

Miami-Dade County Public Schools

Mater Gardens Academy



2020-21 Schoolwide Improvement Plan

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Mater Gardens Academy

9010 NW 178TH LN, Hialeah, FL 33018

<http://matergardens.dadeschools.net>

Demographics

Principal: Pilar Fernandez Rives M

Start Date for this Principal: 10/8/2018

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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
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 (64%) 2017-18: A (73%) 2016-17: A (68%) 2015-16: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

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

School Board Approval

N/A

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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.

Our school's mission is to provide meaningful achievement of academics facilitated by teachers, administrators, parents & the community, as well as enabling students to become confident, self-directed and responsible lifelong learners.

Provide the school's vision statement.

Mater Schools strive to: create a thirst for knowledge in all disciplines, kindle the art of thinking and serve as a springboard for lifelong learning, and deliver and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

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
Fernandez Rives, Pilar	Principal	The head of the administrative team within a school and is responsible for overseeing the daily operations of the institution. Some of the responsibilities include coordinating staff schedules, overseeing the development of curriculum and enforcing school policies relating to themes like discipline or safety. Also included are coordinating staff training days and working directly with students who need help meeting or setting goals.

Demographic Information

Principal start date

Monday 10/8/2018, Pilar Fernandez Rives M

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.*

28

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.*

4

Total number of teacher positions allocated to the school

32

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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Year	
Support Tier	
ESSA Status	TS&I
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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	154	147	151	130	118	104	0	0	0	0	0	0	0	804
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	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	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	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/18/2020

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	79%	63%	61%	76%	59%	57%
ELA Learning Gains	56%	61%	59%	67%	59%	57%
ELA Lowest 25th Percentile	37%	57%	54%	42%	55%	51%
Math Achievement	85%	67%	62%	86%	62%	58%
Math Learning Gains	62%	63%	59%	72%	60%	56%
Math Lowest 25th Percentile	54%	56%	52%	62%	52%	50%
Science Achievement	74%	56%	56%	71%	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	85%	60%	25%	58%	27%
	2018	82%	61%	21%	57%	25%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	72%	64%	8%	58%	14%
	2018	84%	60%	24%	56%	28%
Same Grade Comparison		-12%				
Cohort Comparison		-10%				
05	2019	79%	60%	19%	56%	23%
	2018	75%	59%	16%	55%	20%
Same Grade Comparison		4%				
Cohort Comparison		-5%				
06	2019					
	2018					
Cohort Comparison		-75%				
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	92%	67%	25%	62%	30%
	2018	91%	67%	24%	62%	29%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	75%	69%	6%	64%	11%
	2018	85%	68%	17%	62%	23%
Same Grade Comparison		-10%				
Cohort Comparison		-16%				
05	2019	87%	65%	22%	60%	27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	83%	66%	17%	61%	22%
Same Grade Comparison		4%				
Cohort Comparison		2%				
06	2019					
	2018					
Cohort Comparison		-83%				
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	74%	53%	21%	53%	21%
	2018	66%	56%	10%	55%	11%
Same Grade Comparison		8%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-66%				

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
SWD	21	13	10	40	29						
ELL	79	54	29	83	67	48	78				
HSP	79	56	38	85	62	55	73				
FRL	72	57	40	82	60	57	65				
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	36			55							
ELL	82	76	67	87	73	71					
HSP	80	72	62	87	76	69	66				
FRL	75	66	59	82	71	63	63				
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
ELL	68	50	36	82	63	47	18				
HSP	77	67	42	86	72	63	74				
FRL	69	62	39	81	72	59	64				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	82

ESSA Federal Index	
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	65
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	
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	64
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.

ELA in terms of gains from the lowest 25% and overall- the contributing factors included two new teachers to the grade levels (4th and 5th).

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

The 4th grade ELA, and this is due to the fact that a new teacher was in the grade level and the majority of the students did not make those gains.

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.

ELA 4th grade, and once again attributed to novice teacher who required additional professional development and training.

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

5th science, and the school implemented weekend tutoring programs and also integrated the science with the language arts to ensure increases.

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

- attendance rates for some students correlated the excessive absences with lack of gains

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

1. SPED students to increase in gains demonstrated.
2. Proficiency gains for all students in both ELA and math.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Increase student achievement in ELA by improving comprehension instruction in the content areas,
Measurable Outcome:	Mater Gardens Academy plans to improve student performance within the students comprehension of ELA content that is at or above grade level. There will be planning and implementing of ELA strategies that will help students accurately determine word meaning within the given text.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	All teachers will receive additional training in requirements needed for the incorporation of the ELA strategies, such as concept mapping, into the content areas,
Rationale for Evidence-based Strategy:	Teachers expressed that they wanted additional resources and modeling on developing and implementing grade level appropriate lessons for ELA.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

The school leadership team will address by analyzing the weekly assessments and data reports, and monitoring the application of the strategies during classroom observations.

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.

To encourage positive working relationships between teachers, including collaborative planning and instruction, Mater Gardens utilizes the following strategies:

- grade level meetings intended to promote best instructional practices among teachers
- common planning time where horizontal and vertical alignment takes place
- professional learning community (PLC) where discussion and preparation of school wide activities take place
- data chats and meetings to analyze, interpret, and make projections related to important data

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: Instructional Practice: ELA				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0312 - Mater Gardens Academy	General Fund		\$5,000.00
Total:						\$5,000.00