

Miami-Dade County Public Schools

Imater Academy Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Imater Academy Middle School

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Santalo, Teresa	Principal	The Principal's job is to lead teachers and staff, set goals, and ensure students meet their learning objectives.
Reyes, Esther	Assistant Principal	The Assistant Principal's job is to assist in the overall administration of instructional programs and campus-level operations.
Pino, Jennifer	Assistant Principal	The Assistant Principal's job is to assist in the overall administration of instructional programs and campus-level operations.
Miguelez, Alicia	Assistant Principal	The Assistant Principal's job is to assist 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	Other	The role of our Athletics Director is to supervise and coordinate the athletic events and oversee all aspects of the athletic program.
Sanchez, Elisa	Other	The role of the Activities Director is to design, implement, and supervise extracurricular programs and activities within the school.
Garcia, Densie	Other	The role of the Program Specialist is to assist in planning, development, and implementation of the special education program.
Novoa, Stephanie	Other	The role of our English Language Arts Department Chair 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	Other	The role of our Reading Department Chair 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	Other	The role of our Mathematics Department Chair 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	Other	The role of our Science Department Chair 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.

Name	Position Title	Job Duties and Responsibilities
Robinson, Patricia	Other	The role of our Social Science Department Chair 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.
Valdes, Carmen	Other	The role of our Electives Department Chair 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The principal met with the school's Leadership Team as well as parents and students. The team purposefully engaged in reflective feedback on the creation and application of specific action steps aimed at achieving improved instructional practices.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students. Through our quarterly EESAC meetings our EESAC will review and analyze current data, reflect on the implementation of specific action steps, and identify remaining specific action steps necessary to fulfill the areas of focus aligned to the measurable outcome.

A Mid-Year Reflection as well as an End-of-Year Reflection will be conducted to determine if measurable outcomes were met for each area of focus or if additional action steps are needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	89%
Charter School	Yes
RAISE School	No

ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	22	44	66	
One or more suspensions	0	0	0	0	0	0	0	6	8	14	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	0	1	
Course failure in Math	0	0	0	0	0	0	0	22	2	24	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	50	51	101	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	74	146	220	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	50	51	101	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	48	108	156

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	22	44	37	103	
One or more suspensions	0	0	0	0	0	0	6	8	3	17	
Course failure in ELA	0	0	0	0	0	0	1	0	3	4	
Course failure in Math	0	0	0	0	0	0	22	2	3	27	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	51	63	164	
Level 1 on statewide Math assessment	0	0	0	0	0	0	74	146	93	313	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	50	51	63	164	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	48	108	77	233	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	22	44	37	103	
One or more suspensions	0	0	0	0	0	0	6	8	3	17	
Course failure in ELA	0	0	0	0	0	0	1	0	3	4	
Course failure in Math	0	0	0	0	0	0	22	2	3	27	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	51	63	164	
Level 1 on statewide Math assessment	0	0	0	0	0	0	74	146	93	313	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	50	51	63	164	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	48	108	77	233

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	57	56	49	54	55	50	53		
ELA Learning Gains				51			50		
ELA Lowest 25th Percentile				48			40		
Math Achievement*	60	60	56	52	43	36	43		
Math Learning Gains				60			26		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				59			25		
Science Achievement*	55	55	49	45	54	53	44		
Social Studies Achievement*	77	72	68	80	64	58	65		
Middle School Acceleration	88	74	73	82	56	49	72		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	61	50	40	75	77	76	75		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	10
Percent Tested	100

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	2	
ELL	56			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT				
FRL	66			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	51			
AMI				
ASN				
BLK	49			
HSP	61			
MUL				
PAC				
WHT				
FRL	60			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	57			60			55	77	88			61
SWD	29			31			26	47			4	
ELL	45			47			29	70	82		6	61
AMI												
ASN												
BLK												
HSP	57			60			55	77	88		6	61
MUL												
PAC												
WHT												
FRL	57			61			56	76	89		6	59

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	54	51	48	52	60	59	45	80	82			75
SWD	24	34	35	28	59	60	15	41				
ELL	41	48	50	35	52	55	18	61	73			75
AMI												
ASN												
BLK	33	45		58	60							
HSP	54	51	48	52	60	59	45	80	83			75
MUL												
PAC												
WHT												
FRL	53	52	49	52	60	60	43	79	81			75

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	50	40	43	26	25	44	65	72			75
SWD	24	40	29	14	16	20	14	50				
ELL	42	45	41	38	26	25	27	60	66			75
AMI												
ASN												
BLK												
HSP	53	51	40	43	26	26	44	66	72			74
MUL												
PAC												
WHT												
FRL	53	50	40	42	26	25	44	64	72			75

