

Miami-Dade County Public Schools

Mater Academy Charter Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

| | |
|--|-----------|
| SIP Authority and Purpose | 3 |
| I. School Information | 6 |
| II. Needs Assessment/Data Review | 10 |
| III. Planning for Improvement | 15 |
| IV. ATSI, TSI and CSI Resource Review | 19 |
| V. Reading Achievement Initiative for Scholastic Excellence | 0 |
| VI. Title I Requirements | 20 |
| VII. Budget to Support Areas of Focus | 0 |

Mater Academy Charter Middle School

7901 NW 103RD ST, Hialeah Gardens, FL 33016

www.matermiddlehigh.org

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 Mater Academy is to develop the intellectual and social skills of its students by facilitating a rigorous college preparatory curriculum 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 high school and within a global society. Our Mission is the Meaningful achievement of Academics facilitated by Teachers, administrators, parents and the community Enabling students to become confident, self-directed and Responsible lifelong learners.

Provide the school's vision statement.

In collaboration with its teachers, parents, community, and administration it is the vision of Mater Academy to provide a meaningful and nurturing educational environment that promotes academic achievement for its students.

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 |
|-----------------|---------------------|--|
| Tamargo, Alex | Principal | Direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities. |
| Chaoui, Vanessa | Assistant Principal | Assist the Principal to direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with dis |
| Montero, Maria | Assistant Principal | Assist the Principal to direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with dis |
| Morris, Beatriz | Assistant Principal | Assist the Principal to direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with dis |

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 SIP was developed using the following model

- 1) School Leadership Team including administration, instructional coaches, testing chairperson, data analyst, and department chairs analyzed schoolwide data to determine areas of strength and weakness.
- 2) School Leadership Team used schoolwide data to formulate measurable goals and outcomes as well as a strategic plan for improvement.
- 3) SIP draft is shared with EESAC for input from students, parents, and community partners
- 4) SIP is approved by EESAC
- 5) SIP is submitted to district and state
- 6) SIP goals and strategic plan is reviewed during Leadership Team, Faculty, and Coaching Meetings
- 7) Data is collected throughout school year to progress monitor.
- 8) SIP Mid-year is created in collaboration with school leadership team and shared with EESAC for review and approval.
- 9) SIP End of Year Reflection is created in collaboration with school leadership team and shared with EESAC for review and approval.

SIP Monitoring

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

The SIP will be monitored by School Leadership Team and Instructional Coaches on a monthly basis to ensure that the strategic plan is effectively addressing achievement gaps in student learning. Adjustments to the strategic plan will be made accordingly. Classroom walkthroughs and observations will be conducted to ensure high-quality instruction is taking place in classrooms. Data will be reviewed at least once a month to ensure gaps in student learning are being addressed.

Demographic Data

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

| | |
|---|------------------------|
| 2023-24 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 99% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 87% |
| Charter School | Yes |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |

| | |
|--|---|
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: 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 | 7 | 25 | 50 | 82 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 1 | 2 | 21 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 1 | 13 | 37 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 | 139 | 237 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 115 | 127 | 242 | |
| 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 | | |

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 | 7 | 69 | 98 | 174 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | 2 | 14 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 10 | 16 | 42 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 51 | 70 | 152 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 79 | 85 | 225 | |
| 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 | | |

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

| Indicator | Grade Level | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 98 | 279 | 448 | |

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) Updated (pre-populated)

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

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | 2 | 14 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 10 | 16 | 42 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 51 | 70 | 152 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 79 | 85 | 225 | |
| 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 | | |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 98 | 279 | 448 |

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 | |

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* | 59 | 56 | 49 | 59 | 55 | 50 | 55 | | |
| ELA Learning Gains | | | | 57 | | | 49 | | |
| ELA Lowest 25th Percentile | | | | 44 | | | 34 | | |
| Math Achievement* | 71 | 60 | 56 | 66 | 43 | 36 | 51 | | |
| Math Learning Gains | | | | 78 | | | 34 | | |
| Math Lowest 25th Percentile | | | | 75 | | | 31 | | |
| Science Achievement* | 48 | 55 | 49 | 45 | 54 | 53 | 46 | | |
| Social Studies Achievement* | 63 | 72 | 68 | 75 | 64 | 58 | 64 | | |
| Middle School Acceleration | 74 | 74 | 73 | 83 | 56 | 49 | 69 | | |
| Graduation Rate | | | | | 51 | 49 | | | |
| College and Career Acceleration | | | | | 73 | 70 | | | |
| ELP Progress | 75 | 50 | 40 | 47 | 77 | 76 | 61 | | |

** 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 | 65 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 390 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 63 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 629 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 98 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|--|---------------------------|--|--|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 33 | Yes | 2 | |
| ELL | 53 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 47 | | | |
| HSP | 66 | | | |
| MUL | | | | |
| PAC | | | | |

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% |
|---------------|---------------------------------|--------------------|---|---|
| WHT | | | | |
| FRL | 64 | | | |

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 | 31 | Yes | 1 | 1 |
| ELL | 52 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 56 | | | |
| HSP | 63 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 62 | | | |

