

Miami-Dade County Public Schools

Mater Preparatory Academy



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Mater Preparatory Academy

601 NW 12TH AVE, Miami, FL 33136

[no web address on file]

Demographics

Principal: Helga Chalas

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
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)	Students With Disabilities* English Language Learners* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (45%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Mater Preparatory Academy

601 NW 12TH AVE, Miami, FL 33136

[no web address on file]

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)
Combination School KG-8	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
Grade	C	

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 Preparatory Academy is to educate students to their fullest potential by providing a rigorous and relevant educational program to enable students to become confident, self-directed, and responsible lifelong learners.

Provide the school's vision statement.

Mater Preparatory Academy's Vision is to provide a safe, supportive, and dynamic learning environment, cultivating relationships amongst all stakeholders to produce students who have acquired the necessary skills and knowledge for success at every level of their K-5 education, and evidenced by student's performing at or above average on their academic measures.

School Leadership Team

Membership

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

Demographic Information

Principal start date

Monday 7/1/2019, Helga Chalas

Number of teachers with a 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

21

Total number of students enrolled at the school

372

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.

6

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	62	70	68	74	54	45	0	0	0	0	0	0	0	373
Attendance below 90 percent	0	4	10	7	3	1	0	0	0	0	0	0	0	25
One or more suspensions	0	1	2	0	4	6	0	0	0	0	0	0	0	13
Course failure in ELA	1	3	2	13	9	5	0	0	0	0	0	0	0	33
Course failure in Math	1	2	3	7	16	3	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	14	22	0	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	21	19	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	2	34	48	63	33	29	0	0	0	0	0	0	0	209
	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	1	10	28	13	31	25	0	0	0	0	0	0	0	108

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	1	1	1	14	2	1	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Sunday 9/11/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	7	40	8	30	29	0	0	0	0	0	0	0	116

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	7	40	8	30	29	0	0	0	0	0	0	0	116

The number of students identified as retainees:

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

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	36%	62%	55%					63%	61%
ELA Learning Gains	58%							61%	59%
ELA Lowest 25th Percentile	64%							57%	54%
Math Achievement	31%	51%	42%					67%	62%
Math Learning Gains	48%							63%	59%
Math Lowest 25th Percentile	62%							56%	52%
Science Achievement	19%	60%	54%					56%	56%
Social Studies Achievement		68%	59%					80%	78%

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
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	8	60		33	40						
ELL	20	57	64	22	41	59	10				
HSP	35	58	64	29	48	62	19				
FRL	34	57	64	28	48	62	15				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9			9							
ELL	14	30	55	15	21		3				
HSP	23	36	55	19	17		2				
FRL	23	35	50	20	19	55	2				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

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	46
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	8
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	46
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	45
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?

State assessment data indicates a need for improvement in both Math and Science areas. The ELL subgroup also demonstrated poor learning gains in Math compared to the rest of the student population as well as low student achievement in Reading proficiency. Some areas of strength are the lowest 25 percentile group in both Reading and Math. ELA learning gains was also high compared to other areas.

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

According to the 2021 Florida State Assessments, the greatest need for improvement is in Science achievement in the 5th grade. Additionally Math overall achievement as well as Math learning gains amongst the ELL subgroup would greatly impact student achievement.

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

The contributing factor to this need for improvement was the learning loss caused by the COVID-19 pandemic. Poor student attendance also negatively impacted student achievement. New actions that

need to be taken to address this need for improvement are the use of explicit instruction, data-driven small group instruction to remediate, increased focus on math foundational skills including the category number sense and operations, as well as increasing opportunities for students to think critically and problem solve. A Math and Science Liaison in the school site will assist teachers in improving their teaching practices. The school counselor will meet with the attendance clerk, teachers, and parents as needed to monitor student attendance and develop an action plan with families to make attendance a priority.

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

According to the 2022 Florida State Assessments, the greatest improvement was the learning gains in both Reading (from 34% in 2021 to 58% in 2022) and Math (from 18% in 2021 to 48% in 2022).

