Miami-Dade County Public Schools

Mater Academy

2022-23 Schoolwide Improvement Plan

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Mater Academy

7700 NW 98TH ST, Hialeah Gardens, FL 33016

www.materelementary.com

Demographics

Principal: Chantel Morales V

Start Date for this Principal: 7/1/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 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	2021-22: A (65%) 2018-19: A (66%) 2017-18: A (69%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	92%

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.

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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.

Our mission is to provide a loving, caring, and supportive educational environment that furthers a philosophy of respect and high expectations for all students, parents, faculty, and staff.

Provide the school's vision statement.

The vision of Mater Academy is to create a safe, nurturing and stimulating environment.

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
Morales, Chantel	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of schools staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Rafael, Christina	Assistant Principal	Provides guidance on K - 1st grade reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.
Prado, Jeanette	Assistant Principal	Provides guidance on 2nd-5th grade reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.
Suarez, Deneb	Instructional Coach	Develop, lead, and evaluate school core content standards/programs; identify and analyze existing curriculum on scientifically based curriculum/ behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidenced- based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Miranda , Maite	Instructional Coach	Develop, lead, and evaluate school core content standards/programs; identify and analyze existing curriculum on scientifically based curriculum/ behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidenced- based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Martinez, Janette	ELL Compliance Specialist	Coordinates the school's program for ESL students; Collaborates with district staff and outside personnel to provide educational opportunities for ESL and Migrant student; Implements procedures and coordinates the process to identify ELL students at all grade levels schoolwide, including review of student data

Name	Position Title	Job Duties and Responsibilities
		and testing of students. Consults with parents, administrators, counselors, teachers, and other relevant individuals regarding ESL students; In addition, the ESL Program Coordinator plans and conducts parent meetings, including parent advisory committee meetings.
Mendez, Lauren	School Counselor	Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success. Counselors are responsible to comply and implement the School's Mental Health Plan.
Hernandez, Victoria	School Counselor	Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success. Counselors are responsible to comply and implement the School's Mental Health Plan.

Demographic Information

Principal start date
Thursday 7/1/2021, Chantel Morales V

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
76

Total number of students enrolled at the school
1,533

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
10

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	279	269	241	227	247	270	0	0	0	0	0	0	0	1533
Attendance below 90 percent	3	7	3	3	10	6	0	0	0	0	0	0	0	32
One or more suspensions	1	0	1	0	1	4	0	0	0	0	0	0	0	7
Course failure in ELA	1	4	3	9	4	0	0	0	0	0	0	0	0	21
Course failure in Math	0	0	1	0	5	5	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	27	31	15	0	0	0	0	0	0	0	73
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	38	31	0	0	0	0	0	0	0	77
Number of students with a substantial reading deficiency	1	0	4	13	24	37	0	0	0	0	0	0	0	79

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	4	0	5	16	34	42	0	0	0	0	0	0	0	101

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	3	2	5	8	0	1	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 8/29/2022

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	228	230	183	225	232	219	0	0	0	0	0	0	0	1317
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	1	6	1	5	6	4	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	22	34	26	0	0	0	0	0	0	0	82
Level 1 on 2019 statewide FSA Math assessment	0	0	0	33	50	62	0	0	0	0	0	0	0	145
Number of students with a substantial reading deficiency	1	6	1	22	34	26	0	0	0	0	0	0	0	90

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	1	6	1	22	34	26	0	0	0	0	0	0	0	90

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	6	1	5	6	4	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

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	228	230	183	225	232	219	0	0	0	0	0	0	0	1317
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	1	6	1	5	6	4	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	22	34	26	0	0	0	0	0	0	0	82
Level 1 on 2019 statewide FSA Math assessment	0	0	0	33	50	62	0	0	0	0	0	0	0	145
Number of students with a substantial reading deficiency	1	6	1	22	34	26	0	0	0	0	0	0	0	90

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	1	6	1	22	34	26	0	0	0	0	0	0	0	90

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	6	1	5	6	4	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

