

Miami-Dade County Public Schools

Mater International Preparatory School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	19
VII. Budget to Support Areas of Focus	0

Mater International Preparatory

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

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

Provide the school's vision statement.

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

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

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

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

Name	Position Title	Job Duties and Responsibilities
Millo, Tamara		<ul style="list-style-type: none"> - Coaching/Mentoring- Teacher Support and Guidance K-8 - ELL Chair - Discipline 6-8 Contact - Co-Test Chair - School Data Guidance K-8 - Walkthroughs and Evaluations - Teacher Data Chats Liaison - School Textbooks and Resources K-8 - Course Recovery Assistance with Counselor - School Accreditations & Compliance Team Member - Middle/High Schedules -Threat Assessment Member -Administrative Requests & Support

Stakeholder Involvement and SIP Development

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

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

Stakeholders, including school leadership team, teachers, parents, students and the community are all involved in the School Improvement Plan's process. The school invites all stakeholders to input their ideas during the EESAC meetings and monthly parent academies.

SIP Monitoring

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

The SIP will be monitored by the leadership team and members of the school community on a monthly basis by conducting monthly meetings. Based on data provided by teachers and statewide progress monitoring assessments, changes in the SIP will be made as necessary. All stakeholders will be advised of the changes in order to ensure continuous improvement.

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 6-9
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	84%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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)	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: 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	25	24	49	
One or more suspensions	0	0	0	0	0	0	0	3	1	4	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	23	17	40	
Course failure in Math	0	0	0	0	0	0	0	8	6	14	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	7	10	17	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	14	12	26	
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	14	14	

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	0	

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	25	24	15	64
One or more suspensions	0	0	0	0	0	0	3	1	5	9
Course failure in ELA	0	0	0	0	0	0	23	17	0	40
Course failure in Math	0	0	0	0	0	0	8	6	0	14
Level 1 on statewide ELA assessment	0	0	0	0	0	0	7	10	16	33
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	14	12	47
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	14	12	47

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	0	0	0	

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	6	1	3	10
Students retained two or more times	0	0	0	0	0	0	0	4	1	5

Prior Year (2022-23) Updated (pre-populated)

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	25	24	15	64
One or more suspensions	0	0	0	0	0	0	3	1	5	9
Course failure in ELA	0	0	0	0	0	0	23	17	0	40
Course failure in Math	0	0	0	0	0	0	8	6	0	14
Level 1 on statewide ELA assessment	0	0	0	0	0	0	7	10	16	33
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	14	12	26
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	14	12	26

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	0	0	0	0

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	6	1	3	10
Students retained two or more times	0	0	0	0	0	0	0	4	1	5

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	61	53	59	62	55	58		
ELA Learning Gains				61			55		
ELA Lowest 25th Percentile				55			42		
Math Achievement*	63	63	55	56	51	42	43		
Math Learning Gains				70			30		
Math Lowest 25th Percentile				61			31		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	55	56	52	47	60	54	46		
Social Studies Achievement*	81	77	68	88	68	59	70		
Middle School Acceleration	45	75	70	71	61	51	61		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	71	62	55	63	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)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	631
Total Components for the Federal Index	10
Percent Tested	99
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	1	1
ELL	49			
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				
WHT				
FRL	62			

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				
ELL	54			
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				
WHT				
FRL	63			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			63			55	81	45			71
SWD	33			8							2	
ELL	42			55			27	71	29		6	71
AMI												
ASN												
BLK												
HSP	60			62			56	80	43		6	71
MUL												
PAC												
WHT												
FRL	58			62			57	79	43		6	73

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	59	61	55	56	70	61	47	88	71			63
SWD												
ELL	45	51	59	43	63	65	15	81				63
AMI												
ASN												
BLK												
HSP	59	60	57	55	69	60	44	87	65			63
MUL												
PAC												
WHT												
FRL	59	61	55	56	70	61	48	87	70			63

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	58	55	42	43	30	31	46	70	61			50
SWD												
ELL	56	56	47	38	25	23		72				50

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
AMI												
ASN												
BLK												
HSP	58	54	43	43	30	29	49	71	63			46
MUL												
PAC												
WHT												
FRL	58	55	41	42	29	31	44	70	59			48

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	60%	50%	10%	47%	13%
08	2023 - Spring	46%	51%	-5%	47%	-1%
06	2023 - Spring	55%	50%	5%	47%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	58%	58%	0%	54%	4%
07	2023 - Spring	55%	48%	7%	48%	7%
08	2023 - Spring	59%	59%	0%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	31%	40%	-9%	44%	-13%

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

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	68%	10%	66%	12%

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 lowest data performance was in 8th grade science with 31% proficiency. One contributing factor was the high ELL population within that testing group. The language barrier in reading contributed to the low performance on the science assessment.

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

The greatest decline from the prior year was in science achievement. According to 2021-2022 data, science achievement was 47%, versus 2022-2023 at 31%. One contributing factor was the high ELL population within that testing group. The language barrier in reading contributed to the low performance on the science assessment.

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.

When compared to the state average, the greatest gap was in 8th grade science. The state's achievement was at 47%, versus the school at 31%.

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

The data component that showed the most improvement was in grades 6-8 mathematics, from 56% to 57%. The school created a new Intensive Math Course to target students who needed intensive intervention in mathematics.

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

Reflecting on the Early Warning Systems, one potential area of concern is course failure in English Language Arts for our seventh and eighth graders. The goal is to reduce the amount of students failing their ELA course.

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

For school improvement this upcoming school year the highest priority is an increase in ELA achievement in grades 6-8.

The second priority is to increase achievement in eight grade science.

The third priority is to increase ELA achievement within our ELL subgroup.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

Due to teacher turnover, one Area of Focus is positive culture and environment relating to teacher retention and recruitment.

Measurable Outcome:

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

At then end of the school year, we will reduce teacher turnover by one.

Monitoring:

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

This Area of Focus will be monitored by having quarterly check-ins with our teachers to ensure a positive environment. This includes providing professional development as needed. New teachers have also been provided a mentor teacher to support them throughout the year.

Person responsible for monitoring outcome:

Stephanie Ocampo (socampo@materacademyis.com)

Evidence-based Intervention:

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Differentiation

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.

One Area of Focus in Differentiated instruction in English Language Arts. This is identified as a crucial need based on the 2022-2023 data. Science achievement was at 31%, and can be directly linked to a gap in reading achievement.

Measurable Outcome:

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

The school plans to implement Differentiated Instruction across the curriculum in grades 6-8. Differentiated Instruction must be implemented at least three times a week by core instruction teachers.

Monitoring:

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

This Area of Focus will be monitored by conducting lesson plan reviews. Additionally, the administrative team will conduct weekly walkthroughs and ensure that Differentiated Instruction is being conducted.

Person responsible for monitoring outcome:

Tamara Millo (tmillo@materacademyis.com)

Evidence-based Intervention:

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

In addition to Differentiated Instruction, i-Ready will be used as an evidence-based intervention for this Area of Focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

i-Ready is an evidence-based strategy that focuses on individual needs of students and closes gaps at their level.

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

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 School Improvement Plan for Mater International Preparatory will be disseminated at the annual Title I meeting and our school's EESAC meeting. The presentation will be provided in multiple languages to support the needs of our families.

www.materacademyis.com

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with all stakeholders through monthly parent academies and our Tiger Pals program, which supports the needs of our students and families.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program by offering new courses and building upon our current acceleration programs such as Biology and Algebra. Additionally, we offer tutoring and intensive courses to increase achievement.

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