

Miami-Dade County Public Schools

# Mater Academy Kiwanis School



2023-24

Schoolwide Improvement Plan (SIP)

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## Mater Academy Kiwanis

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

#### Provide the school's vision statement.

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

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Hernandez, Eileen	Principal	As an Elementary School Principal, we provide dynamic leadership and strategic direction to our school community. As the educational leader, you will drive academic excellence, foster a nurturing environment, and inspire a culture of continuous improvement. Our responsibilities include overseeing curriculum development, staff management, and student support initiatives to ensure the holistic growth of our students. With strong communication skills, we engage parents, collaborate with teachers, and build partnerships within the wider community. We must analyze data and make informed decisions will be pivotal in tracking progress and meeting academic goals.

#### 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.

At Mater Academy Kiwanis, the development of the School Improvement Plan (SIP) is a collaborative and inclusive process that actively engages stakeholders at every level. This approach is by the Every Student Succeeds Act (ESSA) Section 1114(b)(2), which emphasizes involving stakeholders in the improvement process. The school's commitment to fostering a sense of shared ownership and responsibility for the school's success is reflected in its comprehensive approach to soliciting input, analyzing feedback, and integrating it into the SIP development process.

**\*\*1. School Leadership Team:\*\***

The school leadership team plays a central role in guiding the SIP development process. This team comprises administrators, department heads, and key coordinators who bring diverse perspectives and expertise to the table. Regular meetings are held to discuss school goals, analyze performance data, and identify areas for improvement. Their insights and recommendations serve as a foundation for shaping the SIP.

**\*\*2. Teachers and School Staff:\*\***

Teachers and staff are integral to the SIP development process. Regular staff meetings, workshops, and surveys provide opportunities for them to share their observations, challenges, and suggestions. This feedback is essential for identifying classroom-level needs and refining instructional strategies. Teachers also contribute insights on professional development requirements and resource allocation.

**\*\*3. Parents and Families:\*\***

The involvement of parents and families is highly valued at Mater Academy Kiwanis. The school organizes regular parent-teacher conferences, workshops, and informational sessions to foster a strong partnership. Additionally, surveys and feedback forms are distributed to gather their input on school programs, communication methods, and areas for improvement. This input is crucial for understanding the community's expectations and concerns.

**\*\*4. Students:\*\***

Mater Academy Kiwanis recognizes the importance of student voice even at the elementary level. Student councils and advisory groups are established to gather insights from older students. Their suggestions on school climate, extracurricular activities, and learning experiences contribute to the development of a well-rounded SIP.

**\*\*5. Business and Community Leaders:\*\***

Engaging business and community leaders is another dimension of the SIP development process. The school recognizes the value of external perspectives in preparing students for the real world. Partnerships with local businesses, community organizations, and leaders are forged to provide insights into workforce trends, career pathways, and skills required for success beyond graduation.

The input from these stakeholders is collected, analyzed, and synthesized. Common themes, priorities, and concerns are identified, and these findings directly inform the development of the SIP's goals, strategies, and action plans. The leadership team collaborates to align stakeholder feedback with academic data and research-based best practices, ensuring a well-rounded and effective plan.

In conclusion, Mater Academy Kiwanis demonstrates a comprehensive approach to stakeholder engagement in the SIP development process, in alignment with ESSA Section 1114(b)(2). By involving the school leadership team, staff, parents and families, students, and business/community leaders, the school creates a well-rounded and holistic improvement plan that reflects the diverse needs and aspirations of its stakeholders. This collaborative effort strengthens the school's commitment to continuous improvement and enhances the overall educational experience for students.

**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 Academy Kiwanis is dedicated to ensuring the ongoing effectiveness of the School Improvement Plan (SIP) in enhancing student achievement and closing achievement gaps as mandated by ESSA

1114(b)(3). Our approach involves continuous monitoring, data-driven analysis, and a commitment to iterative refinement.

**\*\*Regular Monitoring and Data Analysis:\*\***

The SIP implementation progress will be regularly monitored through a systematic and data-driven approach. Academic performance data, formative and summative assessments, attendance rates, and behavior records will be consistently collected and analyzed. This will allow us to identify trends, patterns, and areas that require attention. Additionally, frequent check-ins with teachers, staff, and administrators will provide qualitative insights into classroom practices, challenges, and successes.

**\*\*Impact Assessment and Achievement Gap Analysis:\*\***

An essential focus of our monitoring process will be the impact of the SIP on student achievement, particularly for those students facing the greatest achievement gaps. We will conduct regular assessments to evaluate whether the targeted strategies are effectively addressing these gaps. The disaggregation of data by demographic subgroups will enable us to identify specific areas where improvement is needed and tailor interventions accordingly.

