

Miami-Dade County Public Schools

Mater Academy Of International Studies School



2023-24

Schoolwide Improvement Plan (SIP)

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Mater Academy Of International Studies

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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.

The Mission of the District is: Meaningful achievement of academics facilitated by teachers, administrators, parents & the community enabling students to become confident, self-directed & responsible lifelong learners.

The mission of Mater Academy of International Studies is to provide an innovative, challenging, bilingual and multi-cultural curriculum, preparing students to have a global edge. We will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

Provide the school's vision statement.

The Vision of Mater Academy, Inc. is to provide students a viable educational choice that offers an innovative, rigorous, and seamless college preparatory curriculum, providing Mater students, at every level from PK-12th grade, with a competitive advantage against their contemporaries. To that end, Mater Schools strive to:

- create a thirst for knowledge in all disciplines;
- kindle the art of thinking and serve as a springboard for lifelong learning; and
- deliver and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

The vision of Mater Academy of International Studies is to provide a loving, caring, and supportive educational environment, where the whole child is developed and a philosophy of respect and high expectations is instilled for all students, parent, teachers, and staff

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
Bernal, Giselle	Principal	<ul style="list-style-type: none"> -Overall day-to-day school operations -Curriculum Decisions -Purchasing Decisions -Facilities Enhancements -School Budget/approves all purchases and fundraising -School Accreditations -Parent Concerns -Fire Alarm Contact- FIRST -Building maintenance and approvals -Faculty meetings -Conflict Resolution Member & Crisis Management K-8 -Fire Alarm Contact -Annual Accountability Report -Personnel Evaluations/Supervision -Approves Days Off & School Events -Technology purchases and Approvals -Epi Center -Discipline- Final Contact -EESAC with SAC Chair -FSSAT Safety and Security -Mental Health Plan -ESP Requests -Threat Assessment Chair -TAT Member
Ocampo, Stephanie	Assistant Principal	<ul style="list-style-type: none"> -Second in command: to all building rules/policies when the Principal is not present -Fire alarm contact- SECOND -Curriculum Decisions with Principal Approval -School Improvement Plan (SIP) -Test Chair for K-8 -EESAC with SAC Chair -Evaluations/Supervision -Conflict Resolution Member & Crisis Management K-8 -Title I Facilitator -Elementary Schedules with Principal Approval -Supports Lead Teacher with Middle/High Schedules -Threat Assessment Member -School Accreditations -Parent Concerns First Admin Contact after Classroom Teacher -Discipline K-5 Contact -PD Liaison & Certification Manager -RTI Liaison -Evaluations/Supervision -TAT Vice Chair -Principal Requests & Support

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.

Stakeholders are involved in the process of the School Improvement Plan development through the participation in the EESAC meetings. This includes parents, students and teachers. Additionally, parents are invited to monthly parent academies to communicate and collaborate their input for the SIP development.

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 School Improvement Plan will be monitored by the administration team on a quarterly basis. The leadership team will take into account data provided by ongoing progress monitoring assessments such as the FAST and iReady Diagnostics. If needed, the school will revise the plan to ensure students are making adequate progress.

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	88%
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: B 2019-20: A 2018-19: A

	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	2	29	33	25	26	0	0	0	115	
One or more suspensions	0	3	0	0	1	3	0	0	0	7	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	26	13	0	0	0	39	
Level 1 on statewide Math assessment	0	0	0	0	28	29	0	0	0	57	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	38	41	11	0	0	0	93	

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	2	29	33	25	26	31	0	0	0	146	
One or more suspensions	3	0	0	1	3	0	0	0	0	7	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	26	20	13	0	0	0	59	
Level 1 on statewide Math assessment	0	0	0	28	29	17	0	0	0	74	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	38	41	11	23	0	0	0	116	

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	2	11	11	30	41	0	0	0	95

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	14	1	2	0	0	0	26
Students retained two or more times	0	0	0	2	0	1	0	0	0	3

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	2	29	33	25	26	31	0	0	0	146	
One or more suspensions	3	0	0	1	3	0	0	0	0	7	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	26	20	13	0	0	0	59	
Level 1 on statewide Math assessment	0	0	0	28	29	17	0	0	0	74	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	38	41	11	23	0	0	0	116	

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	2	11	11	30	41	0	0	0	95

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	14	1	2	0	0	0	26
Students retained two or more times	0	0	0	2	0	1	0	0	0	3

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*	47	60	53	53	62	56	49		
ELA Learning Gains				67			53		
ELA Lowest 25th Percentile				64			71		
Math Achievement*	53	66	59	54	58	50	36		
Math Learning Gains				76			28		
Math Lowest 25th Percentile				74			20		
Science Achievement*	48	58	54	42	64	59	39		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	71	63	59	63			36		

