Mater Academy Bay Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Mater Academy Bay Middle School

22025 SW 87TH AVE, Cutler Bay, FL 33190

www.materacademybay.com

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 Cutler Bay is to deliver a rigorous and innovative academic program-producing students who have the knowledge and skills to be self-directed, lifelong learners, which integrate technology and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in education.

Provide the school's vision statement.

Our vision is to provide a structured, creative environment that enables students to ask questions, solve problems, and take risks as they gain the knowledge and skills necessary to be successful members of a global society. Mater Academy Cutler Bay is a collaborative teaching and learning environment, which encourages students to develop meaningful interactions within the curriculum.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Cruz, Brenda	Principal	1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior. 2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations. 3. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. 4. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations. 5. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same. 6. Notify immediately the Board, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances. 6. Keep the Board advised of employees not meeting their contractual agreement. 7. Research and collect data regarding the needs of students, and other pertinent information including the collection of detail regarding the sacraments students have received or are preparing for. Keep the Chaplain informed of this information.

Name	Position Title	Job Duties and Responsibilities
		8. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings. 9. Maintain visibility with students, teachers, parents and the Board. 10. Use excellent written and oral English skills when communicating with students, parents and teachers. 11. Maintain and account for all student activity funds and money collected from students. 12. Communicate with the Board regularly about the needs, successes and general operation of the school. 13. Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.
Saladrigas, Adalyn	Assistant Principal	1. Conduct evaluations of all certificated and classified staff of the school. Provide input to the evaluations of maintenance, operations and food service staff assigned to the school. 2. Keep the Principal informed as to the physical condition of the school and activities therein. 3. Assist in the coordinating and development and implementation of a course of study. 4. Help in developing and maintaining good public relations within the communities and for utilizing fully the community resources to enrich the learning program. 5. Help keep attendance records, regulate conduct, and safeguard the health and safety of pupils, as well as oversee proper supervision and safety, file accident reports, and correspond with doctors, clinics, and parents. 6. Assist in the planning, approval, supervision and conduct of extra-curricular and co-curricular activities. 7. Assist with the following: a. Fire drills and other safety drills (in accordance with state requirements) b. Coordinating and providing for proper supervision of all activities in his/her building(s) c. Scheduling and conducting faculty meetings in the absence of the principal 8. Serve as the Principal's designee with authority to suspend pupils according to provisions of board policy and state statute. 9. Assist with the following: a. Supervising pupils

Name	Position Title	Job Duties and Responsibilities
		b. Preparing class schedules and student schedules c. Placement of students and teachers in buildings 10. Be informed of district policies and procedures and help to interpret to staff and pupils when necessary. 11. Be informed of trends in education and constantly strive for the upgrading of instruction and curriculum via reading professional journals, workshops and conferences. 12. Confer with the Principal on a regular basis and perform such other duties as may be assigned.
Garcia, Cecilia	Instructional Coach	1) Demonstrate willingness to assume leadership positions. 2) Provide organized, individual and/or group learning opportunities for teachers as needed. 3) Provide support in analyzing student assessment data. 4) Assist teachers with designing instructional decisions based on assessment data when requested. 5) Assist teachers with specific classroom activities when requested. 6) Provide support for classroom motivation and management strategies. 7) Assist teachers in creating materials that are in alignment with curriculum. 8) Provide teachers resources related to instruction and curriculum. 9) Provide assistance in researching instructional and/or curriculum issues. 10) Model effective, differentiated instruction when requested. 11) Provide encouragement and emotional support to teachers. 12) Encourage ongoing professional growth for all teachers. 13) Manage time and schedule flexibility to maximizes teacher schedules and learning. 14) Work positively toward meeting identified district and building improvement goals. 15) Assist with development of district curriculum, instruction and assessments. 16) Develop and maintain a confidential, collegial relationship with teachers. 17) Possess an understanding of when to contact administrators regarding issues of safety/ethics involving students in classroom observed. 18) Perform duties as assigned by the Principal and the Assistant Principal. 19) Participate fully in professional development for coaches, including peer observations, professional research and reading, and inquiry sessions. 20) Assist teachers in aligning their teaching with appropriate standards, curriculum and assessments. 21) Work collaboratively and collegially with other Instructional Coaches, curriculum specialists and district specialists.
DelaCruz, Barbara	Administrative Support	1.Uses data to develop and inform the school counseling program and evaluates the program's impact on the school's instructional goals. 2.Collaborates on the development and management of the