**\*\*Revision and Continuous Improvement:\*\***

The SIP is designed to be a dynamic document that responds to changing needs and emerging insights. Regular review meetings involving the school leadership team, teachers, staff, and other stakeholders will provide a platform for collaborative analysis of the implementation's effectiveness. If data indicates that certain strategies are not yielding the expected results or if new challenges arise, the plan will be revised in a timely manner.

**\*\*Iterative Process:\*\***

Our school embraces an iterative approach to SIP improvement. When revisions are deemed necessary, they will be informed by a combination of quantitative data, qualitative feedback from stakeholders, and insights gained through ongoing professional development initiatives. The revisions will be targeted and focused, aiming to enhance the impact on student achievement and narrow achievement gaps.

**\*\*Stakeholder Engagement:\*\***

As we revise the SIP, we will maintain our commitment to stakeholder engagement. Feedback from teachers, parents, students, and community members will play a pivotal role in shaping the plan's evolution. Regular meetings, surveys, focus groups, and collaborative discussions will ensure that the revised plan accurately reflects the aspirations and needs of our diverse stakeholders.

In conclusion, Mater Academy Kiwanis will diligently monitor the SIP's implementation for effectiveness and its impact on student achievement, particularly in addressing achievement gaps. Through ongoing data analysis, stakeholder engagement, and a commitment to continuous improvement, we will be responsive to the evolving needs of our students. This iterative process aligns with ESSA 1114(b)(3) and underscores our dedication to providing an exceptional educational experience for all students.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-7
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	96%



<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	0%
<b>Charter School</b>	Yes
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	6	2	3	2	0	3	0	0	0	16	
One or more suspensions	0	0	0	1	0	1	0	0	0	2	
Course failure in English Language Arts (ELA)	0	1	0	4	1	0	0	0	0	6	
Course failure in Math	12	0	4	6	3	0	0	0	0	25	
Level 1 on statewide ELA assessment	0	0	0	4	4	6	0	0	0	14	
Level 1 on statewide Math assessment	0	0	0	0	3	4	0	0	0	7	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	4	4	6	0	0	0	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	53	17	23	6	11	0	0	0	0	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	3	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

## II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	61	53		62	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	81	63	55		51	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	60	56	52		60	54			
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	76	62	55		75	70			

*\* 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	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
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				
ELL	61			
AMI				
ASN				
BLK				
HSP	65			
MUL				
PAC				

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
WHT				
FRL	69			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	62			81			60					76
SWD												
ELL	43			64							3	76
AMI												
ASN												
BLK												
HSP	55			76			50				5	78

## 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	61			82			62				5	75

## 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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

## 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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
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												

**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	42%	56%	-14%	54%	-12%
04	2023 - Spring	65%	58%	7%	58%	7%
03	2023 - Spring	64%	52%	12%	50%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	82%	63%	19%	59%	23%
04	2023 - Spring	76%	64%	12%	61%	15%
05	2023 - Spring	68%	58%	10%	55%	13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	50%	-3%	51%	-4%

**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 performing data component in the context of 5th grade ELA (English Language Arts) showed the lowest performance in the past year. Several contributing factors may have led to this low performance, and it's essential to analyze them to understand the situation better and identify any trends. Here are some contributing factors:

1. **\*\*Teacher Quality and Training:\*\*** The effectiveness of teachers plays a crucial role in student performance. The teacher was a 1st year teacher. There was a lack of highly qualified and well-trained teachers for 5th-grade ELA, which could have resulted in lower student outcomes. The teacher needs ongoing professional development and time to improve their instructional methods.
2. **\*\*Socioeconomic Factors:\*\*** Socioeconomic factors can significantly impact student performance. This student group has a high percentage of its members facing economic disadvantages. This could have contributed to lower performance due to limited access to resources and support outside of school.
3. **\*\*Special Needs and English Language Learners:\*\*** A significant number of students in the 5th-grade ELA group are English language learners (ELL), which might have posed challenges in meeting their unique educational needs, potentially affecting overall group performance.

