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## Table of Contents

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|                                       |           |
|---------------------------------------|-----------|
| <b>School Demographics</b>            | <b>3</b>  |
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>7</b>  |
| <b>Needs Assessment</b>               | <b>10</b> |
| <b>Planning for Improvement</b>       | <b>15</b> |
| <b>Title I Requirements</b>           | <b>18</b> |
| <b>Budget to Support Goals</b>        | <b>20</b> |

# Mater Academy

7700 NW 98TH ST, Hialeah Gardens, FL 33016

www.mater elementary.com

## Demographics

**Principal: Chantel Morales V**

Start Date for this Principal: 9/18/2019

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>KG-5  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2018-19 Title I School</b>  | Yes  |
| <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 92%  |
| <b>2018-19 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Hispanic Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2018-19: A (66%)<br>2017-18: A (69%)<br>2016-17: B (54%)<br>2015-16: A (68%)<br>2014-15: A (68%)                     |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | N/A  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

## 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](http://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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## Table of Contents

---

|                                       |           |
|---------------------------------------|-----------|
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>7</b>  |
| <b>Needs Assessment</b>               | <b>10</b> |
| <b>Planning for Improvement</b>       | <b>15</b> |
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## School Demographics

|   |   |  |
|---|---|--|
| <p><b>School Type and Grades Served</b><br/>(per MSID File)</p> <p>Elementary School<br/>KG-5</p> | <p><b>2018-19 Title I School</b></p> <p>Yes</p> | <p><b>2018-19 Economically Disadvantaged (FRL) Rate</b><br/>(as reported on Survey 3)</p> <p>89%</p> |
| <p><b>Primary Service Type</b><br/>(per MSID File)</p> <p>K-12 General Education</p>              | <p><b>Charter School</b></p> <p>Yes</p>         | <p><b>2018-19 Minority Rate</b><br/>(Reported as Non-white on Survey 2)</p> <p>99%</p>               |

## School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2018-19</b> | <b>2017-18</b> | <b>2016-17</b> | <b>2015-16</b> |
| <b>Grade</b> | A              | A              | B              | A              |

## School Board Approval

N/A

## SIP Authority

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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 loving, caring, and supportive educational environment that furthers a philosophy of respect and high expect for all students, parents, faculty, and staff.

**Provide the school's vision statement.**

The vision of Mater Academy is to create a safe, nurturing and stimulating environment.

### 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   |
|-------------------|---------------------|---|
| Guilarte, Cecilia | Principal           | Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of schools staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.   |
| Morales, Chantel  | Assistant Principal | Provides guidance on K - 2nd grade reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.  |
| Morales, Susanne  | School Counselor    | Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success. Counselors are responsible to comply and implement the School's Mental Health Plan.   |
| Vega, Christina   | School Counselor    | Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success. Counselors are responsible to comply and implement the School's Mental Health Plan.   |
| Miranda, Maite    | Instructional Coach | Develop, lead, and evaluate school core content standards/programs; identify and analyze existing curriculum on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidenced- based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and delivery of professional development; and provides support for assessment and implementation monitoring. |
| Rafael, Christina | Instructional Coach | Develop, lead, and evaluate school core content standards/programs; identify and analyze existing curriculum on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidenced- based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and delivery of professional development; and provides support for assessment and implementation monitoring. |



| Name              | Title               | Job Duties and Responsibilities  |
|-------------------|---------------------|--|
| Martinez, Janette | Other               | Coordinates the school's program for ESL students; Collaborates with district staff and outside personnel to provide educational opportunities for ESL and Migrant student; Implements procedures and coordinates the process to identify ELL students at all grade levels school-wide, including review of student data and testing of students. Consults with parents, administrators, counselors, teachers, and other relevant individuals regarding ESL students; In addition, the ESL Program Coordinator plans and conducts parent meetings, including parent advisory committee meetings. |
| Prado, Jeanette   | Assistant Principal | Provides guidance on 3rd - 5th grade reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.   |

