Imater Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Imater Academy

600 W 20TH ST, Hialeah, FL 33010

[no web address on file]

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.

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, 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
Poveda, Elizabeth	Principal	
Rodriguez, Elaine	Assistant Principal	
Hernandez, Patricia	Instructional Coach	
Guerrero, Isis	Staffing Specialist	
Crespo, Yamile	Teacher, K-12	
Lake, Jolyn	Teacher, K-12	
Cordoves, Stephanie	Teacher, K-12	
Chavez, Jenivielle	Teacher, K-12	
Cosano, Leslie	Teacher, K-12	
Parodi, Rosanna	Teacher, K-12	
Rabelo, Gabrielle	School Counselor	

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.

All stakeholders are involved in the development and implementation of our School Improvement Plan, our faculty and staff members take part in our monthly faculty and data meetings. In addition, our

community stakeholders, parents and students, along with our faculty and staff attend our quarterly EESAC Meetings where we review our school wide data and school improvement plan.

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 is regularly monitored for effective implementation and impact during our data and EESAC meetings, in these meetings we discuss ways the strategies and their impact on our goals and adjustments are made if necessary.

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)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
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	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	3	6	9	1	2	0	0	0	21
Course failure in Math	0	3	6	9	1	2	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	28	25	38	0	0	0	91
Level 1 on statewide Math assessment	0	0	0	31	24	47	0	0	0	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	6	9	1	2	0	0	0	21

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	3	6	9	39	8	23	0	0	0	88

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	3	6	9	1	2	0	0	0	21
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	1	1	1	4	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	1	1	0	0	6	0	0	0	8
Course failure in Math	0	1	1	0	0	5	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	23	26	15	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	17	30	32	0	0	0	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	34	54	31	0	0	0	119

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	1	1	17	26	15	0	0	0	60

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	1	21	0	6	0	0	0	32
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	1	1	1	4	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	1	1	0	0	6	0	0	0	8
Course failure in Math	0	1	1	0	0	5	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	23	26	15	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	17	30	32	0	0	0	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	34	54	31	0	0	0	119

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	1	1	17	26	15	0	0	0	60

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	1	21	0	6	0	0	0	32
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*	52	60	53	58	62	56	59		
ELA Learning Gains				60			62		
ELA Lowest 25th Percentile				53			73		
Math Achievement*	49	66	59	57	58	50	45		
Math Learning Gains				53			24		
Math Lowest 25th Percentile				35			7		
Science Achievement*	49	58	54	54	64	59	45		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	65	63	59	67			55		

* 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)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	269
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	8
Percent Tested	100
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	25	Yes	1	1
ELL	52			
AMI				
ASN				
BLK				
HSP	54			
MUL				
PAC				
WHT				
FRL	54			

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	44			
ELL	51			
AMI				
ASN				
BLK				
HSP	54			

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%
MUL				
PAC				
WHT				
FRL	54			

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	52			49			49					65
SWD	14			19			11				4	55
ELL	49			49			46				5	65
AMI												
ASN												
BLK												
HSP	52			49			49				5	64
MUL												
PAC												
WHT												
FRL	52			49			51				5	65

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	58	60	53	57	53	35	54					67
SWD	32	54	50	29	54	38	36					57
ELL	55	56	39	55	50	31	54					67
AMI												
ASN												

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
BLK												
HSP	57	60	53	56	52	36	53					68
MUL												
PAC												
WHT												
FRL	57	60	54	56	52	34	52					68

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	59	62	73	45	24	7	45					55
SWD	17	30		10	0		0					50
ELL	59	67	78	45	12	7	40					55
AMI												
ASN												
BLK												
HSP	59	61	73	44	22	7	45					55
MUL												
PAC												
WHT												
FRL	59	61	73	45	22	7	47					55

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
05	2023 - Spring	47%	56%	-9%	54%	-7%
04	2023 - Spring	58%	58%	0%	58%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	52%	-4%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	63%	-8%	59%	-4%
04	2023 - Spring	56%	64%	-8%	61%	-5%
05	2023 - Spring	37%	58%	-21%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	50%	-4%	51%	-5%

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.

In reading, our data indicated that lowest performance was in vocabulary. In AP1, our results were 31% at or above grade level, and in AP3, there was an increase to 68% at or above grade level. In math, our data indicated that our lowest performance was in geometry. In AP1, our results concluded a 22% at or above grade level; in AP3, there was an increase to 54% at or above grade level.

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

The data component showed that geometry in math had the most significant decline from the 2021-2022 school year. In the school year of 2021-2022, our AP3 had a result of 58% at or above grade level compared to last year's data, demonstrating a decline in AP3 with 54% at or above grade level. The major contributing factor was that many of our students are English Speakers of Other Languages. Tier II and Tier III students will receive rigorous interventions to close the learning gaps during the school day.