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

The lowest performing data component in the context of 5th grade ELA (English Language Arts) showed the lowest performance in the past year. Several contributing factors may have led to this low performance, and it's essential to analyze them to understand the situation better and identify any trends. Here are some contributing factors:

1. **\*\*Teacher Quality and Training:\*\*** The effectiveness of teachers plays a crucial role in student performance. The teacher was a 1st year teacher. There was a lack of highly qualified and well-trained teachers for 5th-grade ELA, which could have resulted in lower student outcomes. The teacher needs ongoing professional development and time to improve their instructional methods.
2. **\*\*Socioeconomic Factors:\*\*** Socioeconomic factors can significantly impact student performance. This student group has a high percentage of its members facing economic disadvantages. This could have contributed to lower performance due to limited access to resources and support outside of school.
3. **\*\*Special Needs and English Language Learners:\*\*** A significant number of students in the 5th-grade ELA group are English language learners (ELL), which might have posed challenges in meeting their unique educational needs, potentially affecting overall group performance.

**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.**

In the context of 5th-grade Math, the data component that had the greatest gap when compared to the state average can be identified as the performance of students in standardized assessments. This gap indicates that 5th-grade Math students at this specific school, Mater Academy Kiwanis, performed significantly below the state average in their Math assessments. Several factors might have contributed to this performance gap:

1. **\*\*Teacher Qualifications and Training:\*\*** The expertise and training of Math teachers play a pivotal role in student achievement. The teacher was a rookie teacher who was inexperienced in effective teaching strategies.
2. **\*\*Socioeconomic Factors:\*\*** Socioeconomic factors can significantly impact student performance. This student group has a high percentage of its members facing economic disadvantages. This could have



contributed to lower performance due to limited access to resources and support outside of school.

3. **\*\*Student Engagement:\*\*** Student engagement is crucial in Math education. If students were disengaged due to factors like outdated teaching methods, a lack of hands-on activities, or difficulty understanding the subject matter, it could result in lower Math scores.

As for trends, it's important to analyze data over multiple years to identify any persistent issues or improvements. If the performance gap in 5th-grade Math has been consistently widening or if it's a recent development, it can provide insights into the effectiveness of recent interventions or the need for further action. Additionally, trends might reveal whether the factors mentioned above have been addressed or have continued to impact student performance over time.

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

In the context of 5th-grade Math, the data component that had the greatest gap when compared to the state average can be identified as the performance of students in standardized assessments. This gap indicates that 5th-grade Math students at this specific school, Mater Academy Kiwanis, performed significantly below the state average in their Math assessments. Several factors might have contributed to this performance gap:

1. **\*\*Teacher Qualifications and Training:\*\*** The expertise and training of Math teachers play a pivotal role in student achievement. The teacher was a rookie teacher who was inexperienced in effective teaching strategies.

2. **\*\*Socioeconomic Factors:\*\*** Socioeconomic factors can significantly impact student performance. This student group has a high percentage of its members facing economic disadvantages. This could have contributed to lower performance due to limited access to resources and support outside of school.

3. **\*\*Student Engagement:\*\*** Student engagement is crucial in Math education. If students were disengaged due to factors like outdated teaching methods, a lack of hands-on activities, or difficulty understanding the subject matter, it could result in lower Math scores.

As for trends, it's important to analyze data over multiple years to identify any persistent issues or improvements. If the performance gap in 5th-grade Math has been consistently widening or if it's a recent development, it can provide insights into the effectiveness of recent interventions or the need for further action. Additionally, trends might reveal whether the factors mentioned above have been addressed or have continued to impact student performance over time.

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

One area of concern based on the Early Warning System (EWS) data for student attendance at Mater Academy Kiwanis is the consistently high rate of chronic absenteeism among a specific subgroup of students. This subgroup may require targeted interventions to improve their attendance and overall engagement in school.

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

Based on the 2022-2023 data for Mater Academy Kiwanis, the following are the highest priorities for school improvement in the upcoming school year:

1. **\*\*Curriculum Alignment and Enhancement:\*\*** Ensuring that the curriculum aligns with state standards and is rigorous and engaging should be a top priority. This involves regular reviews and updates to

instructional materials and strategies to meet the diverse needs of students. Teachers should be provided with the necessary training and resources to effectively implement the curriculum.

2. **Data-Driven Instruction:** Utilizing data effectively is essential for improving student outcomes. Implementing a robust data-driven approach will involve regular assessments to monitor student progress, identify learning gaps, and tailor instruction accordingly. Teachers and administrators should receive training in data analysis and interpretation to make informed decisions about instructional strategies and interventions.

3. **Professional Development:** Investing in ongoing professional development for teachers and staff is critical. This includes training on best practices in pedagogy, technology integration, and strategies for addressing diverse learning needs. High-quality professional development can empower educators to adapt to changing educational landscapes and improve their instructional skills.