**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     | 192         | 203 | 213 | 197 | 194 | 191 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 1190 |
| Attendance below 90 percent     | 3           | 4   | 0   | 1   | 4   | 5   | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 17   |
| One or more suspensions         | 0           | 0   | 0   | 0   | 0   | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0     |      |
| Course failure in ELA or Math   | 12          | 20  | 5   | 12  | 11  | 11  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 71   |
| Level 1 on statewide assessment | 0           | 0   | 0   | 23  | 15  | 23  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 61   |

**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 | 6           | 11 | 2 | 6 | 24 | 21 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 70 |

**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     | 7           | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 17 |
| 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  | 0     | 0  |
| One or more suspensions         | 0           | 0 | 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  | 0     | 0  |
| Level 1 on statewide assessment | 0           | 0 | 0 | 19 | 24 | 18 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     | 61 |

**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  | 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             | 75%    | 62%      | 57%   | 70%    | 57%      | 55%   |
| ELA Learning Gains          | 70%    | 62%      | 58%   | 61%    | 61%      | 57%   |
| ELA Lowest 25th Percentile  | 60%    | 58%      | 53%   | 52%    | 58%      | 52%   |
| Math Achievement            | 76%    | 69%      | 63%   | 66%    | 66%      | 61%   |
| Math Learning Gains         | 67%    | 66%      | 62%   | 40%    | 65%      | 61%   |
| Math Lowest 25th Percentile | 48%    | 55%      | 51%   | 25%    | 57%      | 51%   |
| Science Achievement         | 68%    | 55%      | 53%   | 62%    | 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     | 192 (0)                           | 203 (0) | 213 (0) | 197 (0) | 194 (0) | 191 (0) | 1190 (0) |
| Attendance below 90 percent     | 3 ( )                             | 4 ( )   | 0 ( )   | 1 ( )   | 4 ( )   | 5 ( )   | 17 (0)   |
| One or more suspensions         | 0 ( )                             | 0 (0)   | 0 (0)   | 0 (0)   | 0 (0)   | 0 (0)   | 0 (0)    |
| Course failure in ELA or Math   | 12 ( )                            | 20 (0)  | 5 (0)   | 12 (0)  | 11 (0)  | 11 (0)  | 71 (0)   |
| Level 1 on statewide assessment | 0 ( )                             | 0 (0)   | 0 (0)   | 23 (0)  | 15 (0)  | 23 (0)  | 61 (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 | 73%    | 60%      | 13%                        | 58%   | 15%                     |
|                       | 2018 | 74%    | 61%      | 13%                        | 57%   | 17%                     |
| Same Grade Comparison |      | -1%    |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2019 | 78%    | 64%      | 14%                        | 58%   | 20%                     |
|                       | 2018 | 70%    | 60%      | 10%                        | 56%   | 14%                     |
| Same Grade Comparison |      | 8%     |          |                            |       |                         |
| Cohort Comparison     |      | 4%     |          |                            |       |                         |
| 05                    | 2019 | 73%    | 60%      | 13%                        | 56%   | 17%                     |
|                       | 2018 | 75%    | 59%      | 16%                        | 55%   | 20%                     |
| Same Grade Comparison |      | -2%    |          |                            |       |                         |
| Cohort Comparison     |      | 3%     |          |                            |       |                         |

| MATH                  |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                    | 2019 | 76%    | 67%      | 9%                         | 62%   | 14%                     |
|                       | 2018 | 76%    | 67%      | 9%                         | 62%   | 14%                     |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2019 | 79%    | 69%      | 10%                        | 64%   | 15%                     |
|                       | 2018 | 82%    | 68%      | 14%                        | 62%   | 20%                     |
| Same Grade Comparison |      | -3%    |          |                            |       |                         |
| Cohort Comparison     |      | 3%     |          |                            |       |                         |
| 05                    | 2019 | 74%    | 65%      | 9%                         | 60%   | 14%                     |
|                       | 2018 | 67%    | 66%      | 1%                         | 61%   | 6%                      |
| Same Grade Comparison |      | 7%     |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison |      |        |          | -8%                        |       |                         |

