

Miami-Dade County Public Schools

Mater Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Mater Academy

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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 loving, caring, and supportive educational environment that furthers a philosophy of respect and high expectations for all students, parents, faculty, and staff.

Provide the school's vision statement.

The vision of Mater Academy is to create a safe, nurturing and stimulating environment.

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
Morales, Chantel	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of schools staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Rafael, Christina	Assistant Principal	Provides guidance on K - 1st grade reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.
Prado, Jeanette	Assistant Principal	Provides guidance on 2nd-5th grade reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.
Suarez, Deneb	Instructional Coach	Develop, lead, and evaluate school core content standards/programs; identify and analyze existing curriculum on scientifically based curriculum/ behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidenced- based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Miranda , Maite	Instructional Coach	Develop, lead, and evaluate school core content standards/programs; identify and analyze existing curriculum on scientifically based curriculum/ behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidenced- based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Martinez, Janette	ELL Compliance Specialist	Coordinates the school's program for ESL students; Collaborates with district staff and outside personnel to provide educational opportunities for ESL and Migrant student; Implements procedures and coordinates the process to identify ELL students at all grade levels schoolwide, including review of student data

Name	Position Title	Job Duties and Responsibilities
		and testing of students. Consults with parents, administrators, counselors, teachers, and other relevant individuals regarding ESL students; In addition, the ESL Program Coordinator plans and conducts parent meetings, including parent advisory committee meetings.
Mendez, Lauren	School Counselor	Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success. Counselors are responsible to comply and implement the School's Mental Health Plan.
Hernandez , Victoria	School Counselor	Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success. Counselors are responsible to comply and implement the School's Mental Health Plan.

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 School first reaches out to stakeholders through various channels, such as emails, newsletters, and meetings, to inform them about the SIP development process, its goals, and the importance of their input.

The School then organizes regular meetings and workshops that involve stakeholders such as EESAC Meetings, Grade Level Meetings, and monthly Faculty Meetings. The School also uses surveys and feedback mechanisms to gather input from stakeholders. Online surveys or platforms are used to collect quantitative and qualitative data on various aspects of the school.

Once the input is collected, the school leadership team and designated stakeholders analyze and synthesize the data. Identify common themes, priorities, and areas needing improvement based on the feedback received.

With insights from stakeholders, the School aligns the plan with the identified priorities, incorporating specific strategies, goals, timelines, and allocated resources.

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))

Before finalizing the SIP, the SIP team shares draft among stakeholders for their validation and feedback. This ensures that their voices have been heard and their input has been incorporated. As the SIP is put into action, continue involving stakeholders in monitoring progress and making adjustments as needed. Regular check-ins, progress reports, and feedback loops help maintain transparency and accountability.

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	92%
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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	

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	0	0	

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	0	
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	3	7	3	3	10	6	0	0	0	32	
One or more suspensions	1	0	1	0	1	4	0	0	0	7	
Course failure in ELA	1	4	3	9	4	0	0	0	0	21	
Course failure in Math	0	0	1	0	5	5	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	27	31	15	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	8	38	31	0	0	0	77	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	4	13	24	37	0	0	0	79	

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	4	0	5	16	34	42	0	0	0	101

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	5	8	0	1	0	0	0	19
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	3	7	3	3	10	6	0	0	0	32	
One or more suspensions	1	0	1	0	1	4	0	0	0	7	
Course failure in ELA	1	4	3	9	4	0	0	0	0	21	
Course failure in Math	0	0	1	0	5	5	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	27	31	15	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	8	38	31	0	0	0	77	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	4	13	24	37	0	0	0	79	

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	4	0	5	16	34	42	0	0	0	101

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	5	8	0	1	0	0	0	19
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*	62	60	53	70	62	56	61		
ELA Learning Gains				72			52		
ELA Lowest 25th Percentile				56			43		
Math Achievement*	64	66	59	71	58	50	53		
Math Learning Gains				67			24		
Math Lowest 25th Percentile				59			29		
Science Achievement*	56	58	54	62	64	59	38		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	66	63	59	60			58		

* 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	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	517
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	2	1
ELL	62			
AMI				
ASN				
BLK				
HSP	63			
MUL				
PAC				
WHT				
FRL	63			

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	38	Yes	1	
ELL	63			
AMI				
ASN				
BLK				
HSP	65			

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	64			

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	62			64			56					66
SWD	24			26			10				5	48
ELL	62			65			53				5	66
AMI												
ASN												
BLK												
HSP	61			64			56				5	67
MUL												
PAC												
WHT												
FRL	62			64			56				5	67

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	70	72	56	71	67	59	62					60
SWD	31	49	38	27	43	44	13					60
ELL	71	70	54	72	63	59	54					60
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	70	72	57	72	66	59	63					61
MUL												
PAC												
WHT												
FRL	70	71	52	72	66	59	63					61

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	61	52	43	53	24	29	38					58
SWD	33	50	42	27	31	30	25					44
ELL	61	51	52	51	33	35	35					58
AMI												
ASN												
BLK												
HSP	61	52	43	54	24	28	39					58
MUL												
PAC												
WHT												
FRL	61	51	40	52	24	28	38					57

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	60%	56%	4%	54%	6%
04	2023 - Spring	59%	58%	1%	58%	1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	52%	7%	50%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	75%	63%	12%	59%	16%
04	2023 - Spring	69%	64%	5%	61%	8%
05	2023 - Spring	55%	58%	-3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	50%	1%	51%	0%

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 area of greatest need of improvement is ELA. One contributing factor was the transition to computer-based testing. Moving from traditional paper-based testing to computer-based testing can be challenging for students who are not familiar with using computers for academic purposes.