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	70%	62%	56%				75%	62%	57%
ELA Learning Gains	72%						70%	62%	58%
ELA Lowest 25th Percentile	56%						60%	58%	53%
Math Achievement	71%	58%	50%				76%	69%	63%
Math Learning Gains	67%						67%	66%	62%
Math Lowest 25th Percentile	59%						48%	55%	51%
Science Achievement	62%	64%	59%				68%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	60%	13%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	78%	64%	14%	58%	20%
Cohort Comparison		-73%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	67%	9%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	79%	69%	10%	64%	15%
Cohort Comparison		-76%				
05	2022					
	2019	74%	65%	9%	60%	14%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	68%	53%	15%	53%	15%
Cohort Comparison						

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
SWD	31	49	38	27	43	44	13				
ELL	71	70	54	72	63	59	54				
HSP	70	72	57	72	66	59	63				
FRL	70	71	52	72	66	59	63				
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	33	50	42	27	31	30	25				

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	61	51	52	51	33	35	35				
HSP	61	52	43	54	24	28	39				
FRL	61	51	40	52	24	28	38				

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	43	65	70	60	55	40	27				
ELL	73	69	62	75	67	55	68				
HSP	74	69	60	77	67	48	68				
FRL	75	69	61	76	67	49	66				

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)	ATSI
OVERALL Federal Index – All Students	65
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	60
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
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	
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	65
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	64
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?

According to The School's progress monitoring, the school has demonstrated an overall growth in Reading proficiency. In 2020-2021, the percentage of students on mid or above grade level grew from 50% on the Fall Assessment to 72% on the Spring Assessment. In 2021-2022, the percentage of students on mid or above grade level grew from 35% on the Fall Assessment to 72% on the Spring Assessment.
Another trend that showed an increase in performance is the Math proficiency level on the school's progress monitoring. In 2020-2021, the percentage of students on mid or above grade level grew from 32% on the Fall Assessment to 66% on the Spring Assessment. In 2021-2022, the percentage of students on mid or above grade level grew from 16% on the Fall Assessment to 70% on the Spring Assessment.

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

The area of greatest need of improvement is ELA in grade 3. The School had a decline from 70% in the 2021 State Assessment to 67% in the 2022 State Assessment.

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 fidelity of the intervention program was compromised by several factors, including, lack of instructional space to deliver interventions, strength of intervention curriculum and poor training on the use of the provided curriculum.
The School will increase collaboration services for SWD and implement more intense intervention with increased fidelity for this group of students. Our school's intervention program will target each student's individual needs and increase classroom interventions, tutoring and provide additional resources.

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

Overall we saw improvements in Math across all grade levels. As a school we surpassed our State and District average. The School increased 19% in Math compared to last year. Additionally, our school showed great improvement in 5th grade Science. Our Science scores improved from 38% in the 2021 State Assessment to 62% in the 2022 State Assessment.

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

The School increased collaboration services, tutoring, and implemented intervention with increased fidelity for this group of students.

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

Some strategies that will need to be implemented in order to accelerate learning are using data to drive differentiated instruction and a more individualized intervention plan. Teachers will use their

progress monitoring and previous state assessment data to tailor instruction to meet individual needs. Additionally, teachers will incorporate flexible grouping to respond to variance among learners in the classroom. The School's intervention program will utilize the i-Ready Extra Lessons and i-Ready Toolbox Lessons, specifically the Magnetic Reading Program to provide activities in which the student engages in order to make sense of or master the content. This program is designed to identify struggling students early on and closely monitor their progress using data to guide instruction.

During and outside of a regular school day/year, students will continue to have access to i- Ready. The program will automatically assign on-grade level lessons in Reading and Math to prepare students for the upcoming grade levels.

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.

The district works collaboratively with all stakeholders to provide professional development opportunities for teachers to effectively implement and monitor academic and behavioral interventions. Coaching days were also provided to teachers to understand the newly adopted Reading intervention program and learn new strategies for collecting and analyzing data to continuously monitor student progress. In addition, throughout the year several coaching days will be provided to teachers and school leadership teams to monitor student learning and address
challenges that may arise throughout the school year.

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

Students will receive modified support using resources and skills to help them strengthen areas of weakness exhibited. Additionally, students will receive after school tutoring for Reading and Math. Students will be placed in groups depending on their academic needs in both Reading and Math. The tutoring program will be taking place from October- April for grades 2-5. Teachers will also incorporate online resources to target the learning loss. Teachers will use the updated Reading Wonders that is aligned to the BEST Standards and I-Ready toolbox during differentiated instruction to target the specific skills based on their individual needs. The School will use educational-based programs to build vocabulary and master essential skills at their own pace in Reading and Math. Teachers will closely monitor student data to track student progress in all subject areas. Students will learn how to track data using i-Ready, quarterly assessments, and grades throughout the school year. The School will continue to use a Leadership Notebook for each student to help keep track and analyze their data.