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 | 59 | | | 71 | | | 48 | 63 | 74 | | | 75 |
| SWD | 25 | | | 48 | | | 14 | 21 | 55 | | 5 | |
| ELL | 43 | | | 63 | | | 30 | 45 | 63 | | 6 | 75 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 46 | | | 59 | | | 11 | 60 | 60 | | 5 | |
| HSP | 59 | | | 71 | | | 50 | 63 | 75 | | 6 | 75 |

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 |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 58 | | | 71 | | | 46 | 61 | 73 | | 6 | 77 |

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 | 59 | 57 | 44 | 66 | 78 | 75 | 45 | 75 | 83 | | | 47 |
| SWD | 21 | 25 | 14 | 33 | 56 | 43 | 15 | 42 | | | | |
| ELL | 39 | 47 | 41 | 53 | 68 | 68 | 22 | 65 | 69 | | | 47 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 47 | 48 | 40 | 53 | 74 | 67 | 38 | | 81 | | | |
| HSP | 59 | 58 | 44 | 67 | 78 | 75 | 45 | 76 | 83 | | | 49 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 58 | 57 | 45 | 66 | 78 | 75 | 43 | 73 | 84 | | | 45 |

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 | 55 | 49 | 34 | 51 | 34 | 31 | 46 | 64 | 69 | | | 61 |
| SWD | 22 | 34 | 38 | 17 | 20 | 25 | 15 | 29 | | | | |
| ELL | 48 | 49 | 37 | 48 | 36 | 36 | 28 | 60 | 60 | | | 61 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 30 | 24 | 0 | 31 | 19 | 0 | 8 | 56 | 40 | | | |
| HSP | 56 | 50 | 36 | 51 | 35 | 32 | 47 | 65 | 70 | | | 62 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |

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 |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| FRL | 54 | 48 | 34 | 50 | 33 | 31 | 45 | 65 | 68 | | | 61 |

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

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

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

ELA

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| 07 | 2023 - Spring | 49% | 50% | -1% | 47% | 2% |
| 08 | 2023 - Spring | 55% | 51% | 4% | 47% | 8% |
| 06 | 2023 - Spring | 51% | 50% | 1% | 47% | 4% |

MATH

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| 06 | 2023 - Spring | 79% | 58% | 21% | 54% | 25% |
| 07 | 2023 - Spring | 59% | 48% | 11% | 48% | 11% |
| 08 | 2023 - Spring | 68% | 59% | 9% | 55% | 13% |

SCIENCE

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| 08 | 2023 - Spring | 20% | 40% | -20% | 44% | -24% |

ALGEBRA

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| N/A | 2023 - Spring | 80% | 56% | 24% | 50% | 30% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 100% | 52% | 48% | 48% | 52% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 66% | 65% | 1% | 63% | 3% |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 58% | 68% | -10% | 66% | -8% |

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component that showed the lowest performance is 8th Grade Comprehensive Science. The contributing factors to last year's low performance were that all students were below grade level in the course, many students were ESOL and many were struggling readers.

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 was 7th grade CIVICS which dropped 12%. The contributing factors to last year's low performance were that many students were below grade level in and many students were ESOL and were struggling readers.

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

The data component that had the greatest gap when compared to the state average was 8th grade comprehensive science. The contributing factors to last year's low performance were that all students were below grade level in the course, many students were ESOL, and many were struggling readers.

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

The data component that showed the most improvement was 6th and 8th grade Mathematics. The new actions we took in this area include implemented pull-out tutoring, instructional framework, a new focus calendar across the tested areas, and full-time instructional coach.

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

Two possible areas of concerns are the number of Level 1 in ELA/Reading and the Number of Students with a Level 1 in Mathematics.

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

- 1) Support Students with Disabilities and increase performance on ELA and Mathematics FAST Assessment
- 2) Improve 8th grade Comprehensive Science Scores
- 3) Improve 7th grade Civics EOC Results
- 4) Increase Performance of ELA Students in 6-8

Area of Focus

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

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

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

An area of focus for the 2023-2024 School Year is to improve Teacher retention and recruitment.

Measurable Outcome:

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

As a result of our targeted plan to improve teacher retention and improvement, the number of teachers leaving the school will decrease by 5% by July 1, 2024.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome by:

School administrators walkthroughs and meetings
Instructional Coaches meetings and coaching sessions
PLC Meetings and support sessions

Person responsible for monitoring outcome:

Alex Tamargo (atamargo@materacademy.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 evidenced based interventions include:

- 1) Personalized mentors for new and beginning staff members
- 2) Support through instructional coaches and administration
- 3) Monthly teacher appreciation events and gestures
- 4) Competitive wages, increased opportunities for supplements, and additional hours of work.
- 5) Free professional development activities, attendance to conferences, and workshops
- 6) Support Growth and Leadership Opportunities

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting these strategies are their effectiveness at retaining and recruiting high quality educators.

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. 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.

A low-performing subgroup identified were the Students with Disabilities subgroup.