4. **Student Support Services:** Providing comprehensive support services for students is vital. This includes academic interventions for struggling students, social and emotional support, and access to counseling services. Identifying at-risk students early and implementing targeted interventions can help improve overall student performance and well-being.

5. **Parent and Community Engagement:** Building strong partnerships with parents and the community can enhance the educational experience for students. Effective communication with parents, involving them in decision-making processes, and organizing community outreach programs can foster a supportive learning environment. Engaged parents and community members can also contribute valuable resources and support to the school.

### 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.

The crucial need for English Language Learners (ELL) support at Mater Academy Kiwanis was identified through a review of data that showed a significant achievement gap between ELL students and their non-ELL peers. This gap was evident in various academic assessments, indicating that ELL students were not performing at the same level as their counterparts.

The rationale behind this identification stems from the understanding that ELL students face unique challenges in acquiring English language proficiency and simultaneously mastering grade-level content. The data revealed that without targeted support, these students were struggling academically, which could lead to long-term negative educational outcomes.

Addressing the ELL support need is essential to ensure equitable educational opportunities for all students, bridging the achievement gap, and providing ELL students with the necessary resources and strategies to succeed academically.

**Measurable Outcome:**

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

The specific measurable outcome that Mater Academy Kiwanis plans to achieve for the ELL subgroup is to increase their proficiency in English language skills, as demonstrated by a minimum 10% improvement in scores on standardized English language proficiency assessments by the end of the academic year.

**Monitoring:**

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

The progress of the ELL subgroup in achieving the desired outcome will be monitored through regular assessments of their English language proficiency skills using standardized tests and language assessments. These assessments will be administered at regular intervals throughout the academic year to track their improvement and ensure that the 10% proficiency increase target is being met. Additionally, ongoing teacher observations, classroom performance, and participation in language development programs will also be considered in monitoring progress and providing additional support as needed.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

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

The evidence-based intervention being implemented for ELL students at Mater Academy Kiwanis is a structured English language acquisition program that utilizes research-proven methods such as the Sheltered Instruction Observation Protocol (SIOP). This program incorporates language development strategies and differentiated instruction techniques to support ELL students in acquiring English proficiency while also accessing grade-level content. It aims to provide targeted support and language-rich environments to enhance ELL students' language skills and overall academic success.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for selecting the Sheltered Instruction Observation Protocol (SIOP) program:

1. SIOP is a research-based instructional model that has demonstrated effectiveness in improving the

academic performance of ELL students. It has a strong track record of helping ELL students develop their English language proficiency.

2. SIOP typically involves comprehensive teacher training, which is crucial for the successful implementation of ELL programs. It equips educators with the necessary skills and strategies to create language-rich classrooms and scaffold learning.

3. SIOP places a strong emphasis on academic language development, which is essential for ELL students to succeed in school. It helps students acquire the language necessary for understanding and expressing complex academic concepts.

In summary, the selection of the SIOP program for ELL students is rooted in its established effectiveness, its focus on integrating language and content, its commitment to differentiated instruction, and its emphasis on academic language development.

#### **Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Action Steps to Implement**

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

*No action steps were entered for this area of focus*

### **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school is not identified as ATSI, TSI or CSI.

### **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**

The school has not been identified as needing additional support.

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

The school has not been identified as needing additional support.

**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 school has not been identified as needing additional support.

**Grades 3-5 Measurable Outcomes**

The school has not been identified as needing additional support.

**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.

The school has not been identified as needing additional support.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Hernandez, Eileen, 923546@dadeschools.net

**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?

The school has not been identified as needing additional support.

**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?

The school has not been identified as needing additional support.

**Title I Requirements****Schoolwide Program Plan (SWP) Requirements**

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

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

List the school’s webpage\* where the SIP is made publicly available.

To effectively disseminate the School Improvement Plan (SIP), UniSIG budget, and Schoolwide Program (SWP) information to various stakeholders, including students, families, school staff, leadership, and local businesses/organizations, it’s crucial to establish a comprehensive plan that ensures transparency and accessibility. Here is a structured approach to achieve this, while adhering to ESSA 1114(b)(4) guidelines:

1. **Diverse Communication Channels:**

Utilize a mix of communication channels to reach all stakeholders. These can include:

- **School Website:** Create a dedicated section on the school website where the SIP, UniSIG budget, and SWP information are regularly updated and easily accessible. Ensure it's user-friendly and mobile-responsive. The information will be located on this page: [https://www.materkiwanis.com/apps/pages/index.jsp?uREC\\_ID=533356&type=d](https://www.materkiwanis.com/apps/pages/index.jsp?uREC_ID=533356&type=d)
- **Emails:** Send regular email updates to parents, staff, and community partners with links to the online resources.
- **EESAC Meetings and Workshops:** Organize regular meetings and workshops to discuss the SIP and SWP progress with parents and staff. These can be in-person or virtual to accommodate different preferences.
- **Newsletters:** Develop a monthly or quarterly newsletter that summarizes key highlights and progress in a language parents can understand.