Name	Position Title	Job Duties and Responsibilities
		comprehensive school counseling program with the school administrator or instructional leader. 3.Communicates and shares the goals of the comprehensive school counseling program to stakeholders including students, families and community partners. 4.Develops and maintains a written plan for effective delivery of the school counseling programs based on the MDCPS annual student achievement goals and aligned with the American School Counseling Association (ASCA) National Standards for School Counseling Programs. 5.Uses the majority of the time (80%) to provide direct services to students through preventive and responsive services, including individual student planning, and uses the remaining time in development and management, system support and accountability. 6.Designs, implements and assesses the guidance curriculum. 7.Utilizes responsive counseling, initiating individual and group sessions for students' academic, social and personal concerns. 8.Consults with families and staff to appraise student needs and interests and to discuss appropriate recommendations for educational options. 9.Plans, coordinates and provides the classroom guidance sessions to meet the identified guidance and counseling competencies in the areas of academic achievement, career and educational development, and personal and social development to assist students in developing decision-making skills and identifying life goals. 10.Assesses student needs and makes referrals to appropriate school resource personnel, social agencies, community agencies and alternative programs. 11.Intervenes during crisis situations and participates on school crisis team.

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 process of involving stakeholders in the development of the SIP is critical to ensuring that the plan reflects the diverse perspectives and needs of the school community. First, the school identifies relevant stakeholders who should be involved in the SIP development process. The stakeholders include: the School Leadership Team, teachers, parents, students and community leaders. By following this process, schools can ensure that the SIP is a collaborative effort that reflects the perspectives of all stakeholders, in compliance with ESSA 1114(b)(2) requirements.

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))

SIP monitoring will ensure that the plan's goals and strategies are being implemented effectively and that progress is being made toward improving the school by establishing clear metrics and targets, data collection and analysis, regular progress reports, feedback and reflection from stakeholders, regularly scheduled meetings, allocation of resources as needed and celebrating successes. In addition, continuously monitoring process should be ongoing and iterative, while striving to improve the SIP and the monitoring process itself. Ensuring that the SIP remains compliant with any requirements set forth by the state.

Regular and systematic monitoring of the SIP is essential for ensuring that the school remains on track to meet its improvement goals and that the strategies in place are effective in addressing the identified challenges.

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	No
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	57%
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) White Students (WHT) 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	
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	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	0	0	6	1	5	12
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	1	4	8
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	1	13	25	39

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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	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 FSA ELA assessment	0	0	0	0	0	0	6	1	5	12
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	3	1	4	8
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	1	13	25	39

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*	65	56	49	68	55	50	71		
ELA Learning Gains				54			57		
ELA Lowest 25th Percentile				44			51		
Math Achievement*	80	60	56	67	43	36	55		
Math Learning Gains				63			36		
Math Lowest 25th Percentile				66			41		
Science Achievement*	75	55	49	66	54	53	68		
Social Studies Achievement*	80	72	68	76	64	58	69		
Middle School Acceleration	58	74	73	60	56	49	57		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	42	50	40	79	77	76			

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	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	400
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	64

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	643
Total Components for the Federal Index	10
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	35	Yes	2	
ELL	52			
AMI				
ASN				
BLK	64			
HSP	67			
MUL				
PAC				
WHT	77			
FRL	70			

