

Miami-Dade County Public Schools

Imater Academy



2022-23 Schoolwide Improvement Plan

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Imater Academy

600 W 20TH ST, Hialeah, FL 33010

[no web address on file]

Demographics

Principal: Elizabeth Poveda

Start Date for this Principal: 9/27/2022

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)	93%
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 (53%) 2018-19: B (60%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Imater Academy

600 W 20TH ST, Hialeah, FL 33010

[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)
Elementary School KG-5	Yes	93%
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	C		B	B

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 iMater Elementary is to develop the intellectual and social skills of its students by facilitating a rigorous curriculum, which integrates technology and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in elementary in order to produce lifelong learning.

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 and skills necessary to achieve meaningful and productive lives as members of the global society. iMater is a collaborative teaching and learning environment that encourages students to develop meaningful interactions using technology integrated throughout the curriculum.

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
Poveda, Elizabeth	Principal	
Rodriguez, Elaine	Assistant Principal	
Hernandez, Patricia	Instructional Coach	
Crespo, Yamile	Teacher, K-12	
Eisenhart, Meghan	Teacher, K-12	
Cordoves, Stephanie	Teacher, K-12	
Reigadas, Maria	Teacher, K-12	
Chavez, Jenivielle	Teacher, K-12	
Cosano, Leslie	Teacher, K-12	
Parodi, Rosanna	Teacher, K-12	

Demographic Information

Principal start date

Tuesday 9/27/2022, Elizabeth Poveda

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.*

8

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.*

31

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

657

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

10

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	101	100	105	124	104	123	0	0	0	0	0	0	0	657
Attendance below 90 percent	1	1	1	4	0	0	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	1	1	0	0	6	0	0	0	0	0	0	0	8
Course failure in Math	0	1	1	0	0	5	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	23	26	15	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	30	32	0	0	0	0	0	0	0	79
Number of students with a substantial reading deficiency	0	0	0	34	54	31	0	0	0	0	0	0	0	119

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	1	1	17	26	15	0	0	0	0	0	0	0	60

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	2	2	1	21	0	6	0	0	0	0	0	0	0	32
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

Tuesday 9/27/2022

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	84	96	122	109	118	106	0	0	0	0	0	0	0	635
Attendance below 90 percent	1	0	4	0	0	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	1	0	3	2	5	0	0	0	0	0	0	0	12
Course failure in Math	1	1	0	3	2	5	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	22	27	14	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	36	35	42	0	0	0	0	0	0	0	113
Number of students with a substantial reading deficiency	0	7	1	22	27	14	0	0	0	0	0	0	0	71

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	9	19	2	42	25	0	0	0	0	0	0	0	97

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	1	0	0	2	5	0	0	0	0	0	0	0	9
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	84	96	122	109	118	106	0	0	0	0	0	0	0	635
Attendance below 90 percent	1	0	4	0	0	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	1	0	3	2	5	0	0	0	0	0	0	0	12
Course failure in Math	1	1	0	3	2	5	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	22	27	14	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	36	35	42	0	0	0	0	0	0	0	113
Number of students with a substantial reading deficiency	0	7	1	22	27	14	0	0	0	0	0	0	0	71

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	9	19	2	42	25	0	0	0	0	0	0	0	97

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	1	0	0	2	5	0	0	0	0	0	0	0	9
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	58%	62%	56%				67%	62%	57%
ELA Learning Gains	60%						62%	62%	58%
ELA Lowest 25th Percentile	53%						55%	58%	53%
Math Achievement	57%	58%	50%				65%	69%	63%
Math Learning Gains	53%						62%	66%	62%
Math Lowest 25th Percentile	35%						51%	55%	51%
Science Achievement	54%	64%	59%				55%	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	69%	60%	9%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-69%				
05	2022					
	2019	66%	60%	6%	56%	10%
Cohort Comparison		-60%				

