

Miami-Dade County Public Schools

Imater Academy



2021-22 Schoolwide Improvement Plan

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Imater Academy

600 W 20TH ST, Hialeah, FL 33010

[no web address on file]

Demographics

Principal: Elizabeth Poveda

Start Date for this Principal: 9/9/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: C (53%) 2016-17: A (62%)
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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Imater Academy

600 W 20TH ST, Hialeah, FL 33010

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">95%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Poveda, Elizabeth	Principal	
Rodriguez, Elaine	Assistant Principal	
Hernandez, Patricia	Instructional Coach	
Nunez-Goolsby, Vanessa	Instructional Coach	
Guerrero, Isis	Teacher, ESE	
Cordoves, Stephanie	Teacher, K-12	
Barrios, Erica	Teacher, K-12	
Reigadas, Maria	Teacher, K-12	
Cosano, Leslie	Teacher, K-12	
Debasa, Ines	Teacher, K-12	

Demographic Information

Principal start date

Thursday 9/9/2021, Elizabeth Poveda

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.*

25

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.*

12

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

634

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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	84	96	122	109	118	106	0	0	0	0	0	0	0	635
Attendance below 90 percent	1	0	4	0	0	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	1	0	3	2	5	0	0	0	0	0	0	0	12
Course failure in Math	1	1	0	3	2	5	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	22	27	14	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	36	35	42	0	0	0	0	0	0	0	113
Number of students with a substantial reading deficiency	0	7	1	22	27	14	0	0	0	0	0	0	0	71

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	9	19	2	42	25	0	0	0	0	0	0	0	97

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	1	0	0	2	5	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - 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	3	8	12	34	33	37	0	0	0	0	0	0	0	127
Attendance below 90 percent	3	4	3	1	5	0	0	0	0	0	0	0	0	16
One or more suspensions	0	2	0	3	3	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	3	9	14	1	0	0	0	0	0	0	0	27
Course failure in Math	0	1	0	8	8	1	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	1	4	0	3	30	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	2	14	0	3	0	0	0	0	0	0	0	19

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	1	0	8	8	1	0	0	0	0	0	0	0	18

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	3	0	4	1	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	0

2020-21 - 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	3	8	12	34	33	37	0	0	0	0	0	0	0	127
Attendance below 90 percent	3	4	3	1	5	0	0	0	0	0	0	0	0	16
One or more suspensions	0	2	0	3	3	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	3	9	14	1	0	0	0	0	0	0	0	27
Course failure in Math	0	1	0	8	8	1	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	1	4	0	3	30	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	2	14	0	3	0	0	0	0	0	0	0	19

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	1	0	8	8	1	0	0	0	0	0	0	0	18

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	3	0	4	1	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	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				67%	62%	57%	63%	62%	56%
ELA Learning Gains				62%	62%	58%	61%	62%	55%
ELA Lowest 25th Percentile				55%	58%	53%	52%	59%	48%
Math Achievement				65%	69%	63%	63%	69%	62%
Math Learning Gains				62%	66%	62%	39%	64%	59%
Math Lowest 25th Percentile				51%	55%	51%	26%	55%	47%
Science Achievement				55%	55%	53%	69%	58%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	69%	60%	9%	58%	11%
Cohort Comparison						
04	2021					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-69%				
05	2021					
	2019	66%	60%	6%	56%	10%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	67%	2%	62%	7%
Cohort Comparison						
04	2021					
	2019	58%	69%	-11%	64%	-6%
Cohort Comparison		-69%				
05	2021					
	2019	62%	65%	-3%	60%	2%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	53%	1%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used in first grade through fifth grade in Reading and Mathematics is i-Ready. Students complete a diagnostic assessment three times a school year, after each diagnostic assessment the students' i-Ready pathways will modify in order to meet the students area of strength and weakness. In addition, the students and the teachers have data chats to discuss a compare their progress from one diagnostic to the other. Aside from having teacher and student data chats, the admin team will meet with each grade level to discuss student progress and i-Ready Data. During these data chats curriculum modifications will be made to help the students grow academically.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.34	60.5	48.4
	Economically Disadvantaged			
	Students With Disabilities	.06	0	0
	English Language Learners	6.16	6.72	6.72
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59.29	49.6	12.1
	Economically Disadvantaged			
	Students With Disabilities	9.52	0	0
	English Language Learners	0	7.28	5.6
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.5	50.6	29.9
	Economically Disadvantaged			
	Students With Disabilities	0.07	0	0
	English Language Learners	2.04	2.04	1.53
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47.15	44.85	29.52
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	2.04	1.53	.94