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	52			
AMI				
ASN				
BLK	53			
HSP	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%
MUL				
PAC				
WHT	75			
FRL	60			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	65			80			75	80	58			42
SWD	17			53							2	
ELL	54			72			57	50	36		6	42
AMI												
ASN												
BLK	55			73							2	
HSP	64			80			74	81	58		6	42
MUL												
PAC												
WHT	81			78			94	70	64		5	
FRL	63			80			75	80	54		5	

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	68	54	44	67	63	66	66	76	60			79
SWD	24	44	40	48	43	27						
ELL	46	42	32	50	60	60	48	52				79
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	56	44		63	50							
HSP	67	53	43	67	64	68	64	76	56			79
MUL												
PAC												
WHT	75	70		84	62		80	79				
FRL	67	54	44	65	62	64	60	72	54			

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	71	57	51	55	36	41	68	69	57			
SWD	45	40	23	33	38							
ELL	67	60	50	46	39	42	50	65	8			
AMI												
ASN												
BLK	57	50		43	29							
HSP	70	57	53	54	34	39	67	68	56			
MUL												
PAC												
WHT	77	57		71	46							
FRL	70	56	53	53	36	42	68	66	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
07	2023 - Spring	59%	50%	9%	47%	12%
08	2023 - Spring	62%	51%	11%	47%	15%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	71%	50%	21%	47%	24%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	79%	58%	21%	54%	25%
07	2023 - Spring	87%	48%	39%	48%	39%
08	2023 - Spring	85%	59%	26%	55%	30%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	68%	40%	28%	44%	24%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	56%	34%	50%	40%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	52%	40%	48%	44%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	65%	33%	63%	35%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	68%	12%	66%	14%

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.

Students with Disabilities indicates the lowest performing subgroup. Based on changes to the Florida standards and instructional materials which could have impacted the overall school data.

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

Students with disabilities scoring a Level 1 in ELA show the largest decrease. This may have been contributed to the changes in the new assessment required for Florida schools.

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.

Students who tested for 7th Grade ELA had the greatest gap in comparison to the state average with the state having a passing rate of 47% and the school having a passing rate of 58%. This can be due to the fact that the curriculum we were using during the school year, as we had in previous years, no longer aligned with the new Florida B.E.S.T standards. Because of this, we have changed the curriculum to one that is aligned to the new standards to achieve a higher level of proficiency during this school year.

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

In the FAST 6th Grade Math assessment, students improved from their initial PM exams to the PM3 by 35% overall. This was due to programs implemented in the school, such as supplemental tutoring, to assist students who were struggling to meet grade level proficiency.

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

Academic performance gaps within Reading
School Culture

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

5 - Data Analysis and Needs Assessment
4 - Effective Instructional Strategies
3 - Individualized Educational Plans (IEPs)
2 - Early Intervention
1 - Supportive Learning Environment

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 Attendance

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 positive school culture and environment are essential components of a successful educational institution. Fostering a positive culture in a school is rooted in its significance impact on students success, specifically with students with disabilities, the well-being of students and teachers, and the overall effectiveness of the learning community. Some of the factors that the school has implemented have been teacher retention bonuses and perfect attendance recognition.

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

By the completion of the 2023-2024 school year, any teacher who has 100% attendance during the school year will be eligible to receive an additional stipend and recognition for their commitment and efforts to their students and overall climate of the school.

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

Monitoring of attendance will be kept with our Human Resource Office and a report will be complied with evidence data.

Person responsible for monitoring outcome:

Brenda Cruz (brendacruz@dadeschools.net)

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

Establishing a positive culture and environment in the context of teacher attendance involves implementing evidence-based interventions that promote a supportive and engaged teaching staff. One effective intervention is the "Teacher Wellness and Engagement Program." Research indicates that teacher well-being and job satisfaction positively correlate with attendance and overall job performance. Programs that focus on teacher wellness and engagement contribute to reduced burnout, increased job satisfaction, and improved attendance rates. By fostering a positive and supportive environment for teachers, schools can create a culture that promotes regular attendance and benefits both educators and students.