| SCIENCE               |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                    | 2019 | 68%    | 53%      | 15%                        | 53%   | 15%                     |
|                       | 2018 | 71%    | 56%      | 15%                        | 55%   | 16%                     |
| Same Grade Comparison |      |        |          | -3%                        |       |                         |
| 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                                       | 43       | 65     | 70          | 60        | 55      | 40           | 27       |         |           |                   |                     |
| ELL                                       | 73       | 69     | 62          | 75        | 67      | 55           | 68       |         |           |                   |                     |
| HSP                                       | 74       | 69     | 60          | 77        | 67      | 48           | 68       |         |           |                   |                     |
| FRL                                       | 75       | 69     | 61          | 76        | 67      | 49           | 66       |         |           |                   |                     |
| 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                                       | 48       | 59     | 50          | 35        | 59      | 45           |          |         |           |                   |                     |
| ELL                                       | 67       | 67     | 58          | 72        | 76      | 62           | 46       |         |           |                   |                     |
| HSP                                       | 74       | 71     | 63          | 75        | 70      | 60           | 70       |         |           |                   |                     |
| FRL                                       | 73       | 72     | 63          | 75        | 70      | 59           | 71       |         |           |                   |                     |
| 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                                       | 42       |        |             | 42        |         |              |          |         |           |                   |                     |
| ELL                                       | 63       | 52     | 49          | 66        | 30      | 16           | 47       |         |           |                   |                     |
| HSP                                       | 70       | 61     | 51          | 66        | 40      | 24           | 63       |         |           |                   |                     |
| FRL                                       | 69       | 60     | 52          | 65        | 39      | 26           | 61       |         |           |                   |                     |

**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 | 66  |

| <b>ESSA Federal Index</b>   |      |
|---|------|
| 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 | 62   |
| Total Points Earned for the Federal Index                                       | 526  |
| Total Components for the Federal Index  | 8    |
| Percent Tested  | 100% |
| <b>Subgroup Data</b>  |      |
| <b>Students With Disabilities</b>   |      |
| Federal Index - Students With Disabilities                                      | 51   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | NO   |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       |      |
| <b>English Language Learners</b>  |      |
| Federal Index - English Language Learners                                       | 66   |
| English Language Learners Subgroup Below 41% in the Current Year?               | NO   |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        |      |
| <b>Native American Students</b>   |      |
| 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%         |      |
| <b>Asian Students</b>   |      |
| Federal Index - Asian Students  |      |
| Asian Students Subgroup Below 41% in the Current Year?                          | N/A  |
| Number of Consecutive Years Asian Students Subgroup Below 32%                   |      |
| <b>Black/African American Students</b>  |      |
| 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%  |      |
| <b>Hispanic Students</b>  |      |
| Federal Index - Hispanic Students   | 66   |
| 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                                | 66  |
| 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 learning gains of the lowest 25th percentile of students on the Spring 2019 FSA Math Assessment showed the lowest performance. The fidelity of the intervention program was compromised by several factors, including, lack of instructional space to deliver interventions, strength of intervention curriculum and poor training on the use of the provided curriculum.

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

The learning gains of the lowest 25th percentile of students on the Spring 2019 FSA Math Assessment showed the greatest decline in performance. The fidelity of the intervention program was compromised by several factors, including, lack of instructional space to deliver interventions, strength of intervention curriculum and poor training on the use of the provided curriculum.

**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 ELA Achievement on the Spring 2019 FSA ELA showed the greatest gap in comparison to the State. The School increased Reading/Writing Response Journals throughout all subject areas, increased professional development on how to implement critical thinking strategies within all subject areas, supplemental resources such as Coach Digital; Instructional technology programs such as iReady Reading and Reading Plus.

