Mater Palms Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Mater Palms Academy

401 S POINCIANA BLVD, Kissimmee, FL 34746

www.materpalms.com

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

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.

Together, we will cultivate a positive, dynamic environment of RESPECT and learning.

Challenges will be accepted and OVERCOME with integrity, knowing we can ACCOMPLISH any goal.

We will RISE to be active, empathetic scholars and leaders who impact the world in a positive way.

Provide the school's vision statement.

We resolve to enrich, engage, and support all students through their educational journey.

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
Rivas, Jorge	Principal	Oversee the school's day-to-day operations, including handling disciplinary matters, conducting classroom observations, managing a budget, and hiring teachers and other personnel. Develops and monitors the SIP. Logistics, schedules, teacher and staff evaluations, and public relations are also major responsibilities.

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 leadership team, grade level leads, faculty and staff, and the school advisory council meet monthly to discuss academic goals for the school improvement plan.

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))

Mater Palms Academy will closely monitor the school improvement plan to ensure its goals are being met and progress is evident. Revisions will be made through out the year if necessary.

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	81%
2022-23 Economically Disadvantaged (FRL) Rate	82%
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	3	3	4	2	3	1	2	1	24
One or more suspensions	10	5	4	1	2	1	8	5	4	40
Course failure in English Language Arts (ELA)	2	0	0	1	0	1	0	0	0	4
Course failure in Math	2	0	0	2	0	1	0	0	0	5
Level 1 on statewide ELA assessment	13	26	27	25	22	22	40	31	27	233
Level 1 on statewide Math assessment	20	11	24	22	22	30	22	19	20	190
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	1	0	0	0	1
	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	4	3	2	15	18	19	20	15	14	110

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	1	0	7	0	0	0	0	0	8
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	1	0	0	1	0	0	0	0	0	2
One or more suspensions	13	6	2	4	4	13	10	32	12	96
Course failure in ELA	1	0	0	2	0	0	1	1	0	5
Course failure in Math	1	0	0	2	0	0	1	1	0	5
Level 1 on statewide ELA assessment	0	0	0	14	24	6	15	20	15	94
Level 1 on statewide Math assessment	0	0	0	17	33	30	24	23	16	143
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	1	0	0	0	0	1

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	26	20	24	16	27	39	32	24	212

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	0	0	1	0	0	0	0	0	2
One or more suspensions	13	6	2	4	4	13	10	32	12	96
Course failure in ELA	1	0	0	2	0	0	1	1	0	5
Course failure in Math	1	0	0	2	0	0	1	1	0	5
Level 1 on statewide ELA assessment	0	0	0	14	24	6	15	20	15	94
Level 1 on statewide Math assessment	0	0	0	17	33	30	24	23	16	143
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	0	0	7	1	0	0	0	0	18

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	26	20	24	16	27	39	32	24	212

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	2	0	0	0	0	0	3
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*	48	48	53	55	50	55	50		
ELA Learning Gains				58			59		
ELA Lowest 25th Percentile				52			64		
Math Achievement*	51	47	55	51	42	42	45		
Math Learning Gains				53			39		
Math Lowest 25th Percentile				47			40		
Science Achievement*	38	46	52	39	45	54	37		
Social Studies Achievement*	58	67	68	71	53	59	64		
Middle School Acceleration	70	75	70	78	45	51	69		
Graduation Rate		77	74		46	50			
College and Career Acceleration		59	53		67	70			
ELP Progress	56	53	55	57	73	70	66		

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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	561
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	21	Yes	4	1
ELL	47			
AMI				
ASN				
BLK	38	Yes	1	
HSP	52			
MUL	42			
PAC				
WHT	61			
FRL	51			

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	34	Yes	3	
ELL	53			
AMI				
ASN				
BLK	49			
HSP	55			
MUL	46			
PAC				
WHT	62			
FRL	57			

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	48			51			38	58	70			56
SWD	5			21			15				4	43
ELL	43			46			30	48	63		7	56
AMI												
ASN												
BLK	32			44							2	
HSP	46			50			33	60	70		7	53
MUL	42			42							2	
PAC												
WHT	61			55			57	56	62		7	76
FRL	45			49			37	56	64		7	55

| 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	55	58	52	51	53	47	39	71	78			57
SWD	19	55	46	21	40	36	18					36
ELL	49	57	57	47	50	40	28	69	79			57
AMI												
ASN												
BLK	56	57		44	38							
HSP	51	56	50	48	52	45	34	71	87			57
MUL	44	53		38	47							
PAC												
WHT	71	68	60	62	60	45	56	69	69			57
FRL	57	59	49	52	55	47	40	71	76			60

| 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	50	59	64	45	39	40	37	64	69			66
SWD	5	40	40	11	21	27	9	0				85
ELL	41	56	67	40	45	50	25	48	53			66
AMI												
ASN												
BLK	40	39		27	32		25					
HSP	47	59	68	42	40	43	32	57	69			66
MUL	47	45		59	36							
PAC												
WHT	68	68		59	37		60	71	71			69
FRL	47	55	58	38	32	31	33	59	64			59

