Mater Academy

2020-21 Schoolwide Improvement Plan

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Mater Academy

7700 NW 98TH ST, Hialeah Gardens, FL 33016

www.materelementary.com

Demographics

Principal: Chantel Morales V

Start Date for this Principal: 7/1/2009

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2019-20 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 (66%) 2017-18: A (69%) 2016-17: B (54%) 2015-16: A (68%)
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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7700 NW 98TH ST, Hialeah Gardens, FL 33016

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide a loving, caring, and supportive educational environment that furthers a philosophy of respect and high expectations 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, position title, and job duties/responsibilities 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.
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.
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.

Name	Title	Job Duties and Responsibilities
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.
Suarez, Deneb	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.

Demographic Information

Principal start date

Wednesday 7/1/2009, Chantel Morales V

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

72

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (69%) 2016-17: B (54%) 2015-16: A (68%)
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](#).	

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	219	192	224	234	220	216	0	0	0	0	0	0	0	1305
Attendance below 90 percent	1	0	0	0	2	0	0	0	0	0	0	0	0	3
One or more suspensions	1	1	0	0	0	3	0	0	0	0	0	0	0	5
Course failure in ELA	1	2	0	3	2	0	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	4	5	3	8	28	0	0	0	0	0	0	0	48

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	1	2	0	3	2	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/10/2020

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	
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		
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	

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	
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		
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%				
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
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%

Subgroup Data	
Students With Disabilities	
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%	0
English Language Learners	
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%	0

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%	0

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%	0

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%	0

Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

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 SWD on the Spring 2019 FSA Math Assessment showed the greatest decline in performance, from 60% in 2018 to 48% in 2019. 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 achievement level of SWD on the Spring 2019 FSA Math Assessment showed the greatest improvement in performance, from 35% in 2018 to 60% in 2019. The School increased collaboration services for SWD and implemented intervention with increased fidelity for this group of students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Students with 2 or more EWS indicators, with an increased focus on student attendance.

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

1. Attendance- decreasing number of students who are chronically absent
2. Math achievement for lowest 25%
3. ELA achievement for lowest 25%

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Attedance	
Area of Focus Description and Rationale:	Decreasing the number of students who are chronically absent. After analyzing our 2020 school wide data, we noticed a high percentage of students who were chronically absent.
Measurable Outcome:	Decrease the percentage of chronically absent students by at least 3 percentage points.
Person responsible for monitoring outcome:	Susanne Morales (smorales@materelementary.com)
Evidence-based Strategy:	Communicate attendance expectations to parents, create Attendance/Truancy team, and create and Early Intervention Program.
Rationale for Evidence-based Strategy:	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

Action Steps to Implement

1. Provide Parent/Student Handbook to parents, which explains the attendance expectations.
2. Discuss attendance expectations at Open House events.
3. Leadership team will identify students who are chronically absent.
4. Guidance Counselors will monitor attendance daily.
5. Guidance Counselors will maintain communication with parents or guardians of chronically absent students.

Person Responsible Susanne Morales (smorales@materelementary.com)

2. Discuss attendance expectations at Open House events.

Person Responsible Susanne Morales (smorales@materelementary.com)

3. Leadership team will identify students who are chronically absent.

Person Responsible Susanne Morales (smorales@materelementary.com)

4. Guidance Counselors will monitor attendance daily.

Person Responsible Susanne Morales (smorales@materelementary.com)

5. Guidance Counselors will maintain communication with parents or guardians of chronically absent students.

Person Responsible Susanne Morales (smorales@materelementary.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	After an analysis of the 2019 school wide data, a decrease in the achievement of the lowest 25th percentile on the FSA ELA assessment.
Measurable Outcome:	The School plans to increase the achievement of the lowest 25th percentile in Math from 60% to 70%.
Person responsible for monitoring outcome:	Chantel Morales (cmorales@materelementary.com)
Evidence-based Strategy:	The evidence based strategy that will be implemented is increased interventions in the area of ELA. Students in grades 3-5 who scored a level 1 or level 2 on the 2019 ELA FSA, or who were retained will be participating in daily ELA interventions.
Rationale for Evidence-based Strategy:	Research indicates that that students struggling with ELA may benefit from early interventions aimed at improving their ELA ability and utlimately preventing subsequent failure.

Action Steps to Implement

1. School leadership team will identify students in grades 3-5 who scored a level 1 or 2 on the 2019 FSA ELA.

Person Responsible	Christina Rafael (mrscrafael11@dadeschools.net)

2. Leadership team will assign interventionists to provide remediation for 30 minutes, daily.

Person Responsible	Christina Rafael (mrscrafael11@dadeschools.net)

3. Leadership team will monitor fidelity of the interventions by completing regular walkthroughs and observations of the intervention and interventionist.

Person Responsible	Christina Rafael (mrscrafael11@dadeschools.net)

4. Leadership team will analyze Diagnostic Assessments, three times per year and Growth Monitoring assessments every 21 days, using iReady to monitor progress being made.

Person Responsible	Christina Rafael (mrscrafael11@dadeschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	After an analysis of the 2019 school wide data, a decrease in points in the achievement of the lowest 25th percentile on the FSA Mathematics assessment.
Measurable Outcome:	The School plans to increase the achievement of the lowest 25th percentile in Math from 60% to 70%.
Person responsible for monitoring outcome:	Jeanette Prado (jprado@materelementary.com)
Evidence-based Strategy:	The evidence based strategy that will be implemented is increased interventions in the area of Math. Students in grades 3-5 who scored a level 1 or level 2 on the 2019 Math FSA, or who were retained will be participating in Math interventions, at a minimum of 3 times a week.
Rationale for Evidence-based Strategy:	Research indicates that that students struggling with Math may benefit from early interventions aimed at improving their Math ability and utlimately preventing subsequent failure.

Action Steps to Implement

1. School leadership team will identify students in grades 3-5 who scored a level 1 or 2 on the 2019 FSA Math.

Person Responsible	Maite Miranda (mmiranda@materelementary.com)

2. Leadership team will assign interventionists to provide remediation in Math for 30 minutes, three times per week.

Person Responsible	Maite Miranda (mmiranda@materelementary.com)

3. Leadership team will monitor fidelity of the interventions by completing regular walkthroughs and observations of the intervention and interventionist.

Person Responsible	Maite Miranda (mmiranda@materelementary.com)

4. Leadership team will analyze Diagnostic Assessments, three times per year and Growth Monitoring assessments every 21 days, using iReady to monitor progress being made.

Person Responsible	Maite Miranda (mmiranda@materelementary.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The School will increase the implementation of collaboration services for SWD. In addition, the School will implement interventions with increased fidelity by providing thorough training on the intervention instructional resource. Also the leadership team will implement more frequent walkthroughs and will meet monthly with interventionists to discuss student progress, monitoring and setting future goals for individual students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

In addition, our school counselors are in constant communication with parents/guardians and teachers, in regards to school-wide student services activities, e.g. parent education groups, career awareness, and orientation and articulation activities.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Attedance				$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				$43,799.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$6,499.00

			Notes: Coach Digital- $6,499.00			
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$27,900.00
			Notes: i-Ready- $27,900.00			
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$9,400.00
			Notes: i-Ready Toolbox- $9,400.00			
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$43,799.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$6,499.00
			Notes: Coach Digital- $6,499.00			
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$27,900.00
			Notes: i-Ready- $27,900.00			
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$9,400.00
			Notes: i-Ready Toolbox- $9,400.00			
					Total:	**$87,598.00**