Imater Preparatory Academy High School

2019-20 Schoolwide Improvement Plan

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Imater Preparatory Academy High School

651 W 20TH ST, Hialeah, FL 33010

www.materacademy.com

Demographics

Principal: Teresa Santalo

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	90%
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (65%) 2016-17: B (55%) 2015-16: C (47%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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.](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)
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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	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.

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	Job Duties and Responsibilities
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	
Valentine, Hazel	School Counselor	

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	0	0	0	0	0	0	0	0	0	243	291	241	215	990
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	15	18	32	32	97
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	4	15	8	7	34
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	135	91	145	150	521

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	55	7	45	52	159

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	
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)
40

Date this data was collected or last updated
Thursday 9/5/2019

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	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 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	76	3	65	25	169

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	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 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	76	3	65	25	169

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	64%	59%	56%	56%	56%	53%
ELA Learning Gains	63%	54%	51%	57%	51%	49%
ELA Lowest 25th Percentile	57%	48%	42%	50%	45%	41%
Math Achievement	55%	54%	51%	51%	47%	49%
Math Learning Gains	58%	52%	48%	49%	47%	44%
Math Lowest 25th Percentile	54%	51%	45%	36%	45%	39%
Science Achievement	35%	68%	68%	57%	63%	65%
Social Studies Achievement	75%	76%	73%	69%	71%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	243 (0)	291 (0)	241 (0)	215 (0)	990 (0)
Attendance below 90 percent	15 (27)	18 (20)	32 (21)	32 (12)	97 (80)
One or more suspensions	0 (1)	0 (0)	0 (1)	0 (0)	0 (2)
Course failure in ELA or Math	4 (6)	15 (5)	8 (13)	7 (2)	34 (26)
Level 1 on statewide assessment	135 (232)	91 (78)	145 (114)	150 (62)	521 (486)

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
09	2019	60%	55%	5%	55%	5%
	2018	62%	54%	8%	53%	9%
Same Grade Comparison	-2%					
Cohort Comparison						
10	2019	68%	53%	15%	53%	15%
	2018	61%	54%	7%	53%	8%
Same Grade Comparison	7%					
Cohort Comparison	6%					

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
2019	35%	68%	-33%	67%	-32%
2018	49%	65%	-16%	65%	-16%
Compare		-14%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	71%	4%	70%	5%
2018	78%	67%	11%	68%	10%
Compare		-3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	35%	63%	-28%	61%	-26%
2018	55%	59%	-4%	62%	-7%
Compare		-20%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	54%	9%	57%	6%
2018	83%	54%	29%	56%	27%
Compare		-20%			

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	38	54		18	27						
ELL	38	56	55	45	51	40	26	56		87	88
HSP	64	63	56	56	58	55	35	74		95	72
FRL	62	61	57	56	58	52	32	76		95	74
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

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	63
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	691
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
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.

The data component which showed the lowest performance was Science Achievement. Lack of common planning, insufficient data analysis, and targeted instruction were the contributing factors.

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

The data component showing the greatest decline form the prior year was Math Achievement. The number of students tested in Geometry increased by about 50%. Teachers teaching that subject for the first time may have also contributed to this decline.

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.

The data component that had the greatest gap when compared to the state average was Science Achievement. Lack of common planning, insufficient data analysis, and targeted instruction were the contributing factors.

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

The data component showing the most improvement was ELA Lowest 25th Percentile. Teachers worked hard at targeting their lowest 25%. The FAIR Assessment provided data that when combined with the use of Achieve 3000 and supplemental workbooks helped to not only enhance the curriculum but also provide additional data to target learning gaps.

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

Reflecting on our Early Warning Signs the areas of concern are:
1. Attendance Below 90%
2. Students Scoring Level 1 on Statewide Assessments

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

1. Increase Science Achievement
2. Increase Math Achievement
3. Improve Attendance Rates
4. Improve Students Arriving Late and Leaving Early
5. Increase Graduation Rate

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Achievement
Rationale	The Math Achievement score decreased 15 points from a 70% in 2018 to a 55% in 2019.

State the measurable outcome the school plans to achieve	Our goal is to increase the Math Achievement score by at least 10 percentage points reaching a 65%.
Person responsible for monitoring outcome	Teresa Santalo (tsantalo@dadeschools.net)
Evidence-based Strategy	Pearson Math XL is an online program used in our Geometry classes. Florida Digital Coach is an online program used in our Algebra 1 classes.
Rationale for Evidence-based Strategy	Pearson Math XL and Florida Digital Coach are online programs that provide adaptive and individualized instruction. Immediate feedback is provided to the students.. The programs offer an infinite number of questions that provide practice and assessments.
Action Step	
Description	1. Classroom Walk-throughs 2. Lesson Plans 3. Tutoring Attendance Rosters 4. Midyear Assessments 5. Pearson Math XL Data Reports
Person Responsible	Jaime Torres (jtorres@imater.org)

#2	
Title	Math Learning Gains
Rationale	Our Math Learning Gains score decreased 6 percentage points from a 64% in 2018 to a 58% in 2019.