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

Contributing factor to improvement was the use of progress monitoring during interventions as well as quarterly data chats with teachers to discuss student progress and developed action plans. Intensive after school tutoring programs which included tutoring during holiday breaks also assisted with the increase of student achievement.

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

Strategies that need to be implemented to accelerate learning are incorporating evidence-based instructional practices like explicit instruction, multi-tiered systems of support, small group instruction, data analysis, sharing of best practices, and using instructional coaches to support teachers. Quarterly data chats will also aid in the identifying of student needs for acceleration.

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

Professional development opportunities that will support teachers and leaders are monthly professional learning communities lead by the administrative team, monthly curriculum meetings lead by instructional coaches, quarterly data chats, opening of school trainings, response to intervention trainings which include progress monitoring, and the sharing of best practices that promote student achievement. Teachers and administration will also be able to sign up for additional professional developments as needed through Doral College and the Doral Leadership Institute. The school also has a designated PD Liaison to assist staff with Professional Development needs.

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

School support staff including SPED Specialist, ELL coordinator, Interventionists, and Guidance Counselor will provide students with additional services to reduce achievement gaps. Interventionists will provide students with strategic targeted interventions in Reading and Mathematics. The Guidance Counselor will closely monitor student attendance and will provide guidance and refer services to students and their families. Lastly, the school will continue to offer free tutoring programs 3-4 days a week starting as early as October 2022.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to English Language Learners

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

The results of the Spring 2022 FSA administration of the ELA demonstrated a need for improvement in ELA proficiency for ELL students in grades 3rd through 5th.

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

An increase of 5% percentage points in ELA proficiency in ELL students, from 20% to 25% will be the expected outcome on the administration of the FAST CAI PM3 Reading Administration in 2023.

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

iReady Reading diagnostic assessments during the beginning (AP1), middle (AP2) and end of the school year (AP3) will be monitored to address the area of focus; increase in ELA proficiency. The Florida FAST CAI PM1, PM2, & PM3 results can also be used to progress monitor.

Person responsible for monitoring outcome:

Jaimmie Diaz (jaimmiediaz@dadeschools.net)

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

Small group instruction will be the evidence-based strategy implemented to increase ELA student achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Providing small group instruction to students who are working below grade level will assist in closing the student's achievement gap and accelerate learning.

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.

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

Person Responsible

Jaimmie Diaz (jaimmiediaz@dadeschools.net)

Teachers will review data results of Reading Progress Monitoring Data obtained from iReady and FAST CAI to address the literacy skills needed for each grade level during monthly Professional Learning Community and quarterly data chats.

Person Responsible

Helga Chalas (hchalas@dadeschools.net)

Identify students who scored 2 or more grade levels below (red) on iReady ELA diagnostic 1 at the beginning of the school year (AP1) to participate in Fall Tutoring session 2-4 times per week.

Person Responsible

Jaimmie Diaz (jaimmiediaz@dadeschools.net)

#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.

The results of the Spring 2022 FSA administration of the Math demonstrated a need for improvement in student proficiency in grades 3rd through 5th.

Measurable Outcome:

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

An increase of 5% percentage points in math proficiency, from 31% to 36% will be the expected outcome on the administration of the Florida FAST CAI PM3 Math Administration.

Monitoring:

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

iReady Math diagnostic assessments during the beginning (AP1), middle (AP2) and end of the school year (AP3) will be monitored to address the area of focus; increase in Math proficiency. The Florida FAST CAI Math PM1, PM2, & PM3 results can also be used to progress monitor.

Person responsible for monitoring outcome:

Stephanie Pena (960926@dadeschools.net)

Evidence-based Strategy:

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

Explicit instruction in math foundational skills will be the evidence-based strategy implemented to increase math learning gains.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Explicit instruction provides learners with detailed, specific and systematic teacher-led lessons in math foundational skills in which instruction is explained, demonstrated and modeled.

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.

Teachers will review data results of Math Progress Monitoring Data obtained from iReady and FAST CAI to address the foundational skills needed for each grade level during monthly Professional Learning Community and quarterly data chats.

