

School District of Osceola County, FL

Mater Palms Academy



2019-20 Schoolwide Improvement Plan

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Mater Palms Academy

401 S POINCIANA BLVD, Kissimmee, FL 34746

www.materpalms.com

Demographics

Principal: Jorge Rivas

Start Date for this Principal: 7/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: C (51%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18
Grade	A	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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Job Duties and Responsibilities
Cueto, Monica	Principal	Ms Cueto provides strategic direction and academic engagement. She monitors the development and implementation of curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff and oversees maintenance and the facilities.
Garcia, Maria	Administrative Support	Maria Garcia's responsibility is to provide instructional support to teachers in the form of common planning consultations, data analysis support, new teacher mentorship, and instructional strategy support. Her administrative duties are to support the Principal and Assistant Principal curriculum initiatives, discipline and program management and implementation.
Sanchez, Erika	Assistant Principal	Mrs. Sanchez works with teachers to develop curriculum standards and observes teachers and evaluates learning materials to determine areas where improvement is needed. She responds to disciplinary issues and enforces disciplinary/attendance rules. She meets with parents to discuss student behavioral or learning concerns. She supports the principal with hiring and training staff and the coordination of day to day school facilities and activities.
San Juan, Nayelie	Administrative Support	Nayelie SanJuan's responsibility is to provide instructional support to teachers in the form of common planning consultations, data analysis support, new teacher mentorship, and instructional strategy support. Her administrative duties are to support the Principal and Assistant Principal curriculum initiatives, discipline and program management and implementation.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	99	75	90	75	62	82	81	48	0	0	0	0	702
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	4	2	2	2	0	4	1	1	1	0	0	0	0	17
Course failure in ELA or Math	12	11	6	10	4	9	13	12	7	0	0	0	0	84
Level 1 on statewide assessment	0	0	0	4	14	15	26	16	5	0	0	0	0	80

The number of students with two or more early warning indicators:

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

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	4	1	1	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

33

Date this data was collected or last updated

Friday 10/11/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	56%	61%	0%	56%	57%
ELA Learning Gains	73%	57%	59%	0%	59%	57%
ELA Lowest 25th Percentile	76%	55%	54%	0%	54%	51%
Math Achievement	63%	52%	62%	0%	50%	58%
Math Learning Gains	79%	55%	59%	0%	55%	56%
Math Lowest 25th Percentile	69%	49%	52%	0%	52%	50%
Science Achievement	44%	49%	56%	0%	47%	53%
Social Studies Achievement	83%	75%	78%	0%	71%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	90 (0)	99 (0)	75 (0)	90 (0)	75 (0)	62 (0)	82 (0)	81 (0)	48 (0)	702 (0)
Attendance below 90 percent	0 (10)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (10)
One or more suspensions	4 (0)	2 (0)	2 (0)	2 (0)	0 (0)	4 (1)	1 (0)	1 (1)	1 (0)	17 (2)
Course failure in ELA or Math	12 (0)	11 (0)	6 (0)	10 (0)	4 (0)	9 (0)	13 (0)	12 (0)	7 (0)	84 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (5)	14 (2)	15 (16)	26 (8)	16 (13)	5 (0)	80 (44)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	51%	7%	58%	0%
	2018	62%	51%	11%	57%	5%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	68%	51%	17%	58%	10%
	2018	53%	48%	5%	56%	-3%
Same Grade Comparison		15%				
Cohort Comparison		6%				
05	2019	47%	48%	-1%	56%	-9%
	2018	53%	50%	3%	55%	-2%
Same Grade Comparison		-6%				
Cohort Comparison		-6%				
06	2019	55%	48%	7%	54%	1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	50%	46%	4%	52%	-2%
Same Grade Comparison		5%				
Cohort Comparison		2%				
07	2019	57%	47%	10%	52%	5%
	2018	43%	46%	-3%	51%	-8%
Same Grade Comparison		14%				
Cohort Comparison		7%				
08	2019	53%	49%	4%	56%	-3%
	2018					
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	54%	15%	62%	7%
	2018	79%	51%	28%	62%	17%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	74%	53%	21%	64%	10%
	2018	39%	53%	-14%	62%	-23%
Same Grade Comparison		35%				
Cohort Comparison		-5%				
05	2019	50%	48%	2%	60%	-10%
	2018	59%	52%	7%	61%	-2%
Same Grade Comparison		-9%				
Cohort Comparison		11%				
06	2019	63%	45%	18%	55%	8%
	2018	54%	43%	11%	52%	2%
Same Grade Comparison		9%				
Cohort Comparison		4%				
07	2019	64%	30%	34%	54%	10%
	2018	50%	29%	21%	54%	-4%
Same Grade Comparison		14%				
Cohort Comparison		10%				
08	2019	19%	47%	-28%	46%	-27%
	2018					
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	40%	45%	-5%	53%	-13%
	2018	38%	49%	-11%	55%	-17%
Same Grade Comparison		2%				
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	44%	42%	2%	48%	-4%
	2018					
Cohort Comparison		6%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	67%	-67%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	73%	6%	71%	8%
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	70%	-70%
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	49%	43%	61%	31%
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	44%	-44%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	6	54		25	69						
ELL	46	72	73	60	73	61	34	79			
BLK	53	67		29	64						
HSP	59	77	80	64	78	68	45	83	91		
MUL	60			80							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	55	58		65	91		37	92			
FRL	56	71	78	59	72	63	35	75			
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	684
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science performance increased 3% from last year to 44% achievement. However, with the increase it is still the lowest data component for our school for 2018-19. Possible contributing factors are:

- questionable fidelity of effective application and use of resources
- questionable understanding of science benchmarks.

An observable trend within this component, is the ELL (5.6%) and ESE (0%) students' low proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There was no observable data component that reflected a decline from the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In comparison to the State of Florida average(51.6%), our Science achievement (44%) showed the greatest gap of 7% points.

Which data component showed the most improvement? What new actions did your school take in this area?

Our overall Math Achievement showed an increase of 6% points. While our ELA subgroup of Lowest 25% showed a vast improvement of 37% points. For the 2018-19 school year, our school focused largely on targeting instruction in small group addressing struggling ELA and MATH domains as outlined by our various diagnostic analysis.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Potential areas for concern are Science overall Proficiency and ELA subgroup proficiency.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA ESE Target Subgroup
2. Math ESE Target Subgroup
3. Science Overall Proficiency
4. College & Career Awareness
5. Professional Learning Communities

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Literacy
Rationale	Through differentiated instruction, small group pullout, and data analysis, teachers will provide students with support on their areas for growth using a variety of techniques in order to close gaps between individual student levels and grade level standards and benchmarks in literacy. Students performing on or above grade level will receive grade-level instruction in the form of enrichment activities and higher order thinking questioning.
State the measurable outcome the school plans to achieve	Our student subgroups will increase overall proficiency in literacy by 5% as measured by diagnostic and state assessments.
Person responsible for monitoring outcome	Monica Cueto (monica.cueto@osceolaschools.net)
Evidence-based Strategy	<p>diferentiated instruction</p> <p>Today's classrooms are filled with diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, background knowledge, and learning preferences. Faced with such diversity, many schools are implementing differentiated instruction in an effort to effectively address all students' learning needs. Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as:</p> <p>a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is ... rather than expecting students to modify themselves for the curriculum. (Hall, 2002)</p> <p>These practices include using effective classroom management procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's zone of proximal development (the distance between what a learner can demonstrate without assistance and what the learner can do with assistance) (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978).</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Data chats with school administrators and classroom teachers will take place monthly in order to determine what standards/benchmarks/areas for growth need be targeted. Differentiated Instruction strategies will be designed for target areas. 2. Monthly leadership team meetings will be held in order to dissect areas for growth in each grade level, as well as action plans for differentiating instruction in the classroom and anazlyzing data as the month progresses. 3. MTSS coordinator will meet with each teacher on scheduled days, during their planning time, in order to monitor and discuss the progress of all Tier 2 and Tier 3 students. 4. ELL coordinator will meet with each teacher on scheduled days, during their planning time, in order to monitor and discuss the progress of all students in the program, 5. Teachers will provide after school tutoring for select students in need of closing the gap between current performance and expected grade level performance

Person Responsible Nayelie San Juan (nsanjuan@materpalms.com)

