Mater Preparatory Academy

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
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: No Grade 2017-18: No Grade 2016-17: 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	95%

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	2020-21

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Chalas, Helga	Principal	Ms. Helga Chalas is an instructional leader that provides a common vision for student academic success. She ensures that the school-based team is providing rigorous instruction and implementation of all school programs with fidelity including school core curriculum, Response to intervention programs, continuous professional development for teachers, and the use of data-driven decision making.
Diaz, Jaimmie	Curriculum Resource Teacher	Ms. Jaimmie Diaz provides guidance for the school's reading plans while progress monitoring of at-risk students. She also facilitates and supports data collection and analysis to determine the effectiveness of instructional programs and practices; provides professional development and support to teachers and support staff regarding data-based planning and monitors implementation of the school's multi-tiered system of supports.
Espinoza, Katherine	Instructional Coach	Ms. Katherine Espinoza meets with teachers during common planning or curriculum meetings to support reading instruction. She provides resources and promotes the sharing of best practices.
Garcia, Erica	Math Coach	Ms. Erica Garcia meets with teachers during common planning or curriculum meetings to support math instruction. She provides resources and promotes the sharing of best practices.
Garcia, Mercy	Science Coach	Ms. Mercy Garcia meets with teachers during common planning or curriculum meetings to support science instruction. She provides resources and promotes the sharing of best practices.
Morales, Susanne	School Counselor	Ms. Susanne Morales, the Guidance Counselor, provides support and character education services to ensure the academic, emotional, and behavior needs of students are meet. The counselor is also responsible to comply and implement the school's Mental Health Plan.
Alonzo, Ana	ELL Compliance Specialist	Coordinates the school's ESL program for all ELL students. Collaborates with district staff and other instructional departments to provide educational support for ELL and Migrant students. Implements procedures and coordinates the process to identify ELL students at all grade levels school-wide. Consults with school stakeholders to improve the student's academic progress. Participates in the parent advisory committee meetings to help make school-wide decisions.

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.*

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

21

Total number of students enrolled at the school

367

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

6

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

8

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	65	67	67	70	45	56	0	0	0	0	0	0	0	370
Attendance below 90 percent	1	4	10	4	7	7	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	3	4	10	13	2	0	0	0	0	0	0	0	33
Course failure in Math	2	2	5	8	8	5	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	18	28	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	26	24	0	0	0	0	0	0	0	56
Number of students with a substantial reading deficiency	2	14	57	50	37	40	0	0	0	0	0	0	0	200
	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	2	7	40	8	30	29	0	0	0	0	0	0	0	116

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	2	0	3	5	0	2	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 9/27/2021

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	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	

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	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	

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					63%	61%		62%	60%
ELA Learning Gains					61%	59%		61%	57%
ELA Lowest 25th Percentile					57%	54%		57%	52%
Math Achievement					67%	62%		65%	61%
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					56%	52%		55%	52%
Science Achievement					56%	56%		57%	57%
Social Studies Achievement					80%	78%		79%	77%

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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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 by Mater Preparatory Academy was iReady Diagnostic Assessments during the beginning(AP1), middle (AP2) and end of the school year(AP3) in both subject areas of Reading and Mathematics. Subgroup data was not captured during the 2020-2021 school year.

Grade 1			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15%	13%	12%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	13%	12%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	11%	20%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	13%	11%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	7%	4%	11%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4%	2%	2%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4%	6%	6%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	2%	6%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4%	8%	17%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%	10%	19%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7					
English Language Arts	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
Mathematics	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
Civics	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	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	9			9							
ELL	14	30	55	15	21		3				
HSP	23	36	55	19	17		2				
FRL	23	35	50	20	19	55	2				
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

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	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	9
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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
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 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	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

State assessment data showed significant learning loss in Mathematics with the lowest percentage in learning gains across grade levels. Science achievement in 5th grade is another area with significant learning loss.

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

According to the 2021 Florida State Assessments, the greatest need for improvement is in Science achievement in the 5th grade. Another area in need of important are learning gains in Math as well as Math achievement overall.

