%	50%	7%	50%	7%
Same Grade Comparison		4%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State
2018	49%	65%	-16%	65%	-16%
2017	55%	62%	-7%	63%	-8%
Compare		-6%			

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	78%	67%	11%	68%	10%
2017	67%	65%	2%	67%	0%
Compare		11%			

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State
2018	55%	59%	-4%	62%	-7%
2017	47%	58%	-11%	60%	-13%
Compare		8%			

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State
2018	83%	54%	29%	56%	27%
2017	57%	48%	9%	53%	4%
Compare		26%			

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	50	44	30	36							
ELL	30	44	39	62	65	53	31	63		81	85
HSP	63	54	39	70	64	59	49	77		91	83
FRL	62	53	40	69	63	60	49	76		89	87

	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
SWD	29	38	25	30	30			60			
ELL	27	50	45	39	46	38	44	29		70	71
HSP	57	57	49	52	50	38	56	70		80	45
FRL	55	56	53	51	48	36	55	70		76	56

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	ELA Learning Gains
Rationale	The ELA Learning Gains score decreased 4 percentage points from a 57% in 2017 to a 53% in 2018.
Intended Outcome	Our goal is to increase the ELA Learning Gains score to at least 7 percentage points reaching a 60%.
Point Person	Teresa Santalo (tsantalo@dadeschools.net)

Action Step

Description	Identify and place students based on achievement levels in the appropriate classes. Before, after, and Saturday tutoring will be offered to enrich and remediate students' necessary skills. The Achieve 3000 computer-based program will be used as a practice website with unlimited questions on thousands of reading topics and a comprehensive reporting system.
Person Responsible	Esther Reyes (ereyes@imater.org)

Plan to Monitor Effectiveness

Description	Classroom Walk-throughs Lesson Plans Tutoring Attendance Rosters Midyear Assessments Achieve 3000 Reports
Person Responsible	Stephanie Novoa (snovoa@imater.org)

Activity #2	
Title	ELA Lowest 25th Percentile
Rationale	The ELA Lowest 25th Percentile score decreased 10 percentage points from a 50% in 2017 to a 40% in 2018.
Intended Outcome	Our goal is to increase the ELA Lowest 25th Percentile score to at least 10 percentage points reaching a 50%.
Point Person	Teresa Santalo (tsantalo@dadeschools.net)

Action Step	
Description	Identify and place students based on achievement levels in the appropriate classes. Before, after, and Saturday tutoring will be offered to enrich and remediate students' necessary skills. The Achieve 3000 computer-based program will be used as a practice website with unlimited questions on thousands of reading topics and a comprehensive reporting system.
Person Responsible	Esther Reyes (ereyes@imater.org)

Plan to Monitor Effectiveness	
Description	Classroom Walk-throughs Lesson Plans Tutoring Attendance Rosters Midyear Assessments Achieve 3000 Progress Monitoring Reports
Person Responsible	Stephanie Novoa (snovoa@imater.org)

Activity #3	
Title	Science Achievement
Rationale	The Science Achievement score decreased 8 percentage points from a 57% in 2017 to a 49% in 2018.
Intended Outcome	Our goal is to increase the Science Achievement score to at least 6 percentage points reaching a 55%.
Point Person	Teresa Santalo (tsantalo@dadeschools.net)

Action Step	
Description	Identify and place students based on achievement levels in the appropriate classes. Before, after, and Saturday tutoring will be offered to enrich and remediate students' necessary skills. Additional resources to supplement the Science courses.
Person Responsible	Esther Reyes (ereyes@imater.org)

Plan to Monitor Effectiveness	
Description	Classroom Walk-throughs Lesson Plans Tutoring Attendance Rosters Topic Assessments, Baseline Assessments, and Midyear Assessments
Person Responsible	Monique Salazar (msalazar@imater.org)

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, § 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.

iMater Preparatory Academy High 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.

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.

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

We provide individual and group counseling to help students deal with crisis intervention, transitional issues, and personal and family concerns. In addition, we consult and collaborate with parents/guardians and teachers to assist in developing appropriate strategies for improved student behavior and to promote and support student achievement.

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

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

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

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

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

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

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

Title II
The Miami-Dade district uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL training

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

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

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

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

Our CAP Advisor identifies students that meet the criteria for Dual Enrollment. She then meets with eligible students and they create a realistic plan for college success.

Part V: Budget

Total:	$30,923.90