Mater Preparatory Academy School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Mater Preparatory Academy

601 NW 12TH AVE, Miami, FL 33136

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Mater Preparatory Academy is to educate students to their fullest potential by providing a rigorous and relevant educational program to enable students to become confident, self-directed, and responsible lifelong learners.

Provide the school's vision statement.

Mater Preparatory Academy's Vision is to provide a safe, supportive, and dynamic learning environment, cultivating relationships amongst all stakeholders to produce students who have acquired the necessary skills and knowledge for success at every level of their K-5 education, and evidenced by student's performing at or above average on their academic measures.

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
	Principal	Ms. Helga Chalas is an instructional leader that provides a common vision for student academic success. She ensures that the school-based team is providing rigorous instruction and implementation of all school programs with fidelity including school core curriculum, Response to intervention programs, continuous professional development for teachers, and the use of data-driven decision making.
Diaz, Jaimmie	Assistant Principal	Ms. Jaimmie Diaz provides guidance for the school's reading plans while progress monitoring of at-risk students. She also facilitates and supports data collection and analysis to determine the effectiveness of instructional programs and practices; provides professional development and support to teachers and support staff regarding data-based planning and monitors implementation of the school's multi-tiered system of supports.
Pena, Stephanie	Instructional Coach	Ms. Stephanie Pena meets with teachers during common planning or curriculum meetings to support math and science instruction. She provides resources and promotes the sharing of best practices.
Morales, Susanne	School Counselor	Ms. Susanne Morales, the Guidance Counselor, provides support and character education services to ensure the academic, emotional, and behavior needs of students are meet. The counselor is also responsible to comply and implement the school's Mental Health Plan. Lastly, Ms. Morales monitors student attendance, meets with teachers and families, and assist parents in developing an action plan to ensure effective student attendance.
Alonzo, Ana	ELL Compliance Specialist	Ms. Ana Alonzo coordinates the school's ESL program for all ELL students. Collaborates with district staff and other instructional departments to provide educational support for ELL and Migrant students. Implements procedures and coordinates the process to identify ELL students at all grade levels school-wide. Consults with school stakeholders to improve the student's academic progress. Participates in the parent advisory committee meetings to help make school-wide decisions.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School's Educational Excellence School Advisory Council (EESAC) will assist the school's School Improvement Plan (SIP) writing team with implementing the state system of school improvement and accountability, as well as collaborating in the preparation and evaluation of the school improvement plan, as well as budget allocations. The EESAC consists of all required stakeholders including the leadership team, teachers, support staff, students, parents, and community leaders.
Additionally, the ESSAC will ensure that all expenditures including Title 1 allocations, are in line with School Improvement
Plan, such as assist with the purchase of instructional supplies. Our ESSAC will develop the new SIP using current data to set goals and strategies to implement and monitor the progress towards goals. EESAC Committee votes to approve or make any changes to the SIP.

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 EESAC committee will use the school's progress monitoring data to determine the effectiveness of the implementation on the plan. Mid-year data will be used to determine if adequate progress is being made towards the SIP goals and if modifications need to be made at that time. SIP goals will be written for each subgroup that demonstrates the greatest achievement gap.

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)	Combination School KG-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	79%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	4	9	8	2	1	0	0	0	26
One or more suspensions	2	1	0	0	3	8	0	0	0	14
Course failure in English Language Arts (ELA)	1	8	11	7	9	4	0	0	0	40
Course failure in Math	1	9	1	3	8	7	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	14	23	16	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	3	12	15	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	61	62	36	35	32	0	0	0	227
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	6	1	14	2	1	0	0	0	27
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	4	10	7	3	1	0	0	0	25
One or more suspensions	0	1	2	0	4	6	0	0	0	13
Course failure in ELA	1	3	2	13	9	5	0	0	0	33
Course failure in Math	1	2	3	7	16	3	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	12	14	22	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	11	21	19	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	34	48	63	33	29	0	0	0	209
	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	1	10	28	13	31	25	0	0	0	108