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

The ELA Achievement on the Spring 2019 FSA ELA showed the most improvement from the prior year. The School increased Reading/Writing Response Journals throughout all subject areas, increased professional development on how to implement critical thinking strategies within all subject area, supplemental resources such as Coach Digital; Instructional technology programs such as iReady Reading and Reading Plus.

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

After reflecting on the EWS data a potential area of concern is in the number of students receiving a level 1 on the Spring 2018 FSA Math Assessment.

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

1. Learning gains of the lowest 25th percentile in Math.
2. Learning gains of the lowest 25th percentile in English Language Arts.
3. Decreasing the number of students who are chronically absent.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

|   |  |
|---|--|
| <b>#1</b>   |  |
| <b>Title</b>  | Increase learning gains of the lowest 25th percentile in Math.   |
| <b>Rationale</b>  | After analyzing our 2019 school wide data, we noted a decrease of 11 points in the learning gains of our lowest 25th percentile on the FSA Math Assessment.  |
| <b>State the measurable outcome the school plans to achieve</b> | The measurable outcome the school plans to achieve is to increase our learning gains in Math from 48% to 59%.  |
| <b>Person responsible for monitoring outcome</b>                | Chantel Morales (cmorales@mater elementary.com)  |
| <b>Evidence-based Strategy</b>                                  | The evidence-based strategy that will be implemented will be Math interventions. Students in grades 3-5 who scored a level 1 or level 2 on the 2019 FSA Math will be participating in weekly Math interventions.   |
| <b>Rationale for Evidence-based Strategy</b>                    | Research indicates that students struggling with Mathematics may benefit from early interventions aimed at improving their Mathematics ability and ultimately preventing subsequent failure.   |
| <b>Action Step</b>  |  |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. School leadership team will identify students in grades 3-5 who scored a level 1 or level 2 on the 2019 FSA Math.</li> <li>2. Leadership team will assign Interventionists to work with those students 30 minutes twice a week.</li> <li>3. Leadership team will monitor fidelity of interventions by conducting regular walkthroughs.</li> <li>4. Leadership team will analyze Growth Monitoring Assessments every 21 days on iReady to determine if progress has been made.</li> <li>5.</li> </ol> |
| <b>Person Responsible</b>                                       | Susanne Morales (smorales@mater elementary.com)  |



|   |  |
|---|--|
| <b>#2</b>   |  |
| <b>Title</b>  | Increase learning gains of the lowest 25th percentile in ELA.  |
| <b>Rationale</b>  | After analyzing our 2019 school wide data, we noted a decrease of 2 points in the learning gains of our lowest 25th percentile on the FSA ELA Assessment.  |
| <b>State the measurable outcome the school plans to achieve</b> | The measurable outcome the school plans to achieve is to increase our learning gains in ELA from 60% to 65%.   |
| <b>Person responsible for monitoring outcome</b>                | Jeanette Prado (jprado@mater elementary.com)   |
| <b>Evidence-based Strategy</b>                                  | The evidence-based strategy that will be implemented will be ELA interventions. Students in grades 3-5 who scored a level 1 or level 2 on the 2019 FSA ELA will be participating in daily ELA interventions.   |
| <b>Rationale for Evidence-based Strategy</b>                    | Research indicates that students struggling in ELA may benefit from early interventions aimed at improving their ELA ability and ultimately preventing subsequent failure.   |
| <b>Action Step</b>  |  |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. School leadership team will identify students in grades 3-5 who scored a level 1 or level 2 on the 2019 FSA ELA.</li> <li>2. Leadership team will assign Interventionists to work with those students 30 minutes daily.</li> <li>3. Leadership team will monitor fidelity of interventions by conducting regular walkthroughs.</li> <li>4. Leadership team will analyze Growth Monitoring Assessments every 21 days on iReady to determine if progress has been made.</li> </ol> |
| <b>Person Responsible</b>                                       | Jeanette Prado (jprado@mater elementary.com)   |