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 ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	After an analysis of the 2021 school wide data, a decrease of 3% was identified on the FSA ELA Grade 3 assessment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The School plans to increase the achievement of the school's ELA average by at least 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	School leadership team will identify students in grades 3-5 who scored a level 1 or 2 on the 2021 FSA ELA. These students will be selected to participate in daily interventions and/or after-school tutoring. Their ELA achievement will be monitored using their quarterly data, iReady Diagnostic Assessments, and state assessments.
Person responsible for monitoring outcome:	Deneb Suarez (dsuarez@materelementary.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence based strategy that will be implemented is increased interventions in the area of ELA. Students in grades 3-5 who scored a level 1 or level 2 on the 2021 ELA FSA, or who were retained will be participating in daily ELA interventions.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Research indicates that that students struggling with ELA may benefit from early interventions aimed at improving their ELA ability and ultimately preventing subsequent failure.

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.

1. School leadership team will identify students in grades 3-5 who scored a level 1 or 2 on the 2021 FSA ELA.

Person Responsible	Deneb Suarez (dsuarez@materelementary.com)

2. Ms. Suarez will work with teachers to schedule daily interventions and monitor with fidelity.

Person Responsible	Deneb Suarez (dsuarez@materelementary.com)

3. Data from students receiving interventions will be reviewed quarterly. Parent meetings will be held quaterly to review data.

Person Responsible	Deneb Suarez (dsuarez@materelementary.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After analyzing the 2021-2022 FSA results, we determined that the students showed an overall improvement in their test scores. However, in order to maintain this, our school-wide Math achievement average will increase by at least 10%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The School plans to increase the achievement of the school's Math average by at least 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School leadership team will identify students in grades 3-5 who scored a level 1 or 2 on the 2021 FSA ELA. These students will be selected to participate in daily interventions and/or after-school tutoring. Their ELA achievement will be monitored using their quarterly data, iReady Diagnostic Assessments, and state assessments.
Person responsible for monitoring outcome:	Maite Miranda (mmiranda@materelementary.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence based strategy that will be implemented is increased interventions in the area of Math. Students in grades 3-5 who scored a level 1 or level 2 on the 2021 Math FSA, or who were retained will be participating in Math interventions, at a minimum of 3 times a week.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research indicates that that students struggling with Math may benefit from early interventions aimed at improving their Math ability and ultimately preventing subsequent failure.

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.

1. School leadership team will identify students in grades 3-5 who scored a level 1 or 2 on the 2021 FSA Math.

Person Responsible	Maite Miranda (mmiranda@materelementary.com)

2. Ms. Suarez and Ms. Zayas will work with teachers to schedule daily interventions and monitor with fidelity.

Person Responsible	Maite Miranda (mmiranda@materelementary.com)

3. Data from students receiving interventions will be reviewed quarterly. Parent meetings will be held quarterly to review data.

Person Responsible	Maite Miranda (mmiranda@materelementary.com)

#3. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Helping teachers and students meet the new BEST standards. These rigorous standards, which heavily focus on mathematics and English language arts skills, are designed to prepare students for success in college and beyond.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The School plans to increase the achievement of the school's Reading and Math average by at least 10% each time they take the iReady Diagnostic Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area will be monitored in different ways. Teachers will be able to monitor their student progress by analyzing their progress monitoring data. The Leadership Team will monitor the teachers progress with classroom walk-throughs, quarterly data chats, and reviewing student progress monitoring data.
Person responsible for monitoring outcome:	Christina Rafael (crafael@materelementary.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Set fluency goals and use progress-monitoring data to inform instruction. Establish school-wide goals using AP1, AP2 and PM1, PM2 data results.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The data obtained will allow us to group students accordingly and provide them with the resources they need to close learning gaps and succeed academically.

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.

1. The Leadership Team will meet quarterly with each grade level to review and discuss student data. This data will include student formative and summative assessments such as classroom weekly assessments, iReady Diagnostic Assessments and State Assessments. Teachers will be able to share best practices and overall trends during these meetings.