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

The rationale for selecting the "Teacher Wellness and Engagement Program" as the evidence-based intervention to improve the positive culture and environment, particularly related to teacher attendance, is grounded in the understanding that the well-being and job satisfaction of educators have a significant impact on their attendance, performance, and the overall school environment. In summary, the "Teacher Wellness and Engagement Program" addresses the underlying factors that influence teacher attendance by fostering a positive, supportive, and motivating school environment. By recognizing the unique needs of educators and providing tailored strategies, this intervention is well-positioned to improve teacher attendance, job satisfaction, and the overall quality of teaching and learning in the school.

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.

Develop the Teacher Wellness and Engagement Program Framework.
Appoint a Teacher Wellness Coordinator to Oversee the Program.
Conduct a Needs Assessment Survey to Understand Teacher Needs.

Person Responsible: Brenda Cruz (brendacruz@dadeschools.net)

By When: Within the first month of the academic year

Design Wellness Workshops and Training Materials.
Create a Mentorship Program and Assign Mentor-Mentee Pairs
Establish Recognition and Appreciation Initiatives.
Foster Transparent Communication Channels for School Updates

Person Responsible: Barbara DelaCruz (barbaradelacruz@dadeschools.net)

By When: Develop by the end of the first semester, implement from the second semester onwards.

#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.

Our school's students with disabilities subgroup scored beneath the federal index performance of 41% & therefore it was identified as a crucial need from the data reviewed. Creating a positive culture and environment for students with disabilities is crucial to ensuring their educational success, personal development, and overall well-being.

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

Establishing specific measurable outcomes is essential for tracking progress and evaluating the effectiveness of initiatives aimed at improving the scores of students with disabilities. Outcome: Increase the average standardized test scores of students with disabilities overall by 15% over the course of the academic year.

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

The Every Student Succeeds Act (ESSA) emphasizes the importance of equitable education for all students, including those with disabilities. Monitoring ESSA's implementation related to students with disabilities involves tracking various indicators, performance measures, and compliance with the law's provisions. Overall, monitoring ESSA's implementation for students with disabilities involves a combination of data analysis, policy review, stakeholder engagement, and collaboration to ensure that the desired outcome of improved educational opportunities and outcomes for students with disabilities is being achieved.

Person responsible for monitoring outcome:

Adalyn Benavente (abenavente@materacademybay.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.)

An evidence-based intervention that could be implemented under the Every Student Succeeds Act (ESSA), specifically related to students with disabilities, is the "Multi-Tiered System of Supports" (MTSS).MTSS is an educational framework designed to provide a continuum of support to all students, including those with disabilities, by tailoring interventions to meet their individual needs. It involves a tiered approach that offers varying levels of support based on student progress and response to interventions.

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

MTSS aligns with the principles of ESSA by promoting equitable access to high-quality education and addressing the diverse needs of all students. By implementing a tiered approach, schools can identify struggling students early, provide appropriate interventions, and monitor progress effectively, leading to improved outcomes for students with disabilities as mandated by ESSA.

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.

Conduct a Needs Assessment to Identify Student Needs and Strengths.

Person Responsible: Adalyn Benavente (abenavente@materacademybay.com)

By When: Within the first month of the academic year.

Establish a MTSS Leadership Team to Oversee Implementation.
Analyze Assessment Data to Identify Students Requiring Tiered Support.

Person Responsible: Brenda Cruz (brendacruz@dadeschools.net)

By When: Before the start of the academic year.

Design Tier 1 Universal Supports for All Students.
Determine Criteria for Tier 2 and Tier 3 Intervention Placement.
Develop Targeted Intervention Plans for Tier 2 Students.
Create Intensive Intervention Plans for Tier 3 Students

Person Responsible: Cecilia Garcia (c.garcia@dadeschools.net)

By When: By the end of the first semester.

Implement Interventions Based on Tier Placement.
Monitor Student Progress Regularly Using Formative Assessments.