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.19	46.74	44.28
	Economically Disadvantaged			
	Students With Disabilities	.1	.2	.10
	English Language Learners	.94	.47	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.52	25.83	2.46
	Economically Disadvantaged			
	Students With Disabilities	0	.1	0
	English Language Learners	.94	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.6	37.4	22
	Economically Disadvantaged			
	Students With Disabilities	.28	.14	.14
	English Language Learners	.14	.14	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.7	22	5.5
	Economically Disadvantaged			
	Students With Disabilities	.28	0	0
	English Language Learners	.14	.14	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57.6	52.8	39.6
	Economically Disadvantaged			
	Students With Disabilities	7.2	.13	0
	English Language Learners	0	.26	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49.2	40	21.6
	Economically Disadvantaged			
	Students With Disabilities	.13	.13	0
	English Language Learners	.13	.13	.13
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	30		10							
ELL	59	67	78	45	12	7	40				
HSP	59	61	73	44	22	7	45				
FRL	59	61	73	45	22	7	47				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	58	47	25	42	43					
ELL	63	69	58	62	61	55	56				
HSP	66	62	55	65	62	50	56				
FRL	66	62	55	65	63	51	56				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	45	40	25	32						
ELL	52	54	49	51	37	29	38				
HSP	63	61	52	63	39	27	69				
FRL	63	61	52	62	39	26	68				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
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	55
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data reflects low performance within the Geometry portion of the Mathematical concepts across the grade level in iReady Diagnostic (AP3). Additionally, FSA Math Proficiency percentages decreased by 20 points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

iReady Diagnostic (AP3) demonstrate Mathematics as the greatest need for improvement. Specifically in the areas of Geometry.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The major contributing factor was due to the global pandemic. Students in Tier II and Tier III will receive rigorous interventions during the school day to close learning gaps. Additionally, students will receive after school and Saturday tutoring to help close achievement gap.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

iReady Diagnostic (AP3) demonstrates an increase of 10% in the sub category of High Frequency Words. In iReady AP1 we had 75% proficiency and in iReady AP3 we had 85% proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

A contributing factor is based on many of our low performing academic and special needs students returned to school brick and mortar setting. This allowed our students to have a rigorous instruction in a more compact smaller setting.

What strategies will need to be implemented in order to accelerate learning?

iMater Academy will continue to provide educational resources to our teachers as well as professional development opportunities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

iMater Academy will and has been providing iReady Training, Math Instructional Strategies Training, Mathletics Training, and modeling of lessons when needed.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

iMater Academy will continue to provide push in and pull out interventions to help close the achievement gap. Also, we will provided before/after and Saturday school tutoring for students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: iMater Academy's goal is to improve and increase student achievement in the areas of Mathematics, focusing in Geometry.
 Based on the 2021 FSA and iReady Diagnostic Assessment (AP3), our students are not adequately prepared to independently target mathematical application.

Measurable Outcome: iMater Academy plans to improve our overall focus on Geometry to ensure our student's data reflects at grade level or above. We plan to implement various mathematical structured strategies and rigorous classroom instruction that will assist our students to comprehend and understand spatial relationships.

Monitoring: Instructional personnel will monitor weekly assessments formal and informal. Assessments include Topic Assessments, iReady Diagnostic, SuccessMaker and Mathletics. Additionally, administration will conduct monthly data chats with the teachers to ensure adequate progress is being made.

Person responsible for monitoring outcome: Vanessa Nunez-Goolsby (933772@dadeschools.net)

Evidence-based Strategy: Teachers will attend various Professional Developments relating to improving rigorous instruction within the Math classroom. Classroom instruction will be centered around Differentiated Instruction in order to close academic gaps and meet student needs on a more individualized setting.

Rationale for Evidence-based Strategy: Teachers require additional assistance implementing adequate lessons that are grade level appropriate involving understanding and applying mathematical concepts.

Action Steps to Implement

No action steps were entered for this area of focus

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The school leadership team will ensure our schools academic priorities are being met by meeting with our teachers on a weekly basis, taking part in classroom observations to monitor instruction, providing resources to our teachers and students, providing tutoring opportunities, and delivering individualized tier II and tier III interventions throughout the school day.

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.

iMater Academy recognizes the many efforts their instructional staff takes part in to ensure teacher retention while fostering a welcoming environment. All first and second year teachers are inducted into the iMater Academy Mentoring Program. This program provides collaboration between new teachers and veteran teachers. The iMater Academy Social Committee provides additional opportunities for teachers across grade levels to socially collaborate. Additionally, the administrative team hosts monthly motivational reinforcements for teachers to help boost morale and build a positive relationship amongst the teachers and administration.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

iMater Academy plans to continue to offer our parents and families opportunities for engagement virtually and through brick and mortar setting. Parents and guardians will be offered various resources and engagement opportunities in order to be an essential component in their child's academic achievements.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$59,138.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	390-Other Purchased Services	5384 - Imater Academy	School Improvement Funds		\$3,000.00
			<i>Notes: Teachers will receive additional training in implementing adequate lessons that are grade level appropriate involving understanding and applying of the mathematical concept.</i>			
	5100	390-Other Purchased Services	5384 - Imater Academy	Title, I Part A		\$23,188.00
			<i>Notes: i-Ready along with the curriculum specialist will provide Professional Development training for teachers to integrate the iReady program for Diagnostic Assessments, Progress Monitoring and Tier III Data.</i>			
	1382	690-Computer Software	5384 - Imater Academy	Title, I Part A		\$24,000.00
			<i>Notes: The computer based program "Success Maker" has been purchased to help provide additional support to students in the Reading and Math area. The program will also provide data for teachers to help align their instruction with the needs of the students.</i>			
	1382	690-Computer Software	5384 - Imater Academy	Title, I Part A		\$8,950.00
			<i>Notes: The computer based program "Mathletics" has been purchased to help provide additional support to students in Mathematics. The program will also students the opportunity to practice and fluency activities, challenges their thinking with problem-solving and reasoning questions within the math curriculum.</i>			
2	III.A.	Areas of Focus: -- Select below --:				\$0.00
					Total:	\$59,138.00