

Miami-Dade County Public Schools

Mater Performing Arts & Entertainment Academy



2022-23 Schoolwide Improvement Plan

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Mater Performing Arts & Entertainment Academy

7901 NW 103RD ST, Hialeah Gardens, FL 33016

www.matermiddlehigh.org

Demographics

Principal: Alex Tamargo

Start Date for this Principal: 8/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (75%) 2018-19: A (64%) 2017-18: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Mater Performing Arts & Entertainment Academy

7901 NW 103RD ST, Hialeah Gardens, FL 33016

www.matermiddlehigh.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	79%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

N/A

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Mater Academy is to develop the intellectual and social skills of its students by facilitating a rigorous college preparatory curriculum 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 high school and within a global society. Our Mission is the Meaningful achievement of Academics facilitated by Teachers, administrators, parents and the community Enabling students to become confident, self-directed and Responsible lifelong learners.

Provide the school's vision statement.

In collaboration with its teachers, parents, community, and administration it is the vision of Mater Academy to provide a meaningful and nurturing educational environment that promotes academic achievement for its students.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Tamargo, Alex	Principal	Direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.
Ulloa, Kismet	Assistant Principal	Assist the Principal to direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.

Demographic Information

Principal start date

Tuesday 8/23/2022, Alex Tamargo

Number of teachers with a 2022 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 2022 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

12

Total number of students enrolled at the school

345

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	0	0	0	0	0	61	102	84	98	345
Attendance below 90 percent	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
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	4	2	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	1	3	1	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	10	4	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	16	13	110	139
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	8	2	8	0	18

Using current year data, complete the table below with the number of students identified as being "retained.":

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
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

Tuesday 8/23/2022

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	90	72	83	76	321
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	1	4	1	8
One or more suspensions	0	0	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	4	6	4	1	15
Course failure in Math	0	0	0	0	0	0	0	0	0	0	9	12	12	3	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	26	1	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	14	11	1	1	27
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	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	22	8	0	0	30

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	90	72	83	76	321
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	1	4	1	8
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	4	6	4	1	15
Course failure in Math	0	0	0	0	0	0	0	0	0	9	12	12	3	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	26	1	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	14	11	1	1	27
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	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	22	8	0	0	30

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 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	78%	54%	51%				81%	59%	56%
ELA Learning Gains	79%						64%	54%	51%
ELA Lowest 25th Percentile	74%						51%	48%	42%
Math Achievement	66%	42%	38%				60%	54%	51%
Math Learning Gains	74%						31%	52%	48%
Math Lowest 25th Percentile	80%						15%	51%	45%
Science Achievement	11%	41%	40%				57%	68%	68%
Social Studies Achievement	91%	56%	48%				87%	76%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	68%	-11%	67%	-10%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	71%	16%	70%	17%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	63%	4%	61%	6%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	54%	5%	57%	2%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL	63	68	60	81	93		20				
HSP	80	79	71	66	73	79	12	91		99	99
FRL	77	77	70	71	79	82	12	89		98	98
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
ELL	69	54									
HSP	77	63	48	38	24	45		76		100	97
FRL	74	63	45	37	24	38	40	76		100	96
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
ELL	41	50	33	46	32	27	53				
HSP	82	64	54	62	32	17	57	87		100	93
FRL	79	67	53	61	28	13	55	86		100	92

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	751
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	64
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	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	75
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 Biology EOC is our Lowest Performing Assessment
10th Grade ELA showed a decline from the previous school year of 12%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrate the greatest need for improvement are Biology in all subcategories and ELL students especially those in the 10th grade.

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 factors to this need for improvement were a lack of sufficient progress monitoring, tutoring, classroom support, and data-driven instruction. New Actions that must be taken to address these areas of improvement are increased classroom walkthroughs, additional coaching and support, regular progress monitoring and data analysis, and increasing the quality of instruction in the classroom environment.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The components that showed the greatest improvement were Algebra I with an increase of 48% from the previous year and Geometry EOC with an increase of 24% from the previous year's results.

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

The contributing factors to this improvement were the implementation of mathematics coaches, progress monitoring, increased classroom visits, paraprofessional support, and increased tutoring.

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

Strategies that will be implemented to accelerate learning will be early progress monitoring and identification, increased use of paraprofessionals, and increased classroom walkthroughs and coaching support.

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 to support teachers will include: New standards PD (BEST Standards and FAST Assessments), new textbook and resources support training, technology support, and training, best practices for beginning teachers, coaching and mentoring for new teachers, social-emotional learning strategies, data-driven strategies training and school safety training.