Person Responsible: Adalyn Benavente (abenavente@materacademybay.com)

By When: : Ongoing throughout the academic year

Review Data and Adjust Interventions as Needed

Person Responsible: Adalyn Benavente (abenavente@materacademybay.com)

By When: Ongoing throughout the academic year

#3. 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 practices in ELA that will implemented throughout the year are additional support for the students and providing the teachers multiple programs that would allow them to help their students by targeting students who were struggling. In doing this, we will be able to create additional programs for the students to help them succeed academically and improve on their FAST exams by the end of the year.

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

In providing our teachers with multiple academic programs, that later assist us in creating additional resources for the students who are struggling to achieve proficiency per their grade level, students FAST ELA results should increased for all grade levels throughout the year. Last year, we had an overall proficiency of 63% and plan to improve this year to achieve a 75% proficiency overall in ELA.

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

Throughout the year, teachers along with the help of the schools instructional coach, will analyze data collected from the FAST ELA PM exams throughout the year and academic programs provided to the teachers in order to being with early intervention. This will allow us to detect students who are projected to not meet proficiency by the end of the year early and assist them with additional tools that can help them achieve proficiency by the end of the year for their FAST ELA PM 3 assessment.

Person responsible for monitoring outcome:

Brenda Cruz (brendacruz@dadeschools.net)

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

Evidence-based intervention being implemented this year is to use data collected throughout the year using Progress Monitoring results, I-Ready diagnostics, along with the students progress in the classroom. Using this information, we can identify the students who are at risk of not meeting proficiency by the end of the year and assist them with additional services, such as after school tutoring and reading intervention, to assist these students.

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

In using the data to help identify students who are struggling, we will be able to provide them with additional support that they cannot receive during their English Language Arts courses. This will give the students the opportunity to excel by receive more one-on-one instruction and allow the teacher to target areas that lack proficiency.

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 process of reviewing school improvement funding allocations and ensuring that resources are allocated on the needs of the students with disabilities involves careful planning, data analysis and collaboration among the general education and special education teachers.
Data Analysis and Needs Assessment:

1.Begin by collecting and analyzing data related to the performance of students with disabilities in ELA. This data will include standardized test scores, classroom assessments, and any other relevant metrics.
Identify specific areas where these students are struggling, whether it's reading comprehension, writing, vocabulary, or other ELA skills.
2. Identify Resource Gaps determining what resources are currently available to support students with disabilities in ELA. This includes instructional materials, assistive technology, personnel (e.g., special education teachers, speech therapists), and professional development opportunities. and identifying gaps in resources that may contribute to the lack of proficiency.
3.Involve key stakeholders in the decision-making process, including special education teachers, general education teachers, school administrators, parents of students with disabilities, and students themselves if appropriate.
4.Develop a plan for allocating resources to address the prioritized needs. This plan should outline how funds will be used to support students with disabilities in ELA. Consider whether additional personnel, professional development, curriculum materials, or assistive technology are needed.
5.Allocate funds for professional development opportunities for teachers and staff, especially those working with students with disabilities. Provide training on evidence-based instructional strategies for improving ELA outcomes for these students.
6.Allocate funds to purchase or develop appropriate curriculum materials and resources tailored to the needs of students with disabilities in ELA.

By following this process, schools can ensure that funding allocations are aligned with the needs of students with disabilities in ELA, ultimately improving their proficiency and overall educational experience.

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

N/A

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

N/A

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

N/A

Grades 3-5 Measurable Outcomes

N/A

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.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

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

N/A

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.

N/A

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))

N/A

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))

N/A

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))

N/A

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).

N/A

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))

N/A

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance				$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA				$7,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			6032 - Mater Academy Bay Middle School	IDEA	23.0	$7,300.00
			Notes: Best practices that can drive instruction with Students with Disabilities through professional development for ESE teachers and non-ESE teachers.			
					Total:	$7,300.00

Budget Approval

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

No