

Miami-Dade County Public Schools

Mater Preparatory Academy



2020-21 Schoolwide Improvement Plan

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Mater Preparatory Academy

601 NW 12TH AVE, Miami, FL 33136

[no web address on file]

Demographics

Principal: Helga Chalas

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

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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Mater Preparatory Academy

601 NW 12TH AVE, Miami, FL 33136

[no web address on file]

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)
Combination School KG-8	No	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

Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Mater Preparatory Academy is to educate students to their fullest potential by providing a rigorous and relevant educational program to enable students to become confident, self-directed, and responsible lifelong learners.

Provide the school's vision statement.

Mater Preparatory Academy's Vision is to provide a safe, supportive, and dynamic learning environment, cultivating relationships amongst all stakeholders to produce students who have acquired the necessary skills and knowledge for success at every level of their K-5 education, and evidenced by student's performing at or above average on their academic measures.

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
Chalas, Helga	Principal	
Diaz, Jaimmie	Assistant Principal	
Cid, Ashley	Instructional Coach	
Carral, Karina	Instructional Coach	

Demographic Information

Principal start date

Monday 7/1/2019, Helga Chalas

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.*

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.*

Total number of teacher positions allocated to the school

17

Demographic Data

2020-21 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Combination School KG-8
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Year	
Support Tier	
ESSA Status	
* 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	62	62	54	48	53	46	0	0	0	0	0	0	0	325
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	0	2	3	8	10	5	0	0	0	0	0	0	0	28
Course failure in Math	0	4	1	9	13	3	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	11	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10

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	3	4	7	11	12	0	0	0	0	0	0	0	37

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	1	1	4	0	2	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

Friday 9/11/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
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		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	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	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	0	0
Students retained two or more times	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	0%	63%	61%	0%	59%	57%
ELA Learning Gains	0%	61%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	57%	54%	0%	55%	51%
Math Achievement	0%	67%	62%	0%	62%	58%
Math Learning Gains	0%	63%	59%	0%	60%	56%
Math Lowest 25th Percentile	0%	56%	52%	0%	52%	50%
Science Achievement	0%	56%	56%	0%	53%	53%
Social Studies Achievement	0%	80%	78%	0%	75%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(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					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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.

Based on the State and District data, math lowest 25th percentile demonstrated the lowest performance. The lack of math computation skills and the use of manipulatives to aid instruction contributed to the low performance within the lowest 25th percentile.

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

Based on the State and District data, science achievement demonstrated the greatest decline from the prior year. One of the factor(s) that contributed to this decline is the level of academic language and reading comprehension skills needed to fully understand science concepts.

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.

Math achievement had the greatest gap when compared the district to the state averages. Deficiencies in reading comprehension skills to be able to understand and apply math application and solve math word problems contributed to this gap.

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

State's Math learning gains demonstrated improvement from the previous year. The implementation of our school's Power Hour Tutoring program helped improve student's growth in math.

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

Math course failure and excessive absences are two potential areas of concern.

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

1. Increase vocabulary to assist in comprehension.
2. Implementation of STEM program to enhance students' knowledge on the areas of Science and Math.
3. Increase opportunities for students to learn basic foundational skills in Mathematics
4. Use preventative measures to increase student attendance.
5. Provide tutoring for struggling students in the areas of reading and mathematics.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Vocabulary acquisition is vital to the language development as well as language acquisition of English Language Learner students. Increasing vocabulary instruction in all content areas, in specific in Science instruction will positively impact student performance in reading comprehension. The District and State Science achievement, neighboring school data, and the school's current demographic which includes 52% ELL students indicates a need to increase vocabulary word knowledge in students.

Measurable Outcome: If Vocabulary instruction is increased in all content areas, then student comprehension will increase as evidenced by student learning gains in Science.

Person responsible for monitoring outcome: Helga Chalas (hchalas@dadeschools.net)

Evidence-based Strategy: A vocabulary work of the week initiative was established school-wide. Students are explicitly taught a different vocabulary word each week including the part of speech and its various meanings using a graphic organizer. In addition, during Professional Learning Communities and data chats with Administration, teachers are encouraged to analyze vocabulary data and share best practices. All lesson plan templates include a vocabulary section where teachers include the content specific words covered for the week which must also be included in their focus wall to promote a print rich environment. Lastly, teachers are expected to use the iReady interactive Vocabulary lessons to expose students to new vocabulary words, word parts, as well as vocabulary strategies.