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	50%	50%	0%	47%	3%
08	2023 - Spring	53%	51%	2%	47%	6%
06	2023 - Spring	45%	50%	-5%	47%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	58%	-5%	54%	-1%
07	2023 - Spring	64%	48%	16%	48%	16%
08	2023 - Spring	47%	59%	-12%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	35%	40%	-5%	44%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	56%	26%	50%	32%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	52%	36%	48%	40%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	65%	4%	63%	6%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	68%	5%	66%	7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component with the lowest performance was our 6th grade in the FAST ELA. A contributing factor to this grade level's decline was teacher turnover.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component with the greatest decline from the prior year was our 7th grade in the FAST ELA. A contributing factor was teacher turnover with lack of experience and training.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was 8th grade in the FAST Mathematics. A contributing factor to this grade level's gap compared to the state was a lack of foundational skills.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component showing the most improvement coincidentally was our 8th grade in the FAST Mathematics. This was accomplished by placing experienced/veteran teachers with these students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the Early Warning Signs data a potential area of concern was the number of students failing a mathematics course in the 6th grade.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Reading is our highest priority this school year. Reading is a fundamental skill required across all subject areas and essential for student success.
2. School climate is another priority for this school year. We hope to develop and articulate a shared vision. Our plan is to train teachers and staff to implement effective strategies and programs through professional development.
3. A third priority is a focus on our influx of our English Language Learners. Our goal is to provide educational equity and opportunities for these students to learn and thrive both inside and outside the classroom.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2023-24 school year brought the highest number of teacher turnover as compared to previous years.

Measurable Outcome:

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

Of the 34 current teachers we hope to retain a minimum of 85% (not losing more than 5 teachers).

Monitoring:

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

In addition to our yearly Climate Survey (mid-way through the school year) a Faculty Commitment Form (at the end of the third quarter) will also be provided where teachers can indicate preferences for the coming school year, concerns, and any areas for improvement.

Person responsible for monitoring outcome:

Teresa Santalo (tsantalo@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Building staff morale in schools has a positive impact on school improvement. Building professional development opportunities, recognizing teacher contributions, and promoting a supportive work environment can contribute to overall school improvement and school success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Positive staff morale correlates with improved student achievement and teacher retention.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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 ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A review of our school's performance data showed a decrease in Reading and English Language Arts proficiency scores and is therefore a crucial area of needed improvement.

Measurable Outcome:

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

Student performance on the Spring 2024 State Assessments will increase by 10 percentage points on the FAST ELA Assessment.

Monitoring:

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

Students will be monitored throughout the school year using data from the FAST Assessments PM1 and PM2 and iReady Diagnostic Assessments.

Person responsible for monitoring outcome:

Esther Reyes (ereyes@imater.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using strategies such as differentiated instruction and personalizing our tutoring program, we plan to improve and increase reading scores across all grade levels.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reading is fundamental and necessary for success across all subject areas. Each student has unique and specific needs and differentiating instruction will allow teachers to target instruction in the classroom.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data reviewed, prioritizing students with disabilities in our school improvement plan is vital to address learning gaps and promote inclusive education.

Measurable Outcome:

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

Our school plans to improve the average reading proficiency score for students with disabilities by at least one grade level, based on iReady scores, by the end of the 2023-2024 school year.

Monitoring:

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

Students will be assessed three times during the 2023-2024 school year.

Person responsible for monitoring outcome:

Densie Garcia (dgarcia@imater.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are implementing a structured, evidence-based intervention called "Response to Intervention (RTI)" for students with disabilities. RTI includes targeted instructional strategies, progress monitoring, and tiered support to address individual learning needs and improve academic outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

RTI is supported by research and data analysis to ensure its effectiveness.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

iMater Academy Middle School ensures resources align with student needs through data analysis, assessing individual learning requirements, developing personalized education plans, and allocating funding accordingly. Regular reviews and flexibility in resource allocation help adapt to changing student needs, fostering equitable learning opportunities.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

iMater's school improvement plan will be disseminated in various ways. A copy of our SIP is available in our Parent Resource Center (located in our main office), shared with our stakeholders quarterly during our EESAC meetings, and posted on our school's website www.imater.org.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

iMater plans to build a positive relationship with parents, family, and community stakeholders through regular communication, Open Houses, parent/teacher conferences, workshops, and involving them in school activities. This helps fulfill the school's mission by fostering collaboration, understanding student needs, and keeping parents informed about their child's progress and school happenings.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

iMater plans to strengthen its academic program by implementing a combination of strategies. This includes incorporating research-based teaching methods, updating curriculum materials, and providing professional development for teachers to enhance instructional techniques. Additionally, iMater aims to extend learning time through after-school programs, tutoring, and optional enrichment activities. To provide an enriched and accelerated curriculum the school will offer advanced classes, honors programs, and opportunities for students to engage in project-based learning and independent research projects. This comprehensive approach seek to ensure students have access to high-quality education and are challenged to reach their full potential.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

iMater offers counseling, mental health support, specialized services, mentoring, and skill-building workshops to ensure students' holistic development beyond academics.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

iMater prepares students for postsecondary opportunities through career and technical education programs, expanding access to dual-credit coursework and fostering awareness of workforce pathways.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

iMater employs a tiered model to prevent behavior problems, aligning with IDEA services for inclusive early interventions and support, fostering a comprehensive and responsive approach to student needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

iMater conducts ongoing professional learning for educators, paraprofessionals, and staff, focusing on instruction enhancement and data-driven assessment and utilization. Strategies are employed to recruit and retain effective teachers especially in high-need subjects.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A