#2	
Title	Mathematics
Rationale	Through differentiated instruction, small group pullout and data analysis, teachers will provide students with support on their areas for growth using a variety of techniques in order to close gaps between individual student levels and grade level standards and benchmarks in mathematics. Students performing on or above grade level will receive grade-level instruction in the form of enrichment activities and higher order thinking questioning.
State the measurable outcome the school plans to achieve	Our student subgroups will increase overall proficiency in mathematics by 5% as measured by diagnostic and state assessments. .
Person responsible for monitoring outcome	Erika Sanchez (esanchez@materpalms.com)
Evidence-based Strategy	Differentiated Instruction
Rationale for Evidence-based Strategy	<p>Today's classrooms are filled with diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, background knowledge, and learning preferences. Faced with such diversity, many schools are implementing differentiated instruction in an effort to effectively address all students' learning needs. Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as:</p> <p>a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is ... rather than expecting students to modify themselves for the curriculum. (Hall, 2002)</p> <p>These practices include using effective classroom management procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's zone of proximal development (the distance between what a learner can demonstrate without assistance and what the learner can do with assistance) (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978).</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Data chats with school administrators and classroom teachers will take place monthly in order to determine what standards/benchmarks/areas for growth need be targeted. Differentiated Instruction strategies will be designed for target areas. 2. Monthly leadership team meetings will be held in order to dissect areas for growth in each grade level, as well as action plans for differentiating instruction in the classroom and analyzing data as the month progresses. 3. MTSS coordinator will meet with each teacher on scheduled days, during their planning time, in order to monitor and discuss the progress of all Tier 2 and Tier 3 students. 4. ELL coordinator will meet with each teacher on scheduled days, during their planning time, in order to monitor and discuss the progress of all students in the program,

5. Teachers will provide after school tutoring for select students in need of closing the gap between current performance and expected grade level performance

Person Responsible Erika Sanchez (esanchez@materpalms.com)

#3	
Title	Science
Rationale	Through differentiated instruction, small group pullout and data analysis, teachers will provide students with support using explicit instruction, with a focus on content vocabulary, application of concepts, hands-on learning opportunities, and rich examples to clearly deliver curriculum benchmarks. Students performing on or above grade level will receive grade-level instruction in the form of enrichment activities and higher order thinking questioning.
State the measurable outcome the school plans to achieve	Our student subgroups will increase overall proficiency in Science by 5% as measured by diagnostic and state assessments. .
Person responsible for monitoring outcome	Nayelie San Juan (nsanjuan@materpalms.com)
Evidence-based Strategy	Differentiated Instruction
Rationale for Evidence-based Strategy	<p>Today's classrooms are filled with diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, background knowledge, and learning preferences. Faced with such diversity, many schools are implementing differentiated instruction in an effort to effectively address all students' learning needs. Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as:</p> <p>a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is ... rather than expecting students to modify themselves for the curriculum. (Hall, 2002)</p> <p>These practices include using effective classroom management procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's zone of proximal development (the distance between what a learner can demonstrate without assistance and what the learner can do with assistance) (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978).</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. School's leadership team will meet and analyze last year's 5th and 8th grade science data in order to determine what areas we need to focus on as a school and pair it with a baseline benchmark assessment. Differentiated Instruction strategies will be designed for target areas. 2. Science committee will assign a topic in science for each month. Each grade level will have an explicit grade-level lesson, lab, and assessment. 3. Students in third through eighth grade will take a midyear benchmark assessment to show mastery of the benchmarks that have already been taught, as well as the areas that need improvement. A follow-up end of year assessment will also be administered. 4. Team leads and science teachers will plan a STEM night event, where every grade level will be assigned a topic and must work as a group to create a lab experiment that can be

completed in 10-15 minutes, so that students can collect a stamp from every station. A school-wide reflection will be made.

5. Weekly STEM and PLTW big idea focuses will be carried out during science and PLTW class periods.

Person Responsible Nayelie San Juan (nsanjuan@materpalms.com)