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	69%	67%	2%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	58%	69%	-11%	64%	-6%
Cohort Comparison		-69%				
05	2022					
	2019	62%	65%	-3%	60%	2%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	53%	1%	53%	1%
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	32	54	50	29	54	38	36				
ELL	55	56	39	55	50	31	54				
HSP	57	60	53	56	52	36	53				
FRL	57	60	54	56	52	34	52				
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	17	30		10							
ELL	59	67	78	45	12	7	40				
HSP	59	61	73	44	22	7	45				
FRL	59	61	73	45	22	7	47				
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	32	58	47	25	42	43					
ELL	63	69	58	62	61	55	56				
HSP	66	62	55	65	62	50	56				
FRL	66	62	55	65	63	51	56				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	
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	54
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data reflects low performance within the Informational Text portion of the Reading concepts across the grade level in iReady Diagnostic. In iReady AP3 from the 2021-2022 school year, 36% of our students tested below grade level. Additionally, in iReady AP1 from the current 2022-2023 school year, 58% of our students tested below grade level.

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

iReady Diagnostic (AP3) demonstrate Reading as the greatest need for improvement. Specifically in the area of Informational Text.

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 major contributing factor was due to the global pandemic. In addition, many of our students are English Speakers of Other Languages. Students in Tier II and Tier III will receive rigorous interventions during the school day to close learning gaps. Additionally, students will receive after school and Saturday tutoring to help close achievement gap.

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

iReady Diagnostic (AP3) demonstrates an increase of 11% in the sub category of High Frequency Words. In iReady AP1 we had 78% proficiency and in iReady AP3 we had 89% proficiency.

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

A contributing factor is based on the students having an entire year back brick and mortar instruction. This allowed our students to be provided with interventions throughout the school day as well as face to face interaction with their teachers.

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

iMater Academy will continue to provide educational resources to our teachers as well as professional development opportunities.

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.

iMater Academy will and has been providing iReady Training, Reading Instructional Strategies Training, SuccessMaker Training, and modeling of lessons when needed.

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

iMater Academy will continue to provide push in and pull out interventions to help close the achievement gap. Also, we will provided before/after and Saturday school tutoring for students.

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.

iMater Academy's goal is to improve and increase student achievement in the area of Reading, focusing in Informational Text.

Students are not adequately prepared to dependently determine information about a subject provided within the given text by using the appropriate ELA strategies.

Measurable Outcome:

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

iMater Academy plans to improve student performance in the area of informational text using at or above grade level material. We plan to implement a variety of ELA strategies that will help students accurately determine the central idea of the given text.

Monitoring:

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

Instructional personnel will monitor weekly assessments formal and informal. Assessments include Unit Assessments, iReady Diagnostic, and SuccessMaker. Additionally, administration will conduct monthly data chats with the teachers to ensure adequate progress is being made.

Person responsible for monitoring outcome:

Patricia Hernandez (phernandez3@dadeschools.net)

Evidence-based Strategy:

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

Teachers will attend various Professional Developments relating to improving rigorous instruction within the Reading classroom. Classroom instruction will be centered around differentiated Instruction in order to close academic gaps and meet student needs on a more individualized setting.

Rationale for Evidence-based Strategy:

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

Teachers require additional assistance implementing adequate lessons that are grade level appropriate involving understanding and applying ELA strategies and concepts.

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

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 recognizes the many efforts their instructional staff takes part in to ensure teacher retention while fostering a welcoming environment. All first and second year teachers are inducted into the iMater Academy Mentoring Program. This program provides collaboration between new teachers and veteran teachers. The iMater Academy Social Committee provides additional opportunities for teachers across grade levels to socially collaborate. Additionally, the administrative team hosts monthly motivational reinforcements for teachers to help boost morale and build a positive relationship amongst the teachers and administration.

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

iMater Academy plans to continue to offer our parents and families opportunities for engagement both virtually and through brick and mortar settings. Parents and guardians will be offered various resources and engagement opportunities in order to be an essential component in their child's academic achievements.