|   |   |
|---|---|
| <b>#3</b>   |   |
| <b>Title</b>  | Decreasing the number of students who are chronically absent.   |
| <b>Rationale</b>  | After analyzing our 2019 school wide data, we noticed a high percentage of students who were chronically absent.  |
| <b>State the measurable outcome the school plans to achieve</b> | Decrease the percentage of chronically absent students by at least 3 percentage points.   |
| <b>Person responsible for monitoring outcome</b>                | Susanne Morales (smorales@mater elementary.com)   |
| <b>Evidence-based Strategy</b>                                  | Communicate attendance expectations to parents, create Attendance/Truancy team, and create and Early Intervention Program.  |
| <b>Rationale for Evidence-based Strategy</b>                    | Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.  |
| <b>Action Step</b>  |   |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Provide Parent/Student Handbook to parents which explains the attendance expectations.</li> <li>2. Discuss attendance expectations at Open House events.</li> <li>3. Leadership team will identify students who are chronically absent.</li> <li>4. Guidance Counselors will monitor attendance daily.</li> <li>5. Guidance Counselors will maintain communication with parents or guardians of chronically absent students.</li> </ol> |
| <b>Person Responsible</b>                                       | Susanne Morales (smorales@mater elementary.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.**

The school utilizes a variety of partnerships with local and community programs, such as MDCPS Parent Academy to support the school and student achievement. The Parent Academy provides many professional developments for parents to support student achievement. Professional developments such as "Less Stress About the Test" and "Family Building Better Readers" are provided in order for parents to become aware of the resources that are available. In addition, parents are welcome to participate in the Mater Academy Parent Association (MAPA). MAPA allows parents and community to volunteer in school events and encourage parental support and involvement.

**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.**

At Mater Academy our school counselor is responsible for:

- Providing activities that support a comprehensive program based on standards and benchmarks for student skill development in the areas of academic achievement, personal/social growth, career/community awareness, and health and wellness.
- Providing individual and small group counseling for students with special needs. Special needs include, but are not limited to: students with counseling on their Individual Educational Plans (IEP), students who have been retained, students with poor attendance, students dealing with a crisis, students with discipline referrals or difficulty with peer relationships.
- Conducting guidance sessions in the classroom to assist students at various developmental stages in developing life long skills, e.g., problem solving, decision making, goal setting, etc.
- Providing individual counseling sessions to help students deal with crisis intervention, transitional issues, and personal and/or family concerns.
- Supporting and implementing required retention procedures stipulated in the Student Progression Plan. The counselor provides individual and small group counseling activities designed to address the needs of students who have been retained or are in danger of being retained (e.g. study skills, decision-making skills, and/or self-concept).
- Consulting with parents/guardians and teachers, to assist in developing appropriate strategies for improved student behavior and to promote academic achievement.
- Consulting with students and parents/guardians to help them understand test information and options. Parent conferences are held to provide test interpretation.
- Providing students with career awareness information as it relates to decisions in preparing for middle school.
- Planning, coordinating and/or conducting school-wide student services activities, e.g. parent education groups, career awareness, and orientation and articulation activities.
- Providing academic support to classroom teachers by being available to address student's skills at various developmental stage

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

Incoming kindergarten students are tested using the Mater Inc. Kindergarten Screening Test in order to see their strengths and areas of growth, including kindergarten readiness. As a result, this data is released to their kindergarten teacher who will use this information to plan his/her instruction. Furthermore, depending on the information completed by parents on the student's Home Language Survey, incoming kindergarten student's English language proficiency is tested using the OLPS-R. As a result, this data is utilized to place the student in the ESOL program. Once the child enters kindergarten, his/her print and letter knowledge and level of phonological awareness/processing is determined using the STAR Early Literacy Assessment. The STAR assessments is used to screen students for their reading levels. STAR reading assessments help determine reading achievement levels in order to place students. STAR Early Literacy assessments help educators monitor students' growing literacy skills and students' progress toward becoming independent readers. This data is used to plan instruction for primary students and for students who may need intervention beyond the core instruction.

Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and/or social and emotional skills identified by screening data. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains.

Parents of all in-coming kindergartners are invited to attend an orientation prior to the first day of school in which school and classroom procedures are addressed. Furthermore, this orientation helps ease the transition into school and calm first day anxieties as any questions and concerns are addressed.

Mater Academy Elementary holds a partnership with Mater Middle High in order to provide a smooth transition for the fifth graders moving on to Middle School.

**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.**

Leadership Team disseminates state and district assessment data in order to make decisions on curriculum resources based on student needs in order to maximize student achievement. The school's areas of needs are identified and targeted by subject area and grade level. District provided resources and programs are researched and reviewed. Program and product representatives are contacted to present and provide information on how the selected resource(s) will make an impact for our targeted population. Once a resource has been selected, a budget is determined based on federal, state, and local funds available. Resources are purchased and inventoried by the assistant principal, who is responsible for ensuring resources are delivered to the correct personnel and maintained in good condition throughout the school year. The effectiveness of resources purchased is evaluated mid-year and at the end of the year to ensure student academic performance is satisfactory.

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

N/A

**Part V: Budget**

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

| 1  | III.A.   | Areas of Focus: Increase learning gains of the lowest 25th percentile in Math. |                      |                |     | \$20,087.58 |
|--|----------|--|----------------------|----------------|-----|-------------|
|  | Function | Object   | Budget Focus         | Funding Source | FTE | 2019-20     |
|  | 1382     | 690-Computer Software  | 0100 - Mater Academy | General Fund   |     | \$11,003.25 |
| <i>Notes: iReady Diagnostic and Instruction- \$11,003.25</i> |          |  |                      |                |     |             |
|  | 1382     | 690-Computer Software  | 0100 - Mater Academy | General Fund   |     | \$4,704.75  |
| <i>Notes: iReady Toolbox- \$4,704.75</i>                     |          |  |                      |                |     |             |
|  | 1382     | 690-Computer Software  | 0100 - Mater Academy | General Fund   |     | \$3,249.50  |
| <i>Notes: Coach Digital- \$3,249.50</i>                      |          |  |                      |                |     |             |
|  | 3376     | 120-Classroom Teachers   | 0100 - Mater Academy | General Fund   |     | \$1,130.08  |
| <i>Notes: Professional Development</i>                       |          |  |                      |                |     |             |

|          |               |  |  |                |               |                    |
|----------|---------------|--|--|----------------|---------------|--------------------|
| <b>2</b> | <b>III.A.</b> | <b>Areas of Focus: Increase learning gains of the lowest 25th percentile in ELA.</b> |  |                |               | <b>\$18,957.50</b> |
|          | Function      | Object   | Budget Focus   | Funding Source | FTE           | 2019-20            |
|          | 1382          | 690-Computer Software  | 0100 - Mater Academy   | General Fund   |               | \$11,003.25        |
|          |               |  | <i>Notes: iReady Diagnostic and Instruction- \$11,003.25</i> |                |               |                    |
|          | 1382          | 690-Computer Software  | 0100 - Mater Academy   | General Fund   |               | \$4,704.75         |
|          |               |  | <i>Notes: iReady Toolbox- \$4,704.75</i>                     |                |               |                    |
|          | 1382          | 690-Computer Software  | 0100 - Mater Academy   | General Fund   |               | \$3,249.50         |
|          |               |  | <i>Notes: Coach Digital- \$3,249.50</i>                      |                |               |                    |
| <b>3</b> | <b>III.A.</b> | <b>Areas of Focus: Decreasing the number of students who are chronically absent.</b> |  |                |               | <b>\$0.00</b>      |
|          |               |  |  |                | <b>Total:</b> | <b>\$39,045.08</b> |