Imater Academy Middle School

2022-23 Schoolwide Improvement Plan

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Imater Academy Middle School

651 W 20TH ST, Hialeah, FL 33010

www.materacademy.com

Demographics

Principal: Teresa Santalo

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	89%
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: B (59%) 2018-19: A (65%) 2017-18: B (61%)
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)
Middle School 6-8	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		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.

Our mission is to provide a challenging educational curriculum which promotes critical thinking skills and individual artistic expression through a balance of tradition and innovation.

Provide the school's vision statement.

Our vision is to provide a structured, creative environment that enables students to ask questions, solve problems, and take risks as they gain the knowledge, skills, and attitudes necessary for meaningful and productive lives as artists, designers, and citizens of the world. iMater is a collaborative teaching and learning environment that encourages students to develop meaningful interactions across the visual & performing arts and other disciplines.

•Support curriculum integration where students use appropriate, real world technologies that foster high achievement, independent problem solving and global participation.
•Support on-going, timely professional development where staff learns to integrate technology into the curriculum, manage data technologies, and explore new technologies as they affect teaching and learning.
•Engage the community in technology partnerships through increased communication with stake holders, shared resources, and work with institutions of high education, libraries and businesses.
•Support an infrastructure that includes up to date hardware, software and modern peripherals so that the curriculum can be easily integrated.
•Provide support systems such as personnel, operations, management, and other systems that support teaching and learning.

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
Santalo, Teresa	Principal	
Reyes, Esther	Assistant Principal	The Assistant Principal's job is to assist the school principal in the overall administration of instructional programs and campus-level operations.
Pino, Jennifer	Assistant Principal	The Assistant Principal's job is to assist the school principal in the overall administration of instructional programs and campus-level operations.
Miguelez, Alicia	Assistant Principal	The Assistant Principal's job is to assist the school principal in the overall administration of instructional programs and campus-level operations.
Valentine, Hazel	School Counselor	The Guidance Counselor's job responsibilities are to assist and advise students about academic and/or social emotional decisions.
Castrillon, Cindy	Teacher, K-12	The role of our Athletics Director/Teacher is to supervise and coordinate the athletic events and oversee all aspects of the athletic program.
Sanchez, Elisa	Teacher, K-12	The role of our Activities Director/Teacher is to design, implement, and supervise extracurricular programs and activities with in the school.
Novoa, Stephanie	Teacher, K-12	The role of our English Language Arts Department Chair/Teacher is to assist in the research and implementation of best practices in the English Language Arts curriculum and instruction and work collaboratively with his/her members of the department.
Carter, Angel	Teacher, K-12	The role of our Reading Department Chair/Teacher is to assist in the research and implementation of best practices in the Reading curriculum and instruction and work collaboratively with his/her members of the department.
Torres, Jaime	Teacher, K-12	The role of our Mathematics Department Chair/Teacher is to assist in the research and implementation of best practices in the Mathematics curriculum and instruction and work collaboratively with his/her members of the department.
Salazar, Monique	Teacher, K-12	The role of our Science Department Chair/Teacher is to assist in the research and implementation of best practices in the Science curriculum and instruction and work collaboratively with his/her members of the department.
Robinson, Patricia	Teacher, K-12	The role of our Social Science Department Chair/Teacher is to assist in the research and implementation of best practices in the Social Science curriculum and instruction and work collaboratively with his/her members of the department.

Name	Position Title	Job Duties and Responsibilities
Valdes, Carmen	Teacher, K-12	The role of our Elective Department Chair/Teacher is to assist in the research and implementation of best practices in the special areas curriculum and instruction and work collaboratively with his/her members of the department.
Garcia, Densie	Instructional Coach	The role of our Instructional Coach/Teacher is to bring evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement and improving student achievement.

Demographic Information

Principal start date
Wednesday 7/1/2015, Teresa Santalo

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.*
2

Total number of teacher positions allocated to the school
35

Total number of students enrolled at the school
737

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.
8

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	212	254	271	0	0	0	0	737
Attendance below 90 percent	0	0	0	0	0	0	22	44	37	0	0	0	0	103
One or more suspensions	0	0	0	0	0	0	6	8	3	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	1	0	3	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	22	2	3	0	0	0	0	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	50	51	63	0	0	0	0	164
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	74	146	93	0	0	0	0	313
Number of students with a substantial reading deficiency	0	0	0	0	0	0	50	51	63	0	0	0	0	164
	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	48	108	77	0	0	0	0	233

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	4	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Friday 9/16/2022

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	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	235	262	278	0	0	0	0	775
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data 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	54%	55%	50%				58%	58%	54%
ELA Learning Gains	51%						64%	58%	54%
ELA Lowest 25th Percentile	48%						59%	52%	47%
Math Achievement	52%	43%	36%				67%	58%	58%
Math Learning Gains	60%						59%	56%	57%
Math Lowest 25th Percentile	59%						53%	54%	51%
Science Achievement	45%	54%	53%				54%	52%	51%
Social Studies Achievement	80%	64%	58%				81%	74%	72%