State the measurable outcome the school plans to achieve	Our goal is to increase our Math Learning Gains score by at least 4 percentage points reaching a 62%.
Person responsible for monitoring outcome	Teresa Santalo (tsantalo@dadeschools.net)
Evidence-based Strategy	Pearson Math XL is an online program used in our Geometry classes. Florida Coach Digital is an online program used in our Algebra 1 classes.
Rationale for Evidence-based Strategy	Pearson Math XL and Florida Digital Coach are online programs that provide adaptive and individualized instruction. Immediate feedback is provided to the students.. The programs offer an infinite number of questions that provide practice and assessments.

Action Step	
Description	1. Classroom Walk-throughs 2. Lesson Plans 3. Tutoring Attendance Rosters 4. Midyear Assessments 5. Pearson Math XL Data Reports
Person Responsible	Jaime Torres (jtorres@imater.org)

#3	
Title	Math Lowest 25th Percentile
Rationale	The Math Lowest 25th Percentile score decreased 6 percentage points from a 60% in 2018 to a 54% in 2019.
State the measurable outcome the school plans to achieve	Our goal is to increase the Math Lowest 25th Percentile score by at least 6 percentage points reaching a 60%.
Person responsible for monitoring outcome	Teresa Santalo (tsantalo@dadeschools.net)
Evidence-based Strategy	Pearson Math XL is an online program used in our Geometry classes. Florida Coach Digital is an online program used in our Algebra 1 classes.
Rationale for Evidence-based Strategy	Pearson Math XL and Florida Digital Coach are online programs that provide adaptive and individualized instruction. Immediate feedback is provided to the students.. The programs offer an infinite number of questions that provide practice and assessments.
Action Step	
Description	1. Classroom Walk-throughs 2. Lesson Plans 3. Tutoring Attendance Rosters 4. Midyear Assessments 5. Pearson Math XL Data Reports
Person Responsible	Jaime Torres (jtorres@imater.org)

#4	
Title	Science Achievement
Rationale	The Science Achievement Score decreased 14 percentage points from a 49% in 2018 to a 35% in 2019.

State the measurable outcome the school plans to achieve	Our goal is to increase Science Achievement by at least 10 percentage points reaching a 45%.
Person responsible for monitoring outcome	Teresa Santalo (tsantalo@dadeschools.net)
Evidence-based Strategy	Performance Matters offers teachers the availability to test students midyear in subjects like Biology and provides teachers the necessary information needed for success in upcoming state exams.
Rationale for Evidence-based Strategy	Having the data that is provided by midyear assessments will provide the teachers with information about students' strengths and weaknesses, thus allowing teachers to adjust and reteach necessary information.

Action Step	
Description	1. Classroom Walk-throughs 2. Lesson Plans 3. Tutoring Attendance Rosters 4. Midyear Assessments
Person Responsible	Monique Salazar (msalazar@imater.org)

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, § 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 effectiveness of educational programs
• 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. Title I funds will be used to employ key Title 1 personnel such as paraprofessionals and a Community Involvement Specialist. Funds will also be used to purchase supplemental materials and technology for core subjects. Other components that are integrated into the school-wide program will include an extensive Parental Involvement Program.

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 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

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

1	III.A.	Areas of Focus: Math Achievement				$32,113.64
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	7090 - Imater Preparatory Academy High School	Title, I Part A	990.0	$9,000.00
		Notes: After School and Saturday Tutoring				
		399-Other Technology-Related Purchased Services	7090 - Imater Preparatory Academy High School	Title, I Part A	990.0	$18,123.64
		Notes: Pearson Math XL School Specialty (FL Coach Math Digital)				
		510-Supplies	7090 - Imater Preparatory Academy High School	Title, I Part A	990.0	$4,990.00
		Notes: Study Edge Math Nation)				
2	III.A.	Areas of Focus: Math Learning Gains				$0.00
3	III.A.	Areas of Focus: Math Lowest 25th Percentile				$0.00
4	III.A.	Areas of Focus: Science Achievement				$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	7090 - Imater Preparatory Academy High School	Title, I Part A	990.0	$6,000.00
		Notes: After School and Saturday Tutoring				

	Total:	$38,113.64