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 contributing factor to this need for improvement was the learning loss caused by the COVID-19 pandemic. Poor student attendance also negatively impacted student achievement. New actions that need to be taken to address this need for important are the use of explicit instruction, data-driven small group instruction to remediate, increased focus on math foundational skills including the category number sense and operations, as well as increasing opportunities for student to think critically and problem solve. Attendance will also be a priority.

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

According to the 2021 Florida State Assessments, the greatest improvement was the learning gains of the lowest 25 percentile in both Reading (50%) and Math (55%).

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

Contributing factor to improvement was the use of progress monitoring during interventions as well as quarterly data chats to discuss student progress. These students were also recommend to return to the Brick and Mortar during the pandemic as well as participate in after school tutoring programs that began in October 2020.

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

Strategies that need to be implemented to accelerate learning are incorporating evidence-based instructional practices like explicit instruction, multi-tiered systems of support, small group instruction, data analysis, sharing of best practices, and using instructional coaches to support teachers.

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.

Professional development opportunities that will support teachers and leaders are monthly professional learning communities lead by the administrative team, monthly curriculum meetings lead by instructional coaches, quarterly data chats, opening of school trainings, response to intervention trainings which include progress monitoring, and the sharing of best practices that promote student achievement.

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

School support staff including interventionist and guidance counselor will provide students with additional services to reduce achievement gaps. Interventionist will provide students with strategic targeted interventions in Reading and Mathematics. The Guidance Counselor will closely monitor student attendance and will provide guidance and refer services to students and their families.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The results of the Spring 2021 FSA administration of the ELA demonstrated a need for improvement in learning gains for students in grades 3rd through 5th.
Measurable Outcome:	An increase of 5% percentage points in ELA learning gains, from 34% to 39% will be the expected outcome on the administration of the Spring FSA 2022.
Monitoring:	iReady Reading diagnostic assessments during the beginning(AP1), middle (AP2) and end of the school year (AP3) will be monitored to address the area of focus; increase in ELA learning gains.
Person responsible for monitoring outcome:	Jaimmie Diaz (jaimmiediaz@dadeschools.net)
Evidence-based Strategy:	Small group instruction will be the evidence-based strategy implemented to increase ELA learning gains.
Rationale for Evidence-based Strategy:	Providing small group instruction to students who are working below grade level will assist in closing the student's achievement gap.

Action Steps to Implement

Teachers will be provided with professional development and best practices on how to provide effective small group instruction during monthly Curriculum Meetings.

Person Responsible	Katherine Espinoza (959685@dadeschools.net)

Teachers will review data results of the FSA ELA to address the literacy skills needed for each grade level during monthly Professional Learning Community and quarterly data chats.

Person Responsible	Helga Chalas (hchalas@dadeschools.net)

Identify students who scored 2 or more grade levels below (red) on iReady ELA diagnostic 1 at the beginning of the school year (AP1) to participate in Fall Tutoring session twice per week.

Person Responsible	Jaimmie Diaz (jaimmiediaz@dadeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The results of the Spring 2021 FSA administration of the Math demonstrated a need for improvement in learning gains for students in grades 3rd through 5th.
Measurable Outcome:	An increase of 5% percentage points in math learning gains, from 18% to 23% will be the expected outcome on the administration of the Spring FSA 2022.
Monitoring:	iReady Math diagnostic assessments during the beginning(AP1), middle (AP2) and end of the school year (AP3) will be monitored to address the area of focus; increase in Math learning gains.
Person responsible for monitoring outcome:	Erica Garcia (955888@dadeschools.net)
Evidence-based Strategy:	Explicit instruction in math foundational skills will be the evidence-based strategy implemented to increase math learning gains.
Rationale for Evidence-based Strategy:	Explicit instruction provides learners with detailed, specific and systematic teacher-led lessons on math foundational skills in which instruction is explained, demonstrated and modeled.

Action Steps to Implement

Teachers will review data results of the FSA Math to address the foundational skills needed for each grade level during monthly Professional Learning Community and quarterly data chats.

Person Responsible	Helga Chalas (hchalas@dadeschools.net)

Provide professional development on explicit instruction and best practices during monthly curriculum meetings.

Person Responsible	Erica Garcia (955888@dadeschools.net)

Identify students who scored 2 or more grade levels below (red) on iReady Math diagnostic 1 at the beginning of the school year (AP1) to participate in Fall Tutoring session twice per week.