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
06	2022					
	2019	51%	58%	-7%	54%	-3%
Cohort Comparison						
07	2022					
	2019	61%	56%	5%	52%	9%
Cohort Comparison		-51%				
08	2022					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	61%	58%	3%	55%	6%
Cohort Comparison						
07	2022					
	2019	74%	53%	21%	54%	20%
Cohort Comparison		-61%				
08	2022					
	2019	35%	40%	-5%	46%	-11%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	40%	43%	-3%	48%	-8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	68%	-2%	67%	-1%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	73%	8%	71%	10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	63%	13%	61%	15%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	24	34	35	28	59	60	15	41			
ELL	41	48	50	35	52	55	18	61	73		
BLK	33	45		58	60						
HSP	54	51	48	52	60	59	45	80	83		
FRL	53	52	49	52	60	60	43	79	81		
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	24	40	29	14	16	20	14	50			
ELL	42	45	41	38	26	25	27	60	66		
HSP	53	51	40	43	26	26	44	66	72		
FRL	53	50	40	42	26	25	44	64	72		
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	29	45	48	40	52	37	38				
ELL	46	63	59	56	56	54	40	70	86		
HSP	58	63	59	66	59	52	53	81	87		
FRL	58	64	60	66	59	53	54	81	87		

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	61
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	51
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	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
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	60
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?

Across grade levels we identified that our 6th Grade students, both in ELA and Mathematics score below the other grade levels in our middle school.
Across subgroups we identified that our SWD population did not perform as well as the other subgroups.
Across content areas we identified our 8th Grade Science has been continuously struggling and scoring below the district and the state.

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

Our data shows that our 8th Grade Science students show the greatest need for improvement.

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

Contributing factors are attributed to teacher turnaround and lack of differentiated instruction. To address this need we are working closely with a teacher to ensure that lesson plans are aligned to the benchmarks, and instruction is differentiated based on the individual needs of the students.

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

Our data shows that our 7th Grade Mathematics students showed the most improvement.

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

Contributing factors are attributed to an experienced teacher and differentiated instruction. Students were placed in small groups based on ability. Instruction was geared towards their needs.

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

To accelerate learning teachers must create more complex and meaningful problems and projects. Teachers need to prioritize high-level skills and content and create learning pathways for the students.

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.

Based on the contributing factors and strategies identified to accelerate learning, we will offer several professional development opportunities at the school to support our teachers and leaders.
We will divide our teachers up into groups based on grade level and/or content area to provide specific and meaningful opportunities for growth.
Topics will be based on skills that feed into our school's overall educational goals.
Teachers will be tasked to use out-of-the-box thinking to create dynamic learning experiences for their students.

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 of improvement in the next year and beyond include Professional Learning Communities where teachers meet to discuss and collaborate.
After school and Saturday tutoring will be offered to remediate basic skills, as well as accelerate learning.

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

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	This is an area of focus identified as a critical need. Our leadership team has determined that immediate and timely feedback is necessary to assist teachers in need of additional support.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By monitoring teachers and providing timely feedback scores on the PM1 and PM2 should show student growth, and eventual progress on the FAST spring assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data chats teachers will be held after each assessment to discuss student progress and identify areas needing additional support.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Lesson alignment is an evidence-based strategy being implemented. Here teachers will be meeting by grade level/ content area to develop lessons together, share best practices, and ensure common pacing.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By conducting periodic walkthroughs the leadership team will be able to monitor teachers are collaborating and working at the same pace, on the same skills.

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, iMater Academy Middle School will implement Targeted Differentiation. By implementing differentiating instruction, each students' needs will be met across all subject areas including Mathematics, English Language Arts, Science, and Social Sciences to make make learning gains and move towards proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By successfully implementing strategies for Differentiating Instruction, students in ELA and Mathematics will show improvement as their progress in monitored throughout the school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Using PM1 and PM2, student progress will be monitored. Data Chats with teachers will be held after each assessment to discuss student progress and identify areas needing additional support.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Lesson alignment is an evidenced-based strategy being implemented. Here teachers will be meeting by grade level/content to develop lessons together, share best practices, and ensure common pacing.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Differentiating instruction allows students to learn in in their own ways, at their own pace. Student engagement is increased and, students are able to meet their individual goals.

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.

No action steps were entered for this area of focus

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.

iMater Academy Middle School addresses building a positive school culture and environment through the student, parent, community, teacher/staff involvement. At iMater we strive to ensure that all students feel happy and secure. Through many events and activities , a positive school culture is created amongst all the stakeholders.

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

iMater Academy Middle School encourages parents/guardians to take an active role in their child's education. We encourage parents/guardians to attend events like Open House and EESAC Meetings to stay informed about the school's policies. We recognize that parents/guardians who are well-informed assist in creating a positive school culture.

iMater Academy Middle School encourages teachers to take part in the a shared vision. Teachers opinions and suggestions are valued and an open door policy is maintained by the Administration. In addition, teachers are provided with professional development on topics ranging from academics to social emotional learning.

iMater Academy Middle School has clear policies and procedures in place for its students. These school and classroom expectations set the tone for a safe and welcoming learning environment.