2. **Multilingual Materials:**

Recognize the diversity within your school community and provide materials in multiple languages. Translate key documents into languages spoken by significant portions of your community.

3. **Regular Progress Reports:**

Commit to providing regular progress reports to parents and stakeholders. These reports should include updates on goals achieved, budget allocation, and the impact on students' learning outcomes.

4. **School Social Media:**

Maintain active social media profiles for the school. Share SIP updates, success stories, and important announcements through platforms like Facebook, Twitter, and Instagram to engage with a broader audience.

5. **Parent-Teacher Conferences:**

Use parent-teacher conferences as an opportunity to discuss the SIP, UniSIG budget, and SWP with individual parents. Provide printed materials during these meetings.

6. **Community Engagement Events:**

Organize community events, such as open houses, where parents and local businesses/organizations can learn about the school's progress and involvement in the community.

7. **Feedback Mechanism:**

Establish a feedback mechanism, such as online surveys or suggestion boxes, to collect input and concerns from stakeholders. Act on this feedback to demonstrate a commitment to continuous improvement.

8. **School Board Meetings:**

Present the SIP and SWP progress at school board meetings to keep the district leadership informed and accountable.

9. **Timely Updates:**

Commit to a schedule for updates and stick to it, whether it's monthly, quarterly, or as milestones are achieved.

By implementing these strategies, you can create a well-rounded plan for disseminating the SIP, UniSIG budget, and SWP information to all stakeholders. This approach ensures transparency, engagement, and accessibility while meeting the ESSA 1114(b)(4) requirements, especially in providing information in a language parents can understand.

**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 Academy Kiwanis: Strengthening Community Bonds for Student Success**

At Mater Academy Kiwanis, we believe that the foundation of a child's education is built upon strong partnerships between the school, parents, families, and the broader community. Our commitment to fulfilling our school's mission, addressing the diverse needs of our students, and keeping parents well-informed of their child's progress is unwavering. To achieve these goals, we have devised a comprehensive plan to build positive relationships with parents, families, and other community stakeholders.

**1. \*\*Open Communication Channels:\*\***

We have established multiple channels for parents and families to connect with us. These include regular parent-teacher conferences, a dedicated school hotline, and responsive email communication. We have also implemented a user-friendly, mobile-responsive school website, ensuring parents can access important information and updates with ease.

**2. \*\*Regular Parent and Family Engagement Events:\*\***

To foster relationships and address concerns, we organize regular parent-teacher meetings, workshops, and information sessions.

**3. \*\*Community Partnerships:\*\***

These partnerships not only benefit our students but also strengthen our ties with the broader community. We involve these stakeholders in school events, career days, and mentorship programs, reinforcing the notion that education is a collective effort.

**4. \*\*Parental Involvement Opportunities:\*\***

Our Parent-Teacher-Student Organization (PTSO) welcomes all parents to become members, fostering a sense of ownership and involvement in decision-making processes. Additionally, we offer volunteer opportunities within the school, enabling parents to contribute their skills and time to support our students' educational journey.

**5. \*\*Transparent Reporting:\*\***

We provide comprehensive report cards, progress reports, and digital grade books accessible to parents through our online portal. We also ensure that parents understand these documents by offering guidance on interpreting grades and offering support when needed.

**6. \*\*Multilingual Support:\*\***

To bridge language barriers, we provide multilingual resources and interpreters during important school events and meetings, ensuring that all parents can actively participate and stay informed.

**7. \*\*Parent Feedback and Surveys:\*\***

We regularly solicit feedback through surveys and suggestion boxes, allowing us to adapt and improve our programs and communication strategies based on their needs and suggestions.

**8. \*\*Celebrate Student Achievements:\*\***

From academic milestones to extracurricular accomplishments, we host recognition events that showcase our students' talents and hard work, strengthening the bond between the school and our community.