Person Responsible	Christina Rafael (crafael@materelementary.com)

2. In additional the the group quarterly Data Chats, the Leadership Team will meet quarterly with each teacher individually. Teachers will be able to identify individual students' performance relative to the established BEST benchmarks. The Leadership Team will work with teach teachers to set goals for each student.

Person Responsible	Jeanette Prado (jprado@materelementary.com)

3. After setting goals for each student, the MTSS coordinator will work directly with each teacher to identify any students that need to be added to interventions. Interventions will take place daily for 30 minutes to help meet the needs of each student.

Person Responsible   Roxana Zayas-Alchalaby (rzayas@materelementary.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

The instructional practice we would like to focus on is phonics. Phonics allows young readers to develop their reading comprehension and decode new words as they read. With practice, this action becomes so automatic that they are able to easily understand the overall meaning of words while they are reading. In addition, we would like to target fluency. Fluency is important because it builds a bridge between word recognition and comprehension. It allows students time to focus on what the text is saying. They are able to make connections between what they are reading and their own background knowledge. Therefore, they are able to concentrate on comprehension. Teachers will use the Correlation of Florida's B.E.S.T. Standards for English Language Arts to align the lessons that students need enrichment in.

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

The instructional practice we will focus on is vocabulary. It is crucial that children have explicit and robust instruction in vocabulary, to support their verbal and written communication. The explicit teaching of vocabulary allows students to access academic language and discourse, and facilitates their comprehension of increasingly complex texts. Teachers will use the Correlation of Florida's B.E.S.T. Standards for English Language Arts to align the lessons that students need enrichment in.

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)

We will be able to measure our students fluency growth through our 3 yearly fluency checks. The students will receive the same reading fluency check in the beginning, middle and end of the school year. This will help track the WCPM in each fluency check. Students will show a growth of at least 10% increase in the phonics domain of the progress monitoring assessment.

Grades 3-5: Measureable Outcome(s)

We will measure students' vocabulary outcome through the completion of I-Ready teacher assigned lessons and formative assessments. Students will show a growth of at least 10% increase in the vocabulary domain of the progress monitoring assessment.

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.

These areas will be monitored during small group instruction and I-Ready teacher assigned lessons.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Suarez, Deneb, dsuarez@materelementary.com

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?

I-Ready Diagnostic, I-Ready Magnetic Reading and Teacher Toolbox.
FAST Assessment administered three times during each school year: once at the beginning of the year (PM1), once in the middle of the year (PM2), and once at the end of the year (PM3).

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?

The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit your student's needs. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions. The purpose of this is not to give your student a score or grade, but instead to determine how best to support your student's learning.
i-Ready Personalized Instruction provides students with lessons based on their individual skill level and needs, so your student can learn at a pace that is just right for them. These lessons are fun and interactive to keep your student engaged as they learn.

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
Professional Learning- Our teachers will be provided with various professional developments that will target school-wide needs and best practices to implement within their classrooms. In addition, the teachers have the opportunity to sit down with the curriculum specialist to discuss data and implement a plan to enrich or target student needs.	Rafael, Christina, crafael@materelementary.com
Assessment- The School will use the state assessments and iReady Diagnostic Assessments to monitor student achievement. This data will demonstrate if the students are making progress in the areas listed above.	Rafael, Christina, crafael@materelementary.com

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 will build a positive school culture as a place where efforts are translated into positive experiences for both staff and students. By building a more positive culture and environment, students, families, and educators work together to develop and live a shared school vision.
The School teaches students how to become life-long leaders using the Leader in Me curriculum. This curriculum teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

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

The school utilizes a variety of partnerships with local and community programs, such as MDCPS Parent Academy to support the school and student achievement. The Parent Academy provides many professional developments for parents to support student achievement. Professional developments such as "Less Stress About the Test" and "Family Building Better Readers" are provided in order for parents to become aware of the resources that are available. Additionally, parents are welcome to participate in the Mater Academy Parent Association (MAPA). MAPA allows parents and community to volunteer in school events and encourage parental support and involvement.
Our school counselors are in constant communication with parents/guardians and teachers, in regards to school-wide student services activities, e.g. parent education groups, career awareness, and orientation and articulation activities.