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

Additional services that will be implemented to ensure sustainability will include data-driven instruction and data analysis training, new progress monitoring tools, new academic coaches and coaching cycles, and continuous progress monitoring

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2022 Biology EOC results showed a decline in student achievement from 40% (9th grade) and 36% (10th grade) proficiency in 2021 to 18% (9th grade) and 11% (10th grade) proficiency in 2022. This is a steady decline from 2018 when the proficiency was at 74% for 9th graders and 30% for 10th graders.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome will be a minimum of 5% increase in the Biology EOC in all grade levels.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through the use of
 1) Science Coach
 2) Administrations Classroom Visits
 3) Progress Monitoring and Data Analysis

Person responsible for monitoring outcome:

Alex Tamargo (atamargo@materacademy.com)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

The evidenced-based strategy being implemented is an Instructional Focus Calendar and Shared Assessments for Progress Monitoring

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By implementing this strategy, all biology teachers will pace their content appropriately, and shared assessments will allow for data analysis and data-driven instruction, interventions, and reteaching.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The instructional Coach will create an instructional focus calendar which will be followed by all Biology Teachers.

Person Responsible Maria Montero (mmontero@materacademy.com)

The instructional Coach will create shared assessments for each unit which will be used by all Biology Teachers and will drive data analysis and progress monitoring

Person Responsible Maria Montero (mmontero@materacademy.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed. The 2022 ELA FSA results showed a decline in student achievement from 85% 10th grade proficiency in 2021 to 73% 10th-grade proficiency in 2022.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The measurable outcome will be a minimum of a 5% increase in the ELA FSA in 10th grade.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. This area of focus will be monitored through the use of
 1) Reading Coach
 2) Administrations Classroom Visits
 3) Progress Monitoring and Data Analysis

Person responsible for monitoring outcome:

Alex Tamargo (atamargo@materacademy.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus. The evidenced-based strategy being implemented is an Instructional Focus Calendar and Shared Assessments for Progress Monitoring

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. By implementing this strategy, all ELA and Reading teachers will pace their content appropriately, and shared assessments will allow for data analysis and data-driven instruction, interventions, and reteaching.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The instructional Coach will create an instructional focus calendar which will be followed by all ELA Teachers.

Person Responsible

Kismet Ulloa (kismetulloa@materacademy.com)

The instructional Coach will create shared assessments for each unit which will be used by all ELA Teachers and will drive data analysis and progress monitoring

Person Responsible

Kismet Ulloa (kismetulloa@materacademy.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school addresses building positive school culture and environment through the following:

- 1) Open door policy from administration and constant communication
- 2) Regular communication with all stakeholders through
 - Faculty meetings
 - Department meetings
 - PLC meetings
 - School emails and messenger
 - Curriculum Council meetings
 - Faculty Question Box,
 - EESAC: Educational Excellence School Advisory Council
 - STEAM Team Meetings
 - PAL: Parents as Liaison Meetings
 - Mater Inc Board Meetings
 - Mater coalition Meetings and
 - Parent Academy Meetings
- 3) Mentoring program for new Faculty and Staff
- 4) School-Wide Social Emotional Learning and Character Education for all students
- 5) Student Services initiatives including Red Ribbon Week, Character Counts, Lion Strides
- 6) Designated School-Wide Help Desk: materhelps@materacademy.com
- 7) Over 60 Student-led organizations, clubs, and groups
- 8) Additional Leadership roles and professional development and growth for all faculty

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

Administration - oversee the day-to-day running of the school, provide opportunities to connect with all stakeholders and listen to concerns from all groups, implement and enforce school-wide policies that create positive school culture, support student and faculty-led initiatives for creating an effective learning environment, and model appropriate behavior for faculty and students.

Student Services - collaborate with the administration on school-wide initiatives, facilitate communication with teachers, parents, and students to create a positive learning environment, and model appropriate behavior for faculty and students.

Faculty / Staff - create a safe and positive classroom environment for students, enforce school-wide policies and expectations, collaborate in PLC and Departmental Teams to support all faculty, communicate with parents, and model appropriate behavior for faculty and students.

Students - create a safe and positive environment for themselves and their peers by adhering to school policies, supporting peers, maintaining high standards of behavior and scholarship, communicating with faculty, staff, and parents, creating excitement and enthusiasm through involvement in positive school activities, clubs, and organizations and modeling excellent behavior.

Parents - communicate and collaborate with faculty, staff, administration, and students to support student learning and address concerns to build a better, safer, and more effective learning environment. Support school-wide initiatives through participation, involvement, fundraising, and supervision.

Mater Inc. Board - coordinates with school leaders and all stakeholders to ensure compliance with local and state regulations, passes initiatives that forward the mission and vision of the school, communicates areas of concerns raised by stakeholders to administration and policy-makers, supports school initiatives through board-approved initiatives, participation, and involvement.

Community Partners - coordinate with school personnel to enhance the learning environment of the school and forward the school mission and vision by providing students access to innovative and unique learning experiences and partnerships.