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	1	14	2	1	0	0	0	20
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	4	10	7	3	1	0	0	0	25
One or more suspensions	0	1	2	0	4	6	0	0	0	13
Course failure in ELA	1	3	2	13	9	5	0	0	0	33
Course failure in Math	1	2	3	7	16	3	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	12	14	22	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	11	21	19	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	34	48	63	33	29	0	0	0	209
	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	1	10	28	13	31	25	0	0	0	108

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	1	14	2	1	0	0	0	20
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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*	26	61	53	36	62	55	23		
ELA Learning Gains				58			34		
ELA Lowest 25th Percentile				64			50		
Math Achievement*	44	63	55	31	51	42	21		
Math Learning Gains				48			18		
Math Lowest 25th Percentile				62			55		
Science Achievement*	33	56	52	19	60	54	2		
Social Studies Achievement*		77	68		68	59			
Middle School Acceleration		75	70		61	51			
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	53	62	55	48	75	70	50		

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	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	177
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	2	1
ELL	25	Yes	2	1
AMI				
ASN				
BLK				
HSP	35	Yes	1	
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	35	Yes	1	

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	37	Yes	1	
ELL	40	Yes	1	
AMI				
ASN				
BLK				
HSP	46			
MUL				
PAC				
WHT				
FRL	45			

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	26			44			33					53
SWD	12			24							3	56
ELL	16			31			14				5	53
AMI												
ASN												
BLK												
HSP	24			43			32				5	53

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	23			43			38				5	51

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	36	58	64	31	48	62	19					48
SWD	8	60		33	40							45
ELL	20	57	64	22	41	59	10					48
AMI												
ASN												
BLK												
HSP	35	58	64	29	48	62	19					50
MUL												
PAC												
WHT												
FRL	34	57	64	28	48	62	15					48

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	23	34	50	21	18	55	2					50
SWD	9			9								
ELL	14	30	55	15	21		3					50
AMI												
ASN												
BLK												
HSP	23	36	55	19	17		2					50
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	23	35	50	20	19	55	2					51

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	56%	-22%	54%	-20%
04	2023 - Spring	31%	58%	-27%	58%	-27%
03	2023 - Spring	18%	52%	-34%	50%	-32%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	63%	-20%	59%	-16%
04	2023 - Spring	43%	64%	-21%	61%	-18%
05	2023 - Spring	42%	58%	-16%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	50%	-23%	51%	-24%

III. Planning for Improvement

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

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

According to the 2021 Florida State Assessments, the greatest need for improvement is in Science achievement in the 5th grade. Additionally Reading Proficiency for the ELL and SWD subgroups were also significantly low.

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

There was no decline in data between the 2021 assessment period and the 2022 assessment period.

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 with the greatest gap when compared to the State was 5th grade Science achievement. The State average was 52.7% while the school scored a 19%. The factor that would have contributed to the gap was overall low Reading and Math achievement as well as the school's high ELL and Economically Disadvantage populations.

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

According to the 2022 Florida State Assessments, the greatest improvement was the learning gains in Math (from 18% in 2021 to 48% in 2022). The school began to implement technology programs that focused on Math foundational skills. Additionally, the math coach provided assistance with planning and instruction hence improving tier 1 instruction.

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

A potential area for concern is the number of students with significant reading deficiencies. These reading deficiencies can also affect their achievement in other core areas. Student truancy is another concern since student attendance has a direct impact on student achievement.

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

Highest priority for school improvement this year is Reading achievement; specially the ELL and SWD subgroup. Science is another priority since the achievement gap was so large in comparison with the State. Other priorities include student attendance, reading learning gains, and overall math achievement.

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 Other

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 total of 7% of our student population during the 2022-2023 school year were chronically absent.

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

A decrease of at least 2% points of chronically absent students during the 2023-2024 school year will be the expected outcome.

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

Attendance reports will be monitored by teachers on a weekly basis, and the administrative team will be informed on a bi-quarterly basis to prevent students from becoming truant.

Person responsible for monitoring outcome:

Susanne Morales (smorales@materprepacademy.com)

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

Communicate attendance expectations during school community meetings (EESAC, Title 1, Open House, Meet & Greet, etc.) and provided written documentation (Parent Handbook, Parent Contract, Notices of Attendance, etc.) as needed, periodically.

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

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to English Language Learners

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

The results of the Spring 2022 FSA administration of the ELA demonstrated a need for improvement in ELA proficiency for ELL students in grades 3rd through 5th.