#4	
Title	College Readiness (Post Secondary Culture)
Rationale	Mater Palms is structured to educate, support, and guide students from elementary through to high school graduation by building bridges from the earlier grades that ultimately lead to college success. A focus at the school on college and career experiences increases the number of students taking acceleration courses for high school credit, college preparatory exams, and applying to college.
State the measurable outcome the school plans to achieve	With the emersion of college and career readiness, we expect the enrollment for accelerated courses to increase by 2% for the 2020-2021 academic year.
Person responsible for monitoring outcome	Maria Garcia (mmachin@materpalms.com)
Evidence-based Strategy	Problem- Based Learning
Rationale for Evidence-based Strategy	Young people experience some of their best learning by trigerring their problem solving capabilities. Incorporating work and college experiences via PBL into students' school studies increases the relevance of their classwork and leads to enhanced engagement. Students see very real connections and applications of learning and develop the skills necessary to succeed in college and career contexts. These experiences foster a sense of responsibility and maturity among young people, supporting their path toward adulthood with a sense of selfesteem that often increases their school success. Intentional connections made to college and career readiness increase students' access to college and their awareness of resources for postsecondary education.
Action Step	
Description	<ol style="list-style-type: none"> 1. Intentional cooperative relationships are built between the school and post-secondary institutions to ensure student learning opportunity and success via university campuses or universities vising MPA campus. 2. Community business and family outreach will be made to build relationships to support and contribute to student development by providing real world relationships, relevant learning opportunities, and rigorous expectations. 3. The leadership team will meet to review content area curriculum for opportunites to implemetn PBL with a focus on Career and College Readiness, 4. A Career and College Readiness Committee will be developed to monitor the implemetation of College and Career Readiness activites and events, including the planning and organization of the Spring Career and College Readiness Fair. 5. The MPA Social Servicxes Club will plan and organizxe community putreach and volunteer opportunites in order to foster community relationships and heithen students' real life experiences.
Person Responsible	Maria Garcia (mmachin@materpalms.com)

#5	
Title	PLC
Rationale	As proven by research, educators that are a part of authentic collaborative teams work together to find techniques to deliver engaging and rigorous lessons, continuously use best practices, and closely monitor student progress to guide instruction in accordance to student needs, student achievement will increase.
State the measurable outcome the school plans to achieve	As professional learning communities collaborate and learn, student learning and academic proficiency will improve by 5% as measured by diagnostic and state assessments.
Person responsible for monitoring outcome	Monica Cueto (monica.cueto@osceolaschools.net)
Evidence-based Strategy	Professional Learning Communities
Rationale for Evidence-based Strategy	Administrators, teachers, and staff are more productive and more highly motivated when a school's environment is imbued with a sense of collaboration (Birenbaum, Kimron, & Shilton, 2011; Bush & Glover, 2012; Kennedy, Deuel, Nelson, & Slavit, 2011), and the spirit of collaboration is most easily cultivated when the school's operational structure is built upon a foundation of Professional Learning Communities (PLCs) (Schmoker, 2004).
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will complete a survey to give administration an idea of professional learning opportunities that they feel they would benefit from enhancing. These professional development opportunities will be carried out throughout the year, as a whole faculty and staff, or with select teachers, as needed. 2. New teachers will be in a new teacher mentoring program that closely touches base on all the different strategies, best practices, and strategic procedures to ensure that delivery of instruction is fulfilling the needs of all students, as well as their professional growth. 3. Teams will be created to assess, analyze, and reflect on all the different student needs, in accordance to data reports from iReady and benchmark assessment. Individual student needs will be identified and targeted as a professional learning group. 4. Teachers will be provided with scheduled PLC opportunities to host the sharing of a best practice and/or instructional strategy. 5. Grade level teams will use PLCs for vertical alignment of standards and the development of common formative and summative assessments.
Person Responsible	Erika Sanchez (esanchez@materpalms.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 will strive to build and maintain positive relationships by consistent communication with our stakeholders via fliers, social media, Remind blasts, and effective email. We will communicate community events such as SACS meetings, Multicultural/Literacy/STEM Family Nights, and Informational meeting such as parent conference opportunities. Furthermore, approved volunteers are welcome to assist with and engage directly in the planning and execution of said events.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

The school offers students to see an on site school counselor. The school participates in community inclusive events to promote family/home connections. The administrative team provides accountability and mentoring for students.

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

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.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP),

immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

Provide a well-rounded education,

Improve safe and healthy school conditions and

Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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 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.

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 will provide curriculum integrated opportunities for College and Career awareness thru PBL models in content and special area courses. The school will establish and foster relationships with the community by hosting a College and Career Fair to heighten awareness.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Literacy				\$136,767.43
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	0185 - Mater Palms Academy	Title, I Part A		\$136,767.43
			Notes: Paraprofessional-small group pull-out			
2	III.A.	Areas of Focus: Mathematics				\$0.00
3	III.A.	Areas of Focus: Science				\$0.00
4	III.A.	Areas of Focus: College Readiness (Post Secondary Culture)				\$0.00
5	III.A.	Areas of Focus: PLC				\$0.00

Total:	\$136,767.43
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