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

The area of greatest need of improvement is ELA in grade 3. The School had a decline from 67% in the 2022 State Assessment to 69% in the 2022 State Assessment.

Additionally to the factors listed above, the state assessment was a new test which also contributed to a lower performance. The lack of familiarity lead to difficulty in preparing effectively.

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 School performed at or above the State average in all grade levels and subjects.

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

The data component with the greatest gap when compared to the state average was Grade 3 Math. The School's Grade 3 Math average was a 74% and the State average was 59%. The factors that contributed to this gap was the implementation of co-teaching and after-school tutoring. Co-teaching allowed for differentiated instruction tailored to various learning styles and abilities. After-school tutoring provided students with additional time and focused attention outside regular classroom hours.

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

One area of concern is the percentage of chronically absent students.

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

1. Decrease the percentage of chronically absent students.
2. Increase the achievement of the lowest 25th percentile in ELA.
3. Increase the achievement of the lowest 25th percentile 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.

After an analysis of the 2022 school wide data, a decrease of 8% was identified on the FSA ELA Grade 3 and Grade 4 assessment.

Measurable Outcome:

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

The School plans to increase the achievement of the school's ELA average by at least 10%.

Monitoring:

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

School leadership team will identify students in grades 3-5 who scored a level 1 or 2 on the 2022 FAST ELA. These students will be selected to participate in daily interventions and/or after-school tutoring. Their ELA achievement will be monitored using their quarterly data, iReady Diagnostic Assessments, and state assessments.

Person responsible for monitoring outcome:

Deneb Suarez (dsuarez@mater elementary.com)

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.)

The evidence based strategy that will be implemented is increased interventions in the area of ELA. Students in grades 3-5 who scored a level 1 or level 2 on the 2022 ELA FAST, or who were retained will be participating in daily ELA interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research indicates that that students struggling with ELA may benefit from early interventions aimed at improving their ELA ability and ultimately preventing subsequent failure.

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.

1. School leadership team will identify students in grades 3-5 who scored a level 1 or 2 on the 2022 FAST ELA.
2. Implement daily interventions specifically targeting the lowest standards based on the 2022 FAST ELA.
3. Implement weekly after school tutoring focusing on ELA strategies.

Person Responsible: Deneb Suarez (dsuarez@mater elementary.com)

By When: September 2023

#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.

After analyzing the 2022-2023 FAST results, we determined that our school-wide Math achievement average will increase by at least 10%.

Measurable Outcome:

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

The School plans to increase the achievement of the school's Math average by at least 10%.

Monitoring:

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

School leadership team will identify students in grades 3-5 who scored a level 1 or 2 on the 2022 FAST Math. These students will be selected to participate in daily interventions and/or after-school tutoring. Their Math achievement will be monitored using their quarterly data, iReady Diagnostic Assessments, and state assessments.

Person responsible for monitoring outcome:

Maite Miranda (mmiranda@mater elementary.com)

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.)

The evidence based strategy that will be implemented is increased interventions in the area of Math. Students in grades 3-5 who scored a level 1 or level 2 on the 2022 Math FAST, or who were retained will be participating in Math interventions, at a minimum of 3 times a week.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research indicates that that students struggling with Math may benefit from early interventions aimed at improving their Math ability and ultimately preventing subsequent failure.

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.

1. School leadership team will identify students in grades 3-5 who scored a level 1 or 2 on the 2022 FAST Math.
2. Implement daily interventions specifically targeting the lowest standards based on the 2022 FAST Math.
3. Implement weekly after school tutoring focusing on Math strategies.

Person Responsible: Maite Miranda (mmiranda@mater elementary.com)

By When: September 2023

#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.

Decreasing the number of students who are chronically absent. After analyzing our 2022-2023 school wide data, we noticed a high percentage of students who were chronically absent.

Measurable Outcome:

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

Decrease the percentage of chronically absent students by at least 3 percentage points.

Monitoring:

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

The school's Guidance Counselor will monitor student attendance bi-weekly.

Person responsible for monitoring outcome:

Lauren Mendez (lmendez@mater elementary.com)

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.)

Communicate attendance expectations to parents, create Attendance/Truancy team, and create an Early Intervention Program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

1. Provide Parent/Student Handbook to parents, which explains the attendance expectations.
2. Discuss attendance expectations at Open House events.
3. Leadership team will identify students who are chronically absent.
4. Guidance Counselor will monitor attendance daily.
5. Guidance Counselor will maintain communication with parents or guardians of chronically absent students.

