

Miami-Dade County Public Schools

Imater Academy



2019-20 Schoolwide Improvement Plan

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Imater Academy

600 W 20TH ST, Hialeah, FL 33010

[no web address on file]

Demographics

Principal: Elizabeth Poveda

Start Date for this Principal: 9/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
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)	93%
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: B (60%) 2017-18: C (53%) 2016-17: A (62%) 2015-16: C (47%) 2014-15: B (61%)
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	N/A
* 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)
Elementary School KG-5	Yes	96%
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	B	C	A	C

School Board Approval

N/A

SIP Authority

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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.

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

Provide the school's vision statement.

Our vision is to provide a structured, creative environment that enables students to ask questions, solve problems, and take risks as they gain the knowledge and skills necessary to achieve meaningful and productive lives as members of the global society. iMater is a collaborative teaching and learning environment that encourages students to develop meaningful interactions using technology integrated throughout the curriculum.

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
Cordoves, Stephanie	Teacher, K-12	
Corrales, Danielle	Teacher, K-12	
Hernandez, Patricia	Instructional Coach	
Piedra, Madeleine	Teacher, K-12	
Poveda, Elizabeth	Principal	
Rodriguez, Elaine	Teacher, ESE	
Nunez-Goolsby, Vanessa	Teacher, K-12	
Castro, Chrizia	Teacher, K-12	
Barrios, Erica	Teacher, K-12	
Pino, Victoria	Teacher, K-12	

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	1	15	19	13	16	0	0	0	0	0	0	0	0	64
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	1	6	0	0	0	0	0	0	0	7
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	17	14	15	0	0	0	0	0	0	0	46

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	

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)
Date this data was collected or last updated

Monday 9/9/2019

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

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

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

Indicator	Grade Level													Total
Students with two or more indicators														

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students 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	67%	62%	57%	60%	57%	55%
ELA Learning Gains	62%	62%	58%	60%	61%	57%
ELA Lowest 25th Percentile	55%	58%	53%	55%	58%	52%
Math Achievement	65%	69%	63%	71%	66%	61%
Math Learning Gains	62%	66%	62%	71%	65%	61%
Math Lowest 25th Percentile	51%	55%	51%	53%	57%	51%
Science Achievement	55%	55%	53%	63%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	1 (0)	15 (0)	19 (0)	13 (0)	16 (0)	0 (0)	64 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	1 (0)	6 (0)	7 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	17 (0)	14 (0)	15 (0)	46 (0)

Grade Level Data

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

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	69%	60%	9%	58%	11%
	2018	67%	61%	6%	57%	10%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	60%	64%	-4%	58%	2%
	2018	63%	60%	3%	56%	7%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				
05	2019	66%	60%	6%	56%	10%
	2018	54%	59%	-5%	55%	-1%
Same Grade Comparison		12%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	67%	2%	62%	7%
	2018	67%	67%	0%	62%	5%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	58%	69%	-11%	64%	-6%
	2018	56%	68%	-12%	62%	-6%
Same Grade Comparison		2%				
Cohort Comparison		-9%				
05	2019	62%	65%	-3%	60%	2%
	2018	64%	66%	-2%	61%	3%
Same Grade Comparison		-2%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	54%	53%	1%	53%	1%
	2018	65%	56%	9%	55%	10%
Same Grade Comparison		-11%				
Cohort Comparison						

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	32	58	47	25	42	43					

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
ELL	63	69	58	62	61	55	56				
HSP	66	62	55	65	62	50	56				
FRL	66	62	55	65	63	51	56				
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	28	45	40	25	32						
ELL	52	54	49	51	37	29	38				
HSP	63	61	52	63	39	27	69				
FRL	63	61	52	62	39	26	68				
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	33	75		57	58						
ELL	48	58	68	64	71	54	44				
BLK	40			50							
HSP	61	60	55	72	71	54	64				
FRL	59	61	55	71	72	53	63				

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)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	63
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	62
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 that showed the lowest performance was Reading. The contributing factors for the low performance in reading was a deficiency in vocabulary skills.

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

Through iReady data, there was an evident decline in Vocabulary scores from the previous year. The factors that contributed to this decline was an increase in students who are in the ESOL program with English as their second language.

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.

It was determined that reading vocabulary had the greatest gap compared to the state average. A factor that may impact student performance on the reading vocabulary portion is the students language barriers. Many students have difficulties comprehending vocabulary and using context clues to determine word meaning within a given reading passage.