In summary, Mater Academy Kiwanis is dedicated to creating an inclusive and supportive educational environment where parents, families, and community stakeholders are essential partners. Our proactive approach to communication, engagement, and transparency ensures that parents are well informed, involved, and empowered in their child's education. Through these efforts, we strengthen our community bonds, fulfill our school's mission, and provide the best possible support for our students' success. Together, we are shaping a brighter future for every student at Mater Academy Kiwanis.

**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))**

Elevating Excellence in Education: Mater Academy Kiwanis' Academic Advancement Strategy

At Mater Academy Kiwanis, we are steadfast in our commitment to providing students with an outstanding education that prepares them for a bright and successful future. To meet this goal and adhere to the ESSA 1114(b)(7)(ii) requirement of strengthening the academic program, increasing the quality of learning time, and enriching the curriculum, we have devised a comprehensive plan focused on continuous improvement and innovation.

**\*\*Strengthening the Academic Program:\*\***

To strengthen our academic program, we have undertaken several key initiatives:

1. **\*\*Curriculum Enhancement:\*\*** We continually review and update our curriculum to align with the latest educational standards and research. This ensures that our students are exposed to the most relevant and effective learning materials.
2. **\*\*Data-Driven Instruction:\*\*** We employ data-driven decision-making processes to identify areas where students may need additional support or enrichment. This allows us to tailor instruction to individual student needs, ensuring they receive the necessary academic support.
3. **\*\*Professional Development:\*\*** We invest in the professional development of our teaching staff to ensure they are equipped with the latest teaching methodologies and strategies. This empowers them to deliver effective and engaging lessons that promote student success.
4. **\*\*Enrichment Programs:\*\*** We offer a range of enrichment programs to challenge and engage students beyond the standard curriculum. These programs include advanced coursework, honors classes, and extracurricular activities that stimulate intellectual growth.

**\*\*Increasing the Quality of Learning Time:\*\***

To maximize the quality of learning time, we have implemented strategies that create an optimal learning environment for our students:

1. **\*\*Extended Learning Opportunities:\*\*** We provide before and after-school programs, tutoring sessions, and summer enrichment programs to extend learning beyond the regular school hours. This additional time allows students to delve deeper into subjects and explore their interests.
2. **\*\*Reducing Distractions:\*\*** We maintain a conducive learning environment by minimizing disruptions and distractions in classrooms. This includes clear behavior expectations, proactive classroom management, and support for students who may face social or emotional challenges.
3. **\*\*Utilization of Technology:\*\*** We integrate technology into our teaching methods to enhance the learning experience. Interactive digital resources and online platforms are used to reinforce concepts

and provide additional practice.

**\*\*Enriched and Accelerated Curriculum:\*\***

In line with ESSA requirements, we are dedicated to providing an enriched and accelerated curriculum that challenges and supports all students:

1. **\*\*Gifted and Talented Programs:\*\*** We offer specialized programs for gifted and talented students, providing them with opportunities for advanced coursework, research projects, and participation in academic competitions.
2. **\*\*STEAM Initiatives:\*\*** We prioritize science, technology, engineering, arts, and mathematics (STEAM) education, promoting critical thinking, problem-solving, and creativity among our students.

In conclusion, Mater Academy Kiwanis is dedicated to enhancing the academic program, increasing the quality of learning time, and providing an enriched and accelerated curriculum that empowers our students to excel academically and thrive in a rapidly evolving world. Through continuous improvement, innovation, and a commitment to excellence, we are preparing our students for a future filled with opportunities and success.

**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))**

Not applicable. The school has not been designated as CSI or TSI.

### **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))**

Mater Academy Kiwanis Elementary is dedicated to nurturing the holistic development of our students, recognizing that their well-being extends beyond academic achievement. To fulfill the requirements of ESSA 1114(b)(7)(iii)(I) and ensure students' mental and emotional well-being, we employ a comprehensive approach that includes counseling, school-based mental health services, specialized support services, mentoring programs, and other strategies aimed at improving skills outside academic subject areas.

**\*\*1. Counseling Services:\*\***

Our school has a dedicated team of certified counselors who provide students with emotional support, guidance, and resources to navigate personal challenges. We offer individual and group counseling sessions to address issues such as social-emotional development, conflict resolution, and coping strategies. Our counselors work closely with students, parents, and teachers to create a safe and inclusive environment.

**\*\*2. School-Based Mental Health Services:\*\***

Recognizing the importance of mental health, we have partnered with local mental health professionals to provide on-site services. Students can access counseling, therapy, and interventions right at school, reducing barriers to seeking help. We prioritize early intervention and support for students facing emotional and behavioral challenges.