Person Responsible: Lauren Mendez (lmendez@mater elementary.com)

By When: Identify students and notify parents by August 2023. Monitoring attendance- daily. Maintain communication with parents- weekly.

#4. 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.

According to the data from the 2022-2023 FSA results, the subgroup Students with Disabilities (SWD) has been identified as a need for the data reviewed. Students showed a decrease in ELA and Math.

Measurable Outcome:

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

The School plans to increase the achievement of the school's ELA/ Math average by at least 10%.

Monitoring:

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

The Administrative Team, along with the schools' Curriculum Specialists, will gather, review, and guide data analysis from various data sources to create intervention groups. The data will guide grade levels in the implementation of differentiated instruction and interventions. Agendas, and sign-in sheets from monthly Curriculum councils will be used to track actions that were taken.

Person responsible for monitoring outcome:

Deneb Suarez (dsuarez@mater elementary.com)

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.)

The school will focus on the Evidence-Based Strategies to meet the needs of the students. The administration team will set forth expectations and practices for ESE teachers to develop flexible learning environments and learning spaces to accommodate individual learning differences. The ESE teachers will collaborate

with individual grade levels to discuss data, review data trends, and identify grade level specific needs to guide the development of inclusionary practices and interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This specific strategy will help model how students respond and/or demonstrate knowledge and skills, and engage learners to reduce barriers in instruction. The interventions will provide appropriate accommodations, support and maintain high expectations for the SWD students. The ESE teacher will be able to monitor closely a student's rate of response to instruction and evaluate the effectiveness of the data-driven ELA instruction provided.

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.

1. School leadership team will identify students with disabilities in grades 3-5 who scored a level 1 or 2 on the 2022 FAST ELA.
2. Implement daily interventions specifically targeting the lowest standards based on the 2022 FAST ELA/ MATH
3. Implement weekly after school tutoring focusing on ELA/MATH strategies.

Person Responsible: Maite Miranda (mmiranda@materelementary.com)

By When:

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)).

To begin the process the school will identify the needs based on data analysis, including student achievement data, attendance rates, behavior data, and other relevant metrics. The school will ensure that those students receive the necessary support and interventions. The school will implement a system for monitoring and evaluating the effectiveness of the allocated resources.

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.

The School will organize regular meetings and workshops that involve stakeholders such as EESAC Meetings, Grade Level Meetings, and monthly Faculty Meetings. The School will also use surveys to gather input from stakeholders. Online surveys will be used to collect quantitative and qualitative data on various aspects of the school. All meetings and surveys will be available in multiple languages or translation services to cater to diverse families in the community.

After input is collected, the school leadership team and designated stakeholders will analyze and synthesize the data. With insights from stakeholders, the School will align the plan with the identified priorities, incorporating specific strategies, goals, timelines, and allocated resources.

https://www.materelementary.com/apps/pages/index.jsp?uREC_ID=357286&type=d

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))

The school will use various communication channels such as newsletters, emails, social media, and a dedicated school website to keep parents informed about school events, policies, and their child's academic progress.

Provide multiple languages or translation services to cater to diverse families in the community.

https://www.mater elementary.com/apps/pages/index.jsp?uREC_ID=231772&type=d&termREC_ID=&pREC_ID=938734

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))

The Leadership team will review and revise its existing curriculum to ensure alignment with current educational standards and best practices. Teachers will be trained to employ differentiated instruction techniques, tailoring their teaching methods to cater to individual student needs and learning styles. This will address our area of focus in ELA/Math, by targeting the students who are working below grade level. This will help accelerate learning by addressing students' varying levels of understanding and readiness. Teachers will also receive ongoing professional developments that can equip them with the latest teaching strategies, methodologies, and tools to effectively deliver an enriched and accelerated curriculum.

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))

The school employs licensed counselors who provide individual and group counseling to students. They address a wide range of concerns, including academic stress, social issues, personal challenges, and emotional well-being. Counseling services are usually confidential, creating a safe space for students to discuss their concerns openly.

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))

N/A

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).

The schoolwide tiered model typically consists of three tiers, each with increasing levels of intensity and support.

Tier 1: These are strategies and practices implemented schoolwide to create a positive and inclusive environment. This includes setting clear expectations for behavior, teaching social-emotional skills, and implementing proactive classroom management techniques.

Tier 2 - Targeted Interventions: Students who demonstrate mild to moderate behavioral difficulties that do not respond to Tier 1 interventions receive targeted support. This might involve small group interventions, check-in/check-out systems, or social skills groups. These interventions are more focused and intensive than Tier 1, but they still occur within the general education setting.

Tier 3 - Intensive Interventions: Students who continue to exhibit significant problem behavior and do not respond to Tier 1 and 2 interventions may be provided with individualized and intensive support. This could involve a functional behavior assessment (FBA) to identify the underlying causes of the behavior and the development of a behavior intervention plan (BIP) to address those causes.

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))

The school will host professional developments and ongoing curriculum councils. The sessions will focus on instructional strategies, assessment techniques, data analysis, and classroom management. Teachers, paraprofessionals, and other school personnel will engage in collaborative learning communities. Such communities provide a platform for sharing best practices, discussing challenges, and collectively problem-solving.

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