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

The schools leadership team met and analyzed the data and determined that the literary skills comprehension demonstrated the most improvement within the 2018-2019 FSA ELA Assessment. During the 2018-2019 school year the school implemented a variety of ELA strategies that focused on literary and informational strategies to help students demonstrate comprehension. For example, students participated three times a week on SuccessMaker activities, differentiated instruction activities, and other center based activities that focused on literary and informational reading passages.

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 the Early Warning Systems it is evident that our potential concerns lie within third grade level ones in the areas of ELA and Math. We are targeting the area of vocabulary due to observations of deficiencies in this area. By using this component as our greatest weakness it will allow us to re mediate and close gaps across our ELA content areas.

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

1. Vocabulary (across the curriculum)

Part III: Planning for Improvement

Areas of Focus:

#1

Title	iMater Academy goal is to increase student achievement by improving vocabulary instruction in all content areas.
Rationale	Students are not adequately prepared to dependently determine vocabulary word meaning within the given text by using the appropriate ELA strategies.
State the measurable outcome the school plans to achieve	iMater Academy plans to improve student performance within the students comprehension of vocabulary that is at or above grade level. We plan to implant a variety of ELA strategies that will help students accurately determine word meaning within the given text.
Person responsible for monitoring outcome	Patricia Hernandez (phernandez3@dadeschools.net)
Evidence-based Strategy	Teachers will receive additional training in requirements needed for the Language Arts Florida Standards Assessments and ELA strategies involving hands on activities and anchor charts. For example, the use of rigorous curriculum and lessons, meeting student needs through Differentiated instruction, and real world connections.
Rationale for Evidence-based Strategy	Teachers need assistance developing and implementing grade level appropriate lessons for ELA through the use of hands on activities involving vocabulary.
Action Step	
Description	<ol style="list-style-type: none"> 1. Weekly based assessments 2. Data Reports 3. 4. 5.
Person Responsible	Elaine Rodriguez (elainerodriguez2@dadeschools.net)

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.

iMater Academy plans to enhance parent and family engagement by providing families with a variety of opportunities like to become involved in their child's education as well as provide resources and training to help the parent stay informed.

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.

iMater Academy provides support services to meet the physical, social, emotional and academic needs of the student population. All students have access to support and guidance from teachers, curriculum support and administration.

The school participates in a monthly program called "Do the Right Thing". The purpose of Do The Right Thing of Miami, Inc. (DTRT) is to recognize and reward students for their exemplary behavior, accomplishments and good deeds.

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

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

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

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

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

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

Screening data will be gathered and aggregated prior to September 2019. Data will be utilized to plan daily academic and social/emotional instruction for groups of students or individual students who may need intervention beyond core instructions. Social instruction will be modeled throughout the day by the instructor. Moreover, the teacher will spend 20 minutes per day educating students on the fundamentals of social norms.

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

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

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

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

The functions of the MTSS/RtI team are the following: evaluate the progress of the school's goals by monitoring academic data, provide and assess instruction, provide feedback on instructional intervention, administer enrichment opportunities, and arrange teacher requested workshops. The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving Process to set Tier 1 goals, monitor academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment

opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold weekly and monthly team meetings. Utilize the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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

iMater Academy hosts an annual Career Day where members of the community and a variety of professions visit the school to speak to the students and provide insights on their careers. In addition, students learn about their projected graduation dates and complete research based projects on a variety of career.

Part V: Budget

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

1	III.A.	Areas of Focus: iMater Academy goal is to increase student achievement by improving vocabulary instruction in all content areas.				\$40,345.50
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	390-Other Purchased Services	5384 - Imater Academy	School Improvement Funds		\$3,000.00
			<i>Notes: Teachers will receive additional training in the requirements needs for Reading. For example, the use of rigorous curriculum and lessons, meeting students needs through Differentiated Instruction and real world connections.</i>			
	5100	390-Other Purchased Services	5384 - Imater Academy	Title, I Part A		\$24,845.50
			<i>Notes: i-Ready along with the curriculum specialist will provide Professional Development training for teachers to integrate the iReady program for Diagnostic Assessments, Progress Monitoring and Tier III Data</i>			
	1382	690-Computer Software	5384 - Imater Academy	Title, I Part A		\$12,500.00
			<i>Notes: The computer based program "Success Maker" has been purchased to help provide additional support to students in the Reading and Math area. The program will also provide data for teachers to help align their instruction with the needs of the students.</i>			
Total:						\$40,345.50