Person Responsible	Jaimmie Diaz (jaimmiediaz@dadeschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on the results of the administration of the Spring 2021 FSSA Science, 2% of students earned proficiency demonstrating a critical area of need.
Measurable Outcome:	An increase in proficiency of 5% points, from 2% to 7% on the 2022 Spring administration of the FSSA Science is the expected outcome.
Monitoring:	The results of periodic administration of Science Topic Assessments will be reviewed during monthly Professional Learning Communities and quarterly data chats.
Person responsible for monitoring outcome:	Helga Chalas (hchalas@dadeschools.net)
Evidence-based Strategy:	Students will participate in the science process through the completion and participation of weekly science labs and monthly science projects. Labs and projects will be based on current science benchmark being taught.
Rationale for Evidence-based Strategy:	Participation and completion of science labs and projects allows learners the opportunity to apply science concepts and problem-solving skills to real-world applications.

Action Steps to Implement

Professional development and best practices on science tested benchmarks will be provide to all instructional staff during monthly curriculum meetings.

Person Responsible	Mercy Garcia (935636@dadeschools.net)

Data analysis and progress monitoring of Science Topic Assessments will be disseminated during monthly PLC and quarterly data chats.

Person Responsible	Helga Chalas (hchalas@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	A total of 10% of our student population during the 2020-2021 school year were chronically absent.
Measurable Outcome:	A decrease of at least 2% points of chronically absent students during the 2021-2022 school year will be the expected outcome.
Monitoring:	Attendance reports will be monitor on the weekly and monthly basis to prevent students from becoming truant.
Person responsible for monitoring outcome:	Susanne Morales (smorales@materprepacademy.com)
Evidence-based Strategy:	Communicate attendance expectations during school community meetings (EESAC, Title 1, Open House...) and provided written documentation (Parent Handbook, Contract, Notices of Attendance...) periodically.
Rationale for Evidence-based Strategy:	Students who attend school regularly have been shown to achieve at higher academic levels than students who do not have regular attendance.

Action Steps to Implement

Attendance Team (Attendance Clerk, School Counselor and Homeroom Teacher) meet during the middle of the quarter and at the end of the quarter to review and verify attendance reports.

Person Responsible	Susanne Morales (smorales@materprepacademy.com)

Monitor attendance reports daily and recognize classes with the best weekly attendance.

Person Responsible	Susanne Morales (smorales@materprepacademy.com)

Identify students who reach 7 absences within a quarter to develop a preventative plan and refer parents to assistive programs.

Person Responsible	Helga Chalas (hchalas@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

In comparison to the state, Mater Preparatory Academy's primary concern are minor behavior infractions. Minor infractions include classroom disruption, defiance, disrespect, dress code infractions, use of electronic devices, use of inappropriate language, and cheating. Interventions for minor infractions can include reteaching, verbal reflections, immediate consequences, parent contact, Notice of Misconduct, or referral to the school counselor.

The secondary area of concern are major behavior infractions. These include continuous disruptions, continuous defiance or disrespect, fighting, physical aggression toward self or other students, bullying, and harassment. Interventions for major behaviors include removal from class, Notice of Misconduct, parent contact and meeting, referral to school counselor, administrative review of the behavior, threat assessment team meeting, teacher feedback and support.

A multi-tiered system of supports (MTSS)is put into place to address the behavioral needs of the students at Mater Preparatory Academy whether it be a minor or major behavior infraction. When behavior is persistent and/or disruptive to the learning of the student and others around them, a MTSS is implemented to ensure the student behavior is ratified and the student can continue to learn. Tier 1 of MTSS for behavior is universal, meaning that all students receive these supports. This includes schoolwide behavioral expectations and procedures which are consistent with the Miami Dade County Public School Student Code of Conduct. In addition, Marlins' Pesos school-wide discipline plan, positive behavior interventions, social-emotional learning (SEL) programs, and explicit instruction of core values are implemented with fidelity. At Mater Preparatory Academy, Sanford-Harmony is used to infused SEL into the students' everyday learning. In addition, the school implements the Values Matters program focuses on one core value every month, which is explicitly taught to the students.