Measurable Outcome:

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

As a result of this intervention, 41% students in this subgroup will demonstrate on or above grade level proficiency in ELA Reading and Mathematics on the 2024 FAST Assessments in May 2023.

Monitoring:

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

This area of focus will be monitored throughout the school year by

- 1) FAST Progress Monitoring Data by ELA / Math teachers
- 2) iReady PM Data
- 3) Class Grades and Behaviors
- 4) Interventions by Learning Strategies teachers
- 5) Intervention by Program Specialist

Person responsible for monitoring outcome:

[no one identified]

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 evidenced based interventions that will be applied to this subgroup will be:

- 1) Monitoring through a designated Learning Strategies Course
- 2) Monitoring through a designated Program Specialist
- 3) Additional Tutoring support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies have shown to be effective at targeting specific student needs and differentiating instruction.

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. Instructional Practice specifically relating to Benchmark-aligned Instruction**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.

An area of focus will be improving 8th grade Comprehensive Science scores through the adoption of a Focus Calendar.

Measurable Outcome:

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

By May 2023, there will be at least a 5% increase in Statewide Comprehensive Science Scores as a result of the targeted intervention of a shared focus calendar and progress monitoring assessments.

Monitoring:

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

This area of focus will be monitored through baseline and progress monitoring assessments and regular interventions by the instructional coach.

Person responsible for monitoring outcome:

Maria Montero (mmontero@materacademy.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 intervention will be the use of a shared focus calendar developed by the instructional coach to ensure all teachers are on pace and address the required benchmarks in a timely manner.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This benchmark will ensure high quality instruction and adherence to the state benchmarks.

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 school improvement funding allocations and resources will be reviewed by a designated school administrator who oversees the Title I budget ensuring students in need receive the required resources and support.

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 SIP will be shared with stakeholders through several means

- 1) It will be posted on the school website
- 2) It will be shared, reviewed, discussed, and approved in monthly EESAC Meetings
- 3) It will be made available through our Community Involvement Specialists
- 4) It is available for public review on the State website.
- 5) A QR Code linking to a digital copy of the SIP will be posted on our CIS Bulletin Board.

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 build positive relationships with parents, families, and other community stakeholders through

- 1) Regular communication through the school website (https://www.matermiddlehigh.org/apps/pages/index.jsp?uREC_ID=501740&type=d)
- 2) Regular communication through social media
- 3) Monthly EESAC Meetings
- 4) Quarterly Parent-Teacher Conferences
- 5) Yearly Open House
- 6) Noche De Ciencias Events
- 7) Back to School Bash, Homecoming, Fall Festival, and other social events
- 8) Regular communication through our CIS
- 9) Regular communication through School Messenger
- 10) An open-door policy with admin, counselors, and teachers.

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 strengthen the academic program in the school through:

- 1) High-quality instruction from bell-to-bell as evidenced by regular administrative walk throughs and data/progress monitoring

- 2) After School tutoring sessions for struggling students
- 3) Pull-out tutoring sessions for identified students with targeted areas of concern
- 4) Saturday tutoring sessions for test prep and review
- 5) Dual Enrollment and Advanced Placement opportunities for students who qualify
- 6) Accelerated pathways for high performing students/
- 7) Gifted-endorsed and certified educators

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))

This plan is developed in conjunction with other Federal, State, and local services such as Title I, Title III, Free and reduced lunch nutrition programs, Project Upstart, CTE programs and SEL Supports for students.

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 ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas through:

- 1) Support services coordinated by program specialists
- 2) A full-time mental health counselor
- 3) Student services/ Counselors assigned to specific students and grade levels
- 4) Social-emotional learning lessons monthly
- 5) Access to therapists, specialists, and support coordinated by program specialists as needed.

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))

The school provided opportunities for students to increase awareness of the workforce through:

- 1) A variety of career and technology education programs allowing students to earn industry certification
- 2) Dual enrollment and Advanced Placement courses offered as early as 8th grade
- 3) A designated CAP Advisor
- 4) College fly-in programs
- 5) College Tours and Visits
- 6) Guest speakers from educational institutions and career-specific experts

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 school will implement a schoolwide tiered model to prevent and address problem behaviors including:

- 1) A progressive discipline plan

- 2) Clearly stated school rules available on the website and outlined in the student/parent handbook
- 3) Designated Deans of Discipline
- 4) Designated school administrators by grade level
- 5) Designated CSI Instructor
- 6) Designated Counselors for intervention and support
- 7) Designated program specialist for additional support and advocacy

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))

Ongoing professional development is of vital importance to the growth of 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. The school's professional development plan includes:

- 1) Designated school administrator overseeing professional development opportunities
- 2) Use of a digital platform (DLI-PD Frontline) to disseminate professional development activities and record earned re-certification points
- 3) Monthly early release days for professional development
- 4) Ongoing professional development opportunities through our partner college
- 5) Ongoing professional development and mentorship support provided by instructional coaches
- 6) Ongoing professional development and mentorship support provided by community partners and curriculum vendors
- 7) Ongoing data analysis and data analysis instruction by our partner data analyst, school administration, instructional coaches, and professional learning communities.

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