**\*\*3. Specialized Support Services:\*\***

Our commitment to inclusivity means that we provide specialized support services for students with diverse needs. This includes Individualized Education Plans (IEPs) for students with disabilities and accommodations to ensure equitable access to the curriculum. We also offer speech therapy, occupational therapy, and other services as needed to support students' unique learning requirements.

**\*\*4. Social-Emotional Learning (SEL) Programs:\*\***

We integrate SEL into our curriculum, helping students develop essential life skills such as self-awareness, self-regulation, empathy, and relationship-building. These skills are crucial for personal growth and success in various aspects of life.

**\*\*5. Positive Behavior Interventions and Supports (PBIS):\*\***

We implement a PBIS framework to create a positive school culture and reduce behavioral challenges. This approach promotes respectful behavior, conflict resolution skills, and responsible decision-making among students.

**\*\*6. Family Engagement:\*\***

We actively involve parents and families in supporting students' well-being. Through workshops, seminars, and informational sessions, we equip parents with strategies to reinforce positive behaviors and emotional growth at home.

In conclusion, Mater Academy Kiwanis Elementary goes beyond academics to ensure the holistic development of our students. Our counseling services, school-based mental health support, specialized services, mentoring programs, and other strategies are essential components of our commitment to nurturing emotionally healthy and resilient students. By addressing the non-academic aspects of their development, we empower our students to thrive academically and personally, setting them on a path to lifelong success.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

The school is configured as an Elementary school.

**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).**

Mater Academy Kiwanis is dedicated to fostering a positive and inclusive school environment where all students can thrive academically and socially. To prevent and address problem behavior effectively and in accordance with the Individuals with Disabilities Education Act (IDEA) and ESSA 1114(b)(7)(iii)(III), we have implemented a schoolwide tiered model and early intervening services. These strategies are coordinated with similar activities and services to ensure the well-being of all students.

**\*\*1. Schoolwide Tiered Model:\*\***

We have adopted a Multi-Tiered System of Supports (MTSS) framework to address problem behavior comprehensively. This model consists of three tiers:

- **\*\*Tier 1 (Universal Supports):\*\*** At this level, we provide universal strategies and interventions to all students. This includes promoting a positive school climate, implementing social-emotional learning (SEL) programs, and teaching behavior expectations through our Positive Behavior Interventions and

Supports (PBIS) framework. These strategies create a foundation for positive behavior across the school.

- **\*\*Tier 2 (Targeted Supports):\*\*** For students who may require additional assistance, we offer targeted interventions. This involves small-group counseling, check-in/check-out systems, and individualized behavior plans. We closely monitor progress and adjust strategies as needed to support students in managing their behavior effectively.

- **\*\*Tier 3 (Intensive Supports):\*\*** At this level, students with significant and persistent behavior challenges receive highly individualized interventions. These may include functional behavior assessments, behavior intervention plans, and collaboration with outside agencies when necessary. The goal is to provide comprehensive support that addresses the root causes of problem behavior.

## **\*\*2. Early Intervening Services:\*\***

We recognize the importance of identifying and addressing behavioral concerns at an early stage to prevent more significant challenges later on. Our early intervening services encompass:

- **\*\*Screening and Assessment:\*\*** We regularly screen students for behavioral and emotional concerns using evidence-based tools. This helps us identify those in need of additional support.

- **\*\*Timely Interventions:\*\*** When a concern is identified, we promptly implement appropriate interventions. These may include counseling, social skills training, conflict resolution, and anger management programs.

- **\*\*Parent and Family Involvement:\*\*** We engage parents and families as partners in addressing behavioral issues. We offer resources, workshops, and support to help parents understand and respond effectively to their child's behavior.

## **\*\*3. Coordination with IDEA:\*\***

Our schoolwide tiered model and early intervening services are closely coordinated with activities and services mandated by IDEA. We collaborate with the special education team to ensure that students with disabilities receive the appropriate support and accommodations outlined in their Individualized Education Plans (IEPs). This coordination ensures a seamless and holistic approach to addressing behavioral concerns while adhering to federal regulations.

In conclusion, Mater Academy Kiwanis is committed to creating a safe and nurturing school environment where students can thrive both academically and behaviorally. Our schoolwide tiered model and early intervening services, aligned with IDEA and ESSA requirements, allow us to prevent and address problem behavior effectively while providing early support for all students. Through these strategies, we empower students to make positive choices and succeed in their educational journey.