Person Responsible

Helga Chalas (hchalas@dadeschools.net)

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

Person Responsible

Stephanie Pena (960926@dadeschools.net)

Identify students who scored 2 or more grade levels below (red) on iReady Math diagnostic 1 at the beginning of the school year (AP1) to participate in Fall Tutoring session 2-4 per week.

Person Responsible

Jaimmie Diaz (jaimmiediaz@dadeschools.net)

#3. 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.

Based on the results of the administration of the Spring 2022 FSSA Science, 19% of students earned proficiency demonstrating a critical area of need.

Measurable Outcome:

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

An increase in proficiency of 5% points, from 19% to 24% on the 2022 Spring administration of the FSSA Science is the expected outcome.

Monitoring:

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

The results of periodic administration of Science Topic Assessments will be reviewed during monthly Professional Learning Communities and quarterly data chats.

Person responsible for monitoring outcome:

Helga Chalas (hchalas@dadeschools.net)

Evidence-based Strategy:

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

Students will participate in the science process through the completion and participation of weekly science labs and monthly science projects. Labs and projects will be based on current science benchmark being taught.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Participation and completion of science labs and projects allows learners the opportunity to apply science concepts and problem-solving skills to real-world applications.

Action Steps to Implement

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.

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

Person Responsible

Stephanie Pena (960926@dadeschools.net)

Data analysis and progress monitoring of Science Topic Assessments (5th Grade) and Science Quarterly Assessments (Grades Kinder - 4th) will be disseminated during monthly PLC and quarterly data chats.

Person Responsible

Helga Chalas (hchalas@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Student Attendance**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A total of 7% of our student population during the 2021-2022 school year were chronically absent.

Measurable Outcome:

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

A decrease of at least 2% points of chronically absent students during the 2022-2023 school year will be the expected outcome.

Monitoring:

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

Attendance reports will be monitor on the weekly and monthly basis to prevent students from becoming truant.

Person responsible for monitoring outcome:

Susanne Morales (smorales@materprepacademy.com)

Evidence-based Strategy:

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

Communicate attendance expectations during school community meetings (EESAC, Title 1, Open House...) and provided written documentation (Parent Handbook, Contract, Notices of Attendance...) periodically.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students who attend school regularly have been shown to achieve at higher academic levels than students who do not have regular attendance.

Action Steps to Implement

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.

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

Person Responsible

Susanne Morales (smorales@materprepacademy.com)

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

Person Responsible

Jaimmie Diaz (jaimmiediaz@dadeschools.net)

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

Person Responsible

Helga Chalas (hchalas@dadeschools.net)

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.

Studies show that parental involvement in a child's education increases students' self-esteem and academic progress. Mater Preparatory Academy's school community has developed a formal volunteer organization composed of parents, teachers, staff and community helpers that facilitates parental participation and is titled

Family Involvement Starts Here (FISH). As a FISH member, volunteers will be able to get involved in school events, be liaisons between the school and the community, and be advocates for our school organization. FISH members enrich the educational experience and overall wellbeing for all of our students.

In addition, the school utilizes a variety of partnership with local and community programs such as MDCPS Parent Academy and Amigos for Kids to support the school and students achievement. The Parent Academy and Amigos for Kids provide monthly parent workshops addressing the needs of the school community with topics such as "Information on State Assessments" and "Family Building Better Readers". Amigos for Kids provides opportunities for our students to be involved in team building activities and support families of need with resources needed.

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

The school's community involvement specialist promotes a positive culture and environment by consistently communicating with parents/guardian and addressing questions and concerns. Informational meetings are offered in person and on Zoom on a monthly basis. Topics of discussion include school events, volunteer opportunities, fundraisers and others.

The Parent Academy and Amigos for Kids provide monthly parent workshops addressing the needs of the school community with topics such as "Information on State Assessments" and "Family Building Better Readers".

Instructional and support staff promote a growth mindset and college-bound methodology within their academic curricula. Students are taught to view mistakes as a learning opportunity and a chance to improve academically with the ultimate goal of obtaining a college degree.