Major or consistent behavior implications are moved to Tier II of the MTSS. Tier II supports include group or individual counseling, behavior contracts, weekly progress notes, mentoring, social skills instruction, stop-and-think strategies, and bullying prevention strategies. Behavior infractions are monitored using the school's notices of misconduct, student case management (SCM) forms, school suspensions, and referrals to community mental health providers. Should major behaviors persist after providing an individualized Tier II plan, the school counselor along with the School Support Team (SST) conducts a Functional Behavioral Assessment (FAB) and a Behavioral Intervention Plan (BIP) will be put into place to monitor student behavior more closely and address to motivating factors behind student behavior. Other Tier II/Tier III interventions include counseling in the following areas: time management skills, social skills, problem solving, conflict resolution, anger management, and violence prevention. Alternatives to address potentially dangerous behaviors include referral to Pathways, Alternative Education, Department of Juvenile Justice Services or Baker Act.

Discipline data for the 2020-2021 school year showed that approximately one third of the student referrals included a behavioral or emotional reactive situation or were related to student conduct.

Behavior data and discipline programs will be monitor for effectiveness by analyzing behavior infraction documentations. In addition, the data will be used the 2021-2022 school year to address the overall emotional needs of the students based on the areas of concern: emotional distress and student trauma due to the effects of the pandemic. This will be met or implemented by the counselor through monthly core value lessons and instructional support of the Sanford Harmony curriculum.

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.

Studies show that parental involvement in a child education increases students' self-esteem and academic progress. Mater Preparatory Academy's school community has developed a formal volunteer organization composed of parents, teachers, staff and community helpers that facilitates parental participation titles Family Involvement Starts Here (FISH). As a FISH 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 wellbeing for all of our students. In addition, the school utilizes a variety of partnership with local and community programs such as MDCPS Parent Academy, Amigos for Kids and Kiwanis of Little Havana to support the school and students achievement. The Parent Academy and Amigos for Kids provide monthly parent workshops addressing the needs of the school community with topics such as "Information on State Assessments" and "Family Building Better Readers". The Kiwanis of Little Havana provides opportunities for our students to be involved in community services activities and support families of need with resources needed.

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

The school's community involvement specialist promotes a positive culture and environment by consistently communicating with parents/guardian and addressing questions and concerns. Informational meetings are offered in person and on Zoom on a monthly basis. Topics of discussion include school events, volunteer opportunities, fundraisers and others.
The Parent Academy and Amigos for Kids provide monthly parent workshops addressing the needs of the school community with topics such as "Information on State Assessments" and "Family Building Better Readers". The Kiwanis of Little Havana provides opportunities for our students to be involved in community services activities and support families of need with resources needed.
Instructional and support staff promote a growth mindset and college bound methodology within their academic curricula. Students are taught to view mistakes as a learning opportunity and a chance to improve academically with the ultimate goal of obtaining a college degree.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$78,150.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	100-Salaries	3003 - Mater Preparatory Academy	Title, I Part A		$61,959.60
		Notes: Reading Coach salary at 12-month, Ms. Jaimmie Diaz				
	1382	690-Computer Software	3003 - Mater Preparatory Academy	Other Federal		$13,190.40
		Notes: Implementation Grant - iReady Software Licenses for 2 years Funded by CSP/Implementation Grant				
	2110	110012-SPECIAL COMPENSATION	3003 - Mater Preparatory Academy	Other Federal		$3,000.00
		Notes: Instructional Coach - ELA Liaison Stipend, Ms. Katherine Espinoza Funded by ESSER II Part 2 Grant				
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$16,190.40**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1382	690-Computer Software	3003 - Mater Preparatory Academy	Other Federal		$13,190.40
		Notes: Math iReady 2 -year Licence and iReady Toolbox access.				
	2110	110012-SPECIAL COMPENSATION	3003 - Mater Preparatory Academy	Other Federal		$3,000.00
		Notes: Math Liaison stipend, Erica Garcia Funded by ESSER II Part 2				
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	110012-SPECIAL COMPENSATION	3003 - Mater Preparatory Academy	Other Federal		$3,000.00
		Notes: Science Liaison Stipend, Mercy Garcia Funded by ESSER II Part 2				
4	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**				**$0.00**
					Total:	**$97,340.40**