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

An increase of 5% percentage points in ELA proficiency in ELL students, will be the expected outcome on the administration of the FAST CAI PM3 Reading Administration in 2024.

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

iReady Reading diagnostic assessments during the beginning(AP1),
middle (AP2) and end of the school year (AP3) will be monitored to
address the area of focus; increase in ELA proficiency. The Florida FAST CAI PM1, PM2, & PM3 results can also be used to progress monitor.

Person responsible for monitoring outcome:

Jaimmie Diaz (jaimmiediaz@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.)

Explicit instruction during Tier 1 as well as small group instruction will be the evidence-based strategy implemented to increase ELA student achievement.

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

Providing explicit and small group instruction to students who are working below grade level will assist in closing the student's achievement gap and accelerate learning.

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.

Teachers will be provided with professional development and best practices on how to provide effective explicit instruction during whole and small group instruction during monthly professional learning communities and grade level planning.

Person Responsible: Jaimmie Diaz (jaimmiediaz@dadeschools.net)

By When: Monthly

Teachers will review data results of Reading Progress Monitoring Data obtained from iReady and FAST CAI to address the literacy skills needed for each grade level during monthly Professional Learning Community meetings and quarterly data chats.

Person Responsible: Helga Chalas (hchalas@dadeschools.net)

By When: Monthly and quarterly

Identify students who scored 2 or more grade levels below (red) on iReady ELA diagnostic 1 at the beginning of the school year (AP1) to participate in Fall Tutoring session 2-3 times per week.

Person Responsible: Jaimmie Diaz (jaimmiediaz@dadeschools.net)

By When: Quarterly

#3. ESSA Subgroup specifically relating to Students with Disabilities

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

The results of the Spring 2022 FSA administration of the ELA demonstrated a need for improvement in ELA proficiency for SWD students in grades 3rd through 5th.

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

An increase of 5% percentage points in ELA proficiency in SWD students, will be the expected outcome on the administration of the FAST CAI PM3 Reading Administration in 2024.

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

iReady Reading diagnostic assessments during the beginning (AP1), middle (AP2) and end of the school year (AP3) will be monitored to address the area of focus; increase in ELA proficiency. The Florida FAST CAI PM1, PM2, & PM3 results can also be used to progress monitor.

Person responsible for monitoring outcome:
Jaimmie Diaz (jaimmiediaz@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.)

SWD students will receive explicit instruction during support facilitation sessions by the ESE teacher will be the evidence-based strategy implemented to increase ELA student achievement.

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

Providing low preforming students with explicit instruction and scaffolding will provide support needed to access and learn grade level content.

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.

SWD students will be invited to attend fall tutoring sessions.

Person Responsible: Jaimmie Diaz (jaimmiediaz@dadeschools.net)

By When: Quarterly

Teachers will review data results of Reading Progress Monitoring Data obtained from iReady and FAST CAI to address the literacy skills needed for each grade level during monthly Professional Learning Community and quarterly data chats.

Person Responsible: Helga Chalas (hchalas@dadeschools.net)

By When: Quarterly

https://www.floridacims.org

#4. Instructional Practice specifically relating to Science

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.

Based on the results of the administration of the Spring 2022 FSSA Science, 19% of students earned proficiency demonstrating a critical area of need.

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

An increase in proficiency of 5% points on the 2023 Spring administration of the FSSA Science is the expected
outcome.

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

The results of periodic administration of Science Topic Assessments will be reviewed during monthly Professional Learning Communities and quarterly data chats.

Person responsible for monitoring outcome:

Jaimmie Diaz (jaimmiediaz@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.)

Students will participate in the science process through the completion and participation of weekly science labs and monthly science projects. Labs and projects will be based on current science benchmark being taught.

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

Participation and completion of science labs and projects allows learners the opportunity to apply science concepts and problem-solving skills to real-world applications.

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.

Professional development and best practices on science tested benchmarks will be provide to all instructional staff during monthly professional learning communities and grade level planning.

Person Responsible: Stephanie Pena (960926@dadeschools.net)

By When: Monthly

Data analysis and progress monitoring of Science Topic Assessments (5th Grade) and Science Quarterly Assessments (Grades Kinder - 4th) will be disseminated during monthly PLC and quarterly data chats.