* 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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	261
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	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	493
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	29	Yes	2	2
ELL	49			
AMI				
ASN				
BLK				
HSP	52			
MUL				
PAC				
WHT				

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%
FRL	52			

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	27	Yes	1	1
ELL	60			
AMI				
ASN				
BLK				
HSP	61			
MUL				
PAC				
WHT				
FRL	61			

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	47			53			48					71
SWD	16			16			18				4	67
ELL	41			51			48				5	71
AMI												
ASN												
BLK												
HSP	46			53			47				5	71
MUL												

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
PAC												
WHT												
FRL	46			53			46				5	71

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	53	67	64	54	76	74	42					63
SWD	5	18		16	64							31
ELL	50	68	58	53	79	71	34					63
AMI												
ASN												
BLK												
HSP	53	67	63	54	76	72	42					63
MUL												
PAC												
WHT												
FRL	52	66	63	53	75	73	40					63

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	49	53	71	36	28	20	39					36
SWD	30			20								30
ELL	45	60		37	32		25					36
AMI												
ASN												
BLK												
HSP	49	57	75	36	29	21	40					36
MUL												
PAC												
WHT												
FRL	49	52	67	37	30	25	42					36

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	53%	56%	-3%	54%	-1%
04	2023 - Spring	48%	58%	-10%	58%	-10%
03	2023 - Spring	40%	52%	-12%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	63%	-11%	59%	-7%
04	2023 - Spring	56%	64%	-8%	61%	-5%
05	2023 - Spring	59%	58%	1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	50%	-3%	51%	-4%

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.

According to the data, science showed the lowest performance in grade five. Additionally, ELA performance in grades three through five showed low performance. One contributing factor for this area of improvement is the significant learning gaps in reading with our third and fourth grade students. Another factor is the language challenge and barriers within our English Language Learners and Students with Disabilities subgroups.

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

The data component that showed the greatest decline from the prior year is ELA proficiency for grades 3-5. Prior data showed 53 %, whereas 2022-2023 data showed 47% proficiency. A factor that contributed to this decline was inconsistent teachers in grades three and four due to teacher shortage. Additionally, our high ELL population contributes to obstacles in language acquisition.

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.

According to the data our third through fifth grade ELA data at 47% had the greatest gap when compared to the state average at 54%. More specifically, our third grade was lower than the state average by 10% and our fourth grade by 10%. Factors that contributed to this gap is the language barrier among our ELL population.

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

Our math component increased from 54% to 56% in grades 3-5, showing the most improvement. Our school implemented explicit instruction in mathematics, which a focus on acceleration in mathematics, which helped to improve our proficiency.

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

One potential area of concern is the number of third grade students who were retained in the 2022-2023 school year because of significant learning gaps.

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

Our school's priority in the upcoming year is to close student gaps in reading comprehension among our third through fifth graders.

Our second priority is to increase science achievement levels among our fifth grade students.

Our third priority is to increase achievement among our Students with Disabilities subgroup.

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 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.

Positive culture and environment is a crucial need for our third grade students taking the state assessments for the first time this year. After reviewing the data, it is critical that less than 14 students are retained in third grade this year.

Measurable Outcome:

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

The school plans to provide a positive culture and environment among our third grade students in order to reduce the number of retainees by at least five.

Monitoring:

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

Monthly data chats and monitoring will be conducted by the leadership team with third grade teachers. Explicit instruction, intensive interventions, and tutoring will be provided to students in order to obtain our goal.

Person responsible for monitoring outcome:

Stephanie Ocampo (socampo@materacademyis.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.)

For this Area of Focus, i-Ready Growth Monitoring will be implemented as per the districts recommendations, in order to achieve our goals.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

i-Ready is research based instructional tool that closes student learning gaps and differentiates instructions based on student needs.

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 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.

Instructional Practice relating to ELA is an Area of Focus due to the gap between school data and the state achievement data. Additionally, low ELA achievement directly correlates to low science achievement in fifth grade.

Measurable Outcome:

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

ELA achievement will increase by 10% in grades three through five combined.

Monitoring:

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

The leadership team will have monthly data chats to analyze ongoing data with third through fifth grade teachers to ensure that student progress is being achieved in ELA. This includes ongoing progress monitoring data from FAST and i-Ready Diagnostics.

Person responsible for monitoring outcome:

Giselle Bernal (gbernal@materacademyis.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.)

Evidence based interventions such as i-Ready Progress Monitoring and Phonics for Reading will be implemented for this Area of Focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

i-Ready is an evidence-based intervention that meets the needs of students in the five reading domains.

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. 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.