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.

Overall, when compared to the state average our school's average is similar. In grades 3-5 Reading our school average in FAST testing is 56% at or above and the state is at 50%. In Math FAST testing our school is 53% at or above and the state had a 56%.

The trends remain the same overall.

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

The data reflects that our student demonstrated the most improvement in phonics in reading. A contributing factor was based on focusing only for four weeks on phonics during iReady lessons.

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

The data reflects low performance in geometry in math and vocabulary in reading.

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

As a result of the 2022-2023 data, our highest priority for the 2023–2024-year school improvement plan is to improve our outcomes in vocabulary in reading and geometry in math.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 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.

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

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 meaning of unknown words.

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, FAST testing, 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 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.)

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 to meet student needs on a more individualized setting.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

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 1 - Strong Evidence

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 Math

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.

iMater Academy's goal is to improve and increase student achievement in the area of Math, focusing in Geometry.

Students are not adequately prepared to dependently determine information about a subject provided within the given text by using the appropriate Math 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 geometry using at or above grade level material. We plan to implement a variety of Math strategies that will help students accurately apply the math application.

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, FAST testing, IXL, and SuccessMaker. Additionally, administration will conduct monthly data chats with the teachers to ensure adequate progress is being made.

Person responsible for monitoring outcome:

Leslie Cosano (952127@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.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

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 1 - Strong Evidence

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. Positive Culture and Environment specifically relating to Early Warning System

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.

iMater Academy recognizes the barriers are students face. Being a Title 1 School, many of our families maintain two jobs and have English as a second language. Parents have a difficult time understanding their child's home learning and are unable to assist them completing their assignments at home.

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

iMater Academy will provide parents with documentation in various languages. Additionally, in Math all parents will receive a Family Letter in their native language explaining what the students will be learning for the week. Also, the school will provide Parent/Teacher Conference dates to ensure all parents are informed of their child's progress and provided with resources on how they may assist their child at home.

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

Teachers will maintain parent communication log.

Person responsible for monitoring outcome:

Elaine Rodriguez (elainerodriguez2@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.)

In order for students to be successful, the communication between the school and home is imperative. Teacher's will be provided with any information or resources to disseminate to parents.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Parents require assistance in their native language to be able to assist their child at home.

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 1 - Strong Evidence

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

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.

During our quarterly EESAC meetings with school stakeholders, the SIP information is provided to the parents, teachers, students and community members. All information on the budget is disseminated to all stakeholders. Additionally, various meetings throughout the school year are held that provide information to all our stakeholders regarding the SIP such as the New Student Orientation, Open House and the Title 1 Annual Parent Meeting. During all informational meetings, translation services are available to all parents.

School website: www.imaterelementary.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))

Parent involvement is key to a child's success and iMater Academy ensures to consistently and timely provide all stakeholders information throughout the school year. Monthly calendars are provided every month with all activities happening at the school. Additionally, a variety of parent meetings and activities are held monthly to ensure all parents are provided resources and opportunities to take part in their child's education. Social media platforms and iMater Academy's website provide daily updates to all parents as well.

School website: www.imaterelementary.org

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)

Push in and pull out interventions will be provided daily to students in the RTI/MTSS program. Students will be receiving before school, after school and Saturday tutoring for Reading/Math. Additionally, students have an opportunity to be a part of the gifted program at iMater Academy.

All teachers will be provided with professional development to help strengthen any gaps in instruction and ensure all our teachers are using the most up to date strategies. All students are provided an electronic device to use in school and all classrooms have Clear Touch screens installed with up to date resources and programs available.

Our Area of Focus for this school year is Geometry in Math and Vocabulary in the area of Reading. All teachers will have monthly data chats to review student progress and receive assistance from the curriculum coaches to help provide high quality instruction in the classroom.

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))

Our plan is developed in conjunction with the Upstart Program. As a school, we ensure any displaced student is provided with resources available to ensure we assist in meeting all their needs.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA				$25,552.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100-Basic (FEFP K-12)	390- Other Purchased Services	5384 - Imater Academy	Title, I Part A		$25,552.00
			Notes: i-Ready along with the curriculum specialist will provide Professional Development training for teachers to integrate the iReady program for Diagnostic Assessments, Progress Monitoring and Tier III Data.			
2	III.B.	Area of Focus: Instructional Practice: Math				$16,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	1382-Computer Software	690 - Computer Software	5384 - Imater Academy	Title, I Part A		$16,800.00
			Notes: The computer based program "Success Maker" has been purchased to help provide additional support to students in the Reading and Math area. The program will also provide data for teachers to help align their instruction with the needs of the students.			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
					Total:	$42,352.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No