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.
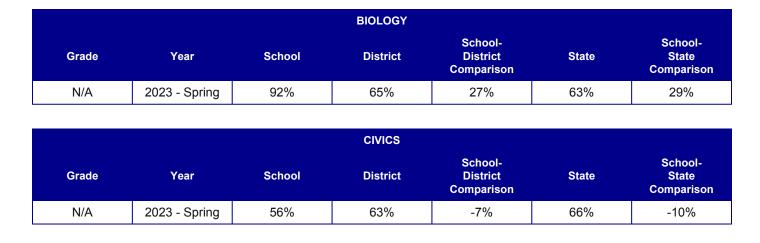
ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	44%	6%	54%	-4%
07	2023 - Spring	47%	39%	8%	47%	0%
08	2023 - Spring	46%	40%	6%	47%	-1%
04	2023 - Spring	58%	49%	9%	58%	0%
06	2023 - Spring	34%	39%	-5%	47%	-13%
03	2023 - Spring	50%	44%	6%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	51%	40%	11%	54%	-3%
07	2023 - Spring	45%	39%	6%	48%	-3%
03	2023 - Spring	60%	49%	11%	59%	1%
04	2023 - Spring	62%	48%	14%	61%	1%
08	2023 - Spring	37%	48%	-11%	55%	-18%
05	2023 - Spring	49%	41%	8%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	13%	35%	-22%	44%	-31%
05	2023 - Spring	35%	40%	-5%	51%	-16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	40%	44%	50%	34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	36%	29%	48%	17%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	65%	27%	63%	29%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	63%	-7%	66%	-10%

III. Planning for Improvement

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

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

The data component that shows that greatest need for improvement is 5th and 8th grade science with a combined 36% proficiency. Additionally, 7th grade ELA has also been identified an an area of greatest need with a 33% proficiency from the previous year. There was a substitute in 6th grade ELA all year. That issue has been addressed this year with a certified teacher and our instructional coaches will be working closely with that teacher to provide the necessary support. In addition, our interventionist will be working with student in 7th grade and providing standards based support.

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

There was an 11 point drop in Civics form 71% to 60%. There was a substitute in that class for half of the school year. This year there is a certified teacher teaching Civics and he coaches will be providing support. In addition, we have implemented Progress Learning as a support curriculum and will be using it for progress monitoring.

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

The data component that had the largest gap compared to the state results was 6th grade ELA. respectfully.

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

The data component with the most improvement was the accelerated category. There was an 11 point improvement in this category. There was an intensive intervention program designed to support students in this category.

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

Discipline and Attendance are areas of concern. They have been addressed with a new attendance and discipline plan designed to address students before they reach 15 absences or are suspended.

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

1-Standards-Based planning and instruction
2-Quality delivery of instruction
3-Using data to drive DI, interventions, and tutoring programs
4-Quality coaching and support from our instructional coaches
5-Monitor and address attendance and discipline.

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

#1. ESSA Subgroup specifically relating to Teacher Retention and Recruitment

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

According to our data, we did not meet the Federal Index requirement of 41% for student with disabilities. Mater Palms was 36%.

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

We will closely monitor and support our student with disabilities group to ensure we meet the Federal Index Requirement of 41% for the 2023-2024 school year.

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

Students who are in Tier 2 and Tier 3 will be closely monitored using our iReady program. These students will take a Progress Monitor quiz every other Wednesday and the data will be reviewed to ensure progress is taking place.

Person responsible for monitoring outcome:

Jorge Rivas (jrivas@materpalms.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.)

iReady

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

We have been using iReady as a school since our first year and it has always provided us accurate feedback. Progress Monitoring will ensure that the data is accurate and we will be able to identify the standard deficiency to better target our interventions.

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?

Yes

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

1-Our school's SPED Program Specialist and I will meet monthly to monitor and discuss the student's Growth throughout the year to ensure progress is being made. If progress is not being met, students will be given additional intervention time.
2-Interventionist will pull out students during specials/electives and use a targeted standards based approach to work with students.

Person Responsible: Jorge Rivas (jrivas@materpalms.com)

By When: These strategies will take place monthly throughout the school year.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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

Mater Palms is committed to training, supporting, and retaining quality teachers. Our goal is to have a positive, focused, and professional work environment that recruits and retains teachers by providing them instructional coaching support and monthly incentives.

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

We will monitor teacher attendance and retention data. Our goal is to retain our teachers for the entire school year have them finish the year with less than 10 days absent.

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

We will monitor the teacher attendance logs monthly and provide incentives for those with the best attendance for the month. We are also providing a staff luncheons each month.

Person responsible for monitoring outcome:

Jorge Rivas (jrivas@materpalms.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.)

Attendance data and HR staffing records.

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

Teacher recruitment is one of the biggest challenges schools face. A well trained staff that feels supported is important to build long term capacity within a 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.