The subgroup Students with Disabilities was 27% proficient in ELA making it a crucial need in our school.

Measurable Outcome:

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

The school plans to improve the subgroup, SWD, by increasing proficiency to 35%.

Monitoring:

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

The leadership team will monitor the subgroup's performance on assessments throughout the year to ensure they are making gains and closing gaps.

Person responsible for monitoring outcome:

Stephanie Ocampo (socampo@materacademyis.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 SPED team, including teachers will continue providing the students with accommodations as necessary. Additionally, the subgroup students will use i-Ready to close instructional gaps and help differentiate instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

i-Ready is an evidence based intervention that helps students at their individual needs.

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

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).

The leadership team will meet to ensure that resources and funding is allocated based on the needs of our students. The team will present the information to the EESAC as well, to include all stakeholders. If necessary, funding allocations may change based on the needs of the students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The Areas of Focus for K-2 will be Differentiated Instruction in ELA. This will be monitored by administrative team throughout the year. This will be done by analyzing and dissecting data from bi-weekly assessments, Diagnostics, and STAR progress monitoring results in the Fall and Winter. Data chats will be done on a quarterly basis with teachers to discuss best practices. Data driven instruction will be monitored by the administrative team and coaches by checking lesson plans and conducting walk throughs. If needed, our Lead Teacher will provide mentoring and modeling to teachers.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The Areas of Focus for 3-5 grade specifically related to ELA will be Differentiated Instruction. In grade three, 60% of students scored below Level 3 on the 2023 statewide, standardized ELA assessment. In grade four, 52% of students scored below Level 3 on the 2023 statewide, standardized ELA assessment. The Areas of Focus will be monitored by the administrative team throughout the year. This will be done by analyzing and dissecting data from bi-weekly assessments, Diagnostics, and FAST progress monitoring results in the Fall and Winter. Data chats will be done on a quarterly basis with teachers to discuss best practices. Data driven instruction will be monitored by the administrative team and coaches by checking lesson plans and conducting walk throughs. If needed, our Lead Teacher will provide mentoring and modeling to teachers. The tutoring program will also target the needs of our most vulnerable students and help close learning gaps.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Students in grades K-2 will increase their proficiency on the STAR Reading assessment in the Spring by 10%.

Grades 3-5 Measurable Outcomes

Based on the 2022-2023 FAST ELA assessment third grade scored at a 40% and fourth grade scored at a 48% overall proficiency. These students have a critical need in reading fluency and reading comprehension.

Students in grades three and four will increase their proficiency in ELA by 10%.

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Areas of Focus will be monitored by the administrative team throughout the year. This will be done by analyzing and dissecting data from bi-weekly assessments, Diagnostics, and FAST progress monitoring results in the Fall and Winter. Data chats will be done on a quarterly basis with teachers to discuss best practices. Data driven instruction will be monitored by the administrative team by checking lesson plans and conducting walk throughs. If needed, our mentor teachers will provide modeling to teachers. The tutoring program will also target the needs of our most vulnerable students and help close learning gaps.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Millo, Tamara, tmillo@materacademyis.com

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

One evidence based practice and program that we will be using to improve student outcomes is the implementation of i-Ready with fidelity. i-Ready meets Florida’s definition of evidence-based practices as promising and align with the BEST ELA Standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

i-Ready was chosen because it addresses the needs of each individual student at their level. The program targets the needs of each student based on the students' completion of a diagnostic and their individualized direct path of lessons.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The literacy leadership team will identify the students in need by analyzing their 2022-2023 i-Ready AP3, SAT and FAST data. These students will be placed in the appropriate Tier for additional interventions.	Millo, Tamara, tmillo@materacademyis.com
Students will complete their Fall assessments including FAST Reading and i-Ready Diagnostic AP1. Using the most updated data, the literacy leadership team and teachers will conduct their first data chat to begin implementing an explicit reading plan to close learning gaps.	Millo, Tamara, tmillo@materacademyis.com
Based on the needs of teachers and students, professional development opportunities will be provided to further develop instructional strategies that target the needs of our students.	Ocampo, Stephanie, socampo@materacademyis.com

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.

Mater Academy of International Studies will disseminate the School Improvement Plan at the annual Title I parent meeting. Additionally, it will be presented and reviewed at the EESAC meeting for all stakeholders to receive. The presentation will be in both English and Spanish so that all parents can understand.

www.materacademyis.com

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 plans to hold monthly parent academies to build positive relationships with families. We also have a team of parents called the Tiger Pals (Parents as Liaisons) used to build positive relationships with the parents, teachers, and community. These meetings will help support the needs of students and families.

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 school plans to implement explicit instruction, differentiated instruction, and intervention and needed based on ongoing progress monitoring data.

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