Rationale for Evidence-based Strategy: Vocabulary instruction in all content areas will have a direct impact on reading comprehension which will increase student learning gains in Science. Resources include: The use of graphic organizers; iReady instructional technology; Elevation for ESOL students; Wonder Works; Reading/Writing Response Journals; Vocabulary Word of the week school-wide initiative; Explicit vocabulary instruction in all content areas; Professional development; Professional learning communities; CRISS Strategies

Action Steps to Implement

Provide professional learning communities (PLC) across all content areas with an emphasis on increasing explicit vocabulary instruction while using graphic organizers.

Person Responsible: Jaimmie Diaz (jaimmiediaz@dadeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus STEM education promotes critical thinking and enhances problem-solving skills in students. The results of the State and District assessments in Math and neighboring school data indicates an academic need in Science achievement.

Description and Rationale:

Measurable Outcome: If interdisciplinary STEM lessons that require critical thinking are implemented, then student ability to apply knowledge into real-world settings in all content areas will increase as evidenced by learning gains in Science and Math.

Person responsible for monitoring outcome: Helga Chalas (hchalas@dadeschools.net)

Evidence-based Strategy: A scientist of the month science activity initiative was implemented school-wide. Students are explicitly taught the scientific process and apply it by completing a science experiment every month. In addition, during Professional Learning Communities and data chats with Administration, teachers analyze science data and share best practices. Lastly, the school is also incorporating 21st century skills, promoting problem-solving, real-world applications, project-based learning, etc. as part of the STEM culture in the school which will increase Math and Science student achievement.

Rationale for Evidence-based Strategy: Promoting STEM education will positively impact student achievement in Science and Mathematics which were two areas of concern identified in the needs assessment. Resources include: Implementation of new FL science series; Model eliciting activities (MEA) from CPALSM; Professional development; Professional learning communities; common planning; interdisciplinary units; Gizmos; Technology exposure; SECME; Science Fair; Weekly Science labs; student reflections .

Action Steps to Implement

Provide professional learning communities (PLC) with an emphasis on increasing STEM and Science instruction.

Person Responsible Jaimmie Diaz (jaimmiediaz@dadeschools.net)

Implementation of weekly science labs within the content area block.

Person Responsible Karina Carral (957780@dadeschools.net)

Scientist of the month initiative was implemented school-wide to build a Science culture with common language and content. Students are explicitly taught the scientific process and apply it by completing a science experiment every month.

Person Responsible Karina Carral (957780@dadeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Teaching mathematical foundational skills is critical to ensure math student achievement and increase math learning gains. Students must be able to compute basic problems with accuracy. The results of the State and District assessments in Math and neighboring school data indicates an academic need in math achievement which could be addressed with teaching mathematical foundational skills.

Measurable Outcome: If mathematical foundational skill lessons are implemented, then student ability to apply skills in word problems will increase as evidenced by learning gains in Math.

Person responsible for monitoring outcome: Helga Chalas (hchalas@dadeschools.net)

Evidence-based Strategy: Math foundational skill instruction will be implemented with the use of manipulatives. The use of manipulatives provides students with opportunities to construct their own cognitive models for abstract mathematical ideas and processes. They also provide a common language students could use to communicate these models to the teacher and other students.

Rationale for Evidence-based Strategy: Math foundational skill lessons will positively impact student achievement in Mathematics which was an area of concern identified in the needs assessment. Resources include: Use of manipulatives; Reflex Math; Professional development; Professional learning communities; common planning; interdisciplinary units; Gizmos; Technology exposure; Math journals; iReady; hands-on activities

Action Steps to Implement

Purchase math manipulatives for all grade levels.

Person Responsible Jaimmie Diaz (jaimmiediaz@dadeschools.net)

Provide professional learning communities (PLC) with an emphasis on increasing math foundational skill instruction and data analysis

Person Responsible Jaimmie Diaz (jaimmiediaz@dadeschools.net)

Provide math tutoring to struggling students.

Person Responsible Jaimmie Diaz (jaimmiediaz@dadeschools.net)

Provide math interventions to students that are two grade levels below.

Person Responsible Jaimmie Diaz (jaimmiediaz@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

The leadership team will address the remaining areas of improvement by providing tutoring for struggling students in the areas of reading and mathematics.

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.

Studies show that parental involvement in a child's education increases student's self-esteem and academic progress. Mater Preparatory Academy Parent Association has developed a formal volunteer organization composed of parents, teachers, staff and community helpers that facilitates parental participation titled Family Involvement Starts Here (F.I.S.H.)

As a F.I.S.H. member, volunteers will be able to get involved in school events, be a liaison between the school and the community, and be an advocate for our school organization. FISH members enrich the educational experience and overall well-being for all of our students. All school stakeholders could become a part of our F.I.S.H. Parent Association by completing the application form.

In addition, our school communicates

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.