Person Responsible: Jaimmie Diaz (jaimmiediaz@dadeschools.net)

By When: Monthly and quarterly

#5. Instructional Practice specifically relating to Math

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

The results of the Spring 2022 FSA administration of the Math demonstrated a need for improvement in student proficiency in grades 3rd through 5th.

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

An increase of 5% percentage points in math proficiency will be the expected outcome on the administration of the Florida FAST CAI PM3 Math 2024 Administration.

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

iReady Math diagnostic assessments during the beginning (AP1), middle (AP2) and end of the school year (AP3) will be monitored to address the area of focus; increase in Math proficiency. The Florida FAST CAI Math PM1, PM2, & PM3 results can also be used to progress monitor.

Person responsible for monitoring outcome:

Jaimmie Diaz (jaimmiediaz@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.)

Explicit instruction in math foundational skills will be the evidence-based strategy implemented to increase math learning gains.

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

Explicit instruction provides learners with detailed, specific and systematic teacher-led lessons in math foundational skills in which instruction is explained, demonstrated and modeled.

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.

Teachers will review data results of Math Progress Monitoring Data obtained from iReady and FAST CAI to address the foundational skills needed for each grade level during monthly Professional Learning Community and quarterly data chats.

Person Responsible: Jaimmie Diaz (jaimmiediaz@dadeschools.net)

By When: Monthly and quarterly

Provide professional development on explicit instruction and best practices during monthly professional learning communities and grade level planning.

Person Responsible: Jaimmie Diaz (jaimmiediaz@dadeschools.net)

By When: Monthly

Identify students who scored 2 or more grade levels below (red) on iReady Math diagnostic 1 at the beginning of the school year (AP1) to participate in Fall Tutoring session 2-3 per week.

Person Responsible: Jaimmie Diaz (jaimmiediaz@dadeschools.net)

By When: Quarterly

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's Advisory Council (SAC) will make recommendations and approve the school budget to ensure they align with school improvement goals. The SAC also reviews school achievement data when developing and approving school improvement goals.

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 disseminated with stakeholders, students, families, school staff, and local businesses/ organizations through the school website https://www.materprepacademy.com/#. It will additionally be made accessible through four EESAC meetings throughout the year, where the SIP is discussed and goals are presented. The first EESAC meeting is scheduled for September, and will provide an overview, in clear language, of the 2022-2023 SIP, goals met and areas for improvement. The 2023-2024 SIP will also be introduced with the new year goals. The SIP is also made available to families and discussed during Title 1 meetings throughout the school year (Parent Meet & Greet, Open House, Title 1 Parent Meeting, F.A.S.T. Testing Meeting(s), and Third Grade Promotion Meeting).

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 by ensuring that communication and available, clear, and concise among families and staff members. One way to ensure this is by giving families access to the school website, where the weekly content, Home Learning, and Family Engagement Plan are available https://www.materprepacademy.com/#. Another way to do this is through

the use of Class DOJO, which the school has been available to all families through the classroom teachers. Reminders, flyers, and information is to be shared through Class DOJO. Another way to build positive relationships with families and other community stakeholders is through parent empowerment classes offered at the school through Amigos for Kids. Lastly, parents can become member of F.I.S.H., Mater Preparatory's family volunteer program. Parent(s) and guardian(s) cleared by MDCPS can volunteer at the school to promote close relationships and a positive school culture. Keeping families informed through the MDCPS Parent Portal and Colegia will allow families access to student progress, in addition to mandatory quarterly meetings with parent(s)/guardian(s) to discuss student progress, as well. The school's CIS (community Involvement Specialist) will work in conjunction with school administrators and support staff to facilitate parent access and integration onto the technology platforms mentioned above.

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 and increase the amount of quality learning time for students by following the FLDOE Student Progression Plan. This allows for administrators to create schedules that incorporate all core content/curriculum as determine by MDCPS and FLDOE, in addition to fluency time, interventions, collaboration (ESE and ESOL), and enrichment content such as music, art, Spanish, and physical education.

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))

The school uses Title III funds to provide ELL students with additional tutoring to meet SIP goals relating to ELL subgroup.