1-Weekly coaches meeting with teachers during planning periods timeframe to assist with planning and delivery.
2-Coaching cycles to build capacity.
3-Monthly staff luncheons and incentive for good attendance.

Person Responsible: Jorge Rivas (jrivas@materpalms.com)

By When: This will occur monthly throughout the school year.

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).

In an effort to address our students with Disabilities (SWD) subgroup, we have added an additional SPED support facilitators and an interventionist to provide additional support. These individuals will provide small group push-in support for the teachers during their DI time to create another teacher led center.

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

According to the PM3, K-2 students were at a 38% proficiency in reading.

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

According to the data, 3rd grade showed the least amount of growth out of the 3rd to 5th grade levels. The
goal will be to increase reading proficiency in 3rd grade by ensuring high levels of learning for all students in literacy by focusing on strong whole group standards-based instruction, differentiating instruction, and small group teacher led centers.

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

The goal will be to increase reading proficiency by 5% in grades K-2 by ensuring high levels of learning for all
students in literacy by focusing on strong whole group standards-based instruction, differentiating instruction, and small group teacher led centers.

Grades 3-5 Measurable Outcomes

The goal will be to increase reading proficiency by 6% in grades 3rd grade by ensuring high levels of learning for all students in literacy by focusing on strong whole group standards-based instruction, differentiating instruction, and small group teacher led centers.

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.

Use iReady and PM data along with progress monitoring to analyze the data appropriately. Use the data to drive instruction, tutoring, and interventions.

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

Rivas, Jorge, jrivas@materpalms.com

Evidence-based Practices/Programs

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

  ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

  ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

  ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Research shows that the only way to close the wide gap of deficiencies is to move away from whole group instruction and use data to target all elements of instruction. The analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.

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?

Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2003), Reeves (2010), Dufour, etal (2010).

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
1. Teachers will receive professional development on i-Ready and usage requirements. They will be able to use the data to form their DI groups and create lessons to address their students weak standards. 2. Staff will teach problem-solving strategies and high-order thinking concepts through the delivery of differentiated instruction. 3. Staff will develop outcomes representing high expectations and rigor that are connected to learning. 4. Students will be cognitively engaged in instruction using higher order questioning and discussion techniques, 5. Teachers will utilize formative assessments to monitor student learning and provide feedback. 6. Instructional Coaches will assist teachers in their planning to ensure alignment to the pacing guides and use the coaching cycle to ensure fidelity in their delivery.	Rivas, Jorge, jrivas@materpalms.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We will have handouts available to the parents in the front office as well as during Open House and Title I meetings.

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))

Mater Palms Academy Title I and SAC hold joint meetings each month to conduct in-depth planning for the current and upcoming school year and evaluate programs. Supervision will be provided for MPA elementary students so that parents can participate in the meeting.

Our school holds these monthly meetings to discuss student data, school policies, and to plan activities for
academic success It is also meant to offer time for parents to be active participants in the educational process. Discussions include the Parent Family Engagement Plan (PFEP) and School Improvement Plan (SIP).

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 SPED/ESE Program has additional staff members as support facilitators to help support the progress of our SWD subgroup. In addition, we have hired interventionist that will pull out students during special and electives to address our students who did not meet proficiency last year. SWD students will also be prioritized when creating our tutoring program.

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))

As part of the parent involvement Plan, we were required to disaggregate the data and meet with our stakeholders to develop a plan that addresses our areas of need. We created a strong STEM program infusing PLTW's Launch and Gateway and re-vamped the middle school elective offerings by creating a stand alone STEM course to assist with our Science scores.
In addition, we analyzed our suspension data and revamped our discipline plan to be more proactive and use the Code of Student Conduct more effectively to minimize major incidents and threat assessments.

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))

Our school implements a monthly Parent Academy workshop that incudes topics such as;
Bullying, cyber bullying, suicided prevention (embrace life), identifying risky behaviors in children, supporting your teens mental health, and healthy use of social media. Our school counselor runs these meetings.

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))

Our school implements a dual enrollment class that we offer to our 8th graders who meet the GPA requirement. We added a PLTW program to our school this year to support our science scores. We infused PLTW Launch to our elementary science classes and they will be doing monthly STEM projects. In Middle School we added the Gateway program which has stand alone elective courses.

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).

We employee the Osceola District's MTSS program which includes progress monitoring our students bi-monthly and providing additional support for academic and/or social emotional issues.

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))

We have constant data debriefing meetings (Data Chats) with out teacher and students. IReady provides training 3 times per year on how to use their program to drive instruction and create differentiated instructional groups based on standards deficiency.

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))

We have a "back to school" orientation day before school begins where the students and their parents can meet the teacher and discuss transitional issues. We also give a pre-test to our entering KG students to analyze their current level of education to assist them with closing the gaps in their learning early in their Kindergarten school year.

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: ESSA Subgroup: Teacher Retention and Recruitment	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

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

No