## **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))**

Mater Academy Kiwanis recognizes that continuous professional development is essential for fostering effective teaching practices and improving student outcomes. In alignment with ESSA 1114(b)(7)(iii)(IV), we have designed a comprehensive plan for professional learning and other activities that benefit all stakeholders while focusing on data-driven instruction, teacher recruitment, and retention, particularly in high-need subjects.

## **\*\*1. Data-Driven Instruction:\*\***

Our commitment to data-driven instruction is fundamental in elevating teaching quality. We offer ongoing

training to teachers, paraprofessionals, and staff on how to effectively collect, analyze, and utilize academic assessment data to inform instructional decisions. This includes:

- **Professional Development Workshops:** We organize regular workshops and seminars led by experienced educators and data specialists. These sessions empower our staff with the skills needed to interpret assessment results and tailor instruction to meet individual student needs.
- **Peer Collaboration:** We foster a culture of collaboration among educators. Teachers engage in regular data meetings where they share insights and strategies for using assessment data effectively. These meetings encourage peer learning and the exchange of best practices.

## **\*\*2. Recruitment and Retention of Effective Teachers:\*\***

To attract and retain highly qualified teachers, especially in high-need subjects, we have implemented several strategies:

- **Competitive Compensation:** We offer competitive salary packages and benefits to attract and retain talented educators. This includes salary incentives for teachers in high-need subjects like STEM (Science, Technology, Engineering, and Mathematics).
- **Professional Growth Opportunities:** We provide opportunities for professional growth and advancement within the school. Teachers are encouraged to pursue advanced degrees and certifications, with financial support and flexibility provided.
- **Mentoring and Support:** We pair new teachers with experienced mentors to facilitate their transition into the profession. This mentorship program offers guidance, support, and a sense of belonging within our school community.
- **Recognition and Rewards:** We recognize and celebrate the achievements and contributions of our teachers through awards, honors, and appreciation events. This helps boost morale and job satisfaction.

## **\*\*3. High-Need Subjects Focus:\*\***

Recognizing the importance of recruiting and retaining effective teachers in high-need subjects, we specifically target these areas:

- **STEM Initiatives:** We offer professional development opportunities that focus on STEM subjects, encouraging teachers to enhance their skills and knowledge in these critical areas. This includes participation in STEM-related conferences and workshops.
- **Partnerships with Universities:** We collaborate with local universities to create pipelines for STEM educators. This partnership helps us recruit qualified teachers from teacher preparation programs.

## **\*\*4. Ongoing Assessment and Adaptation:\*\***

We regularly assess the effectiveness of our professional learning activities through feedback surveys, data analysis, and input from staff. This allows us to adapt and tailor our programs to meet the evolving needs of our educators and students.

In conclusion, Mater Academy Kiwanis is dedicated to enhancing instruction, using data effectively, and recruiting and retaining effective teachers, especially in high-need subjects. Our professional learning activities empower our staff to continually improve their teaching practices, leading to better outcomes for our students. Through these initiatives, we foster a culture of excellence and continuous growth within our school community.

**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))**

Mater Academy Kiwanis is dedicated to ensuring a smooth and successful transition for preschool children as they move from early childhood education programs to local elementary school programs. We recognize the critical importance of this transition in setting the stage for a child's academic journey. To address this, we have implemented several strategies in alignment with ESSA 1114(b)(7)(iii)(V):

1. **\*\*Collaboration and Communication:\*\***

Effective communication is at the heart of a seamless transition. We collaborate closely with local early childhood education programs, including Head Start, daycare centers, and private preschools. This collaboration allows us to share information about our school's expectations, curriculum, and support services with parents and educators in early childhood programs.

2. **\*\*Orientation and School Visits:\*\***

To ease the transition anxiety for both children and parents, we organize orientation sessions and school visits for incoming preschoolers and their families. These visits provide an opportunity to explore the school environment, meet teachers and staff, and become familiar with daily routines.

3. **\*\*Family Engagement:\*\***

We actively involve parents in the transition process. We conduct parent workshops and information sessions to guide them on how to support their child's transition to elementary school. These sessions cover topics such as school readiness, academic expectations, and ways to stay involved in their child's education.

4. **\*\*Alignment of Curricula:\*\***

We ensure that our curriculum is aligned with the skills and concepts typically taught in preschool settings. This alignment ensures a smooth academic transition for students, reducing the risk of gaps in learning.

5. **\*\*Individualized Support:\*\***

For students with special needs or unique circumstances, we provide individualized transition plans. These plans may include additional support services, personalized assessments, or accommodations to address specific needs.

6. **\*\*Transition Teams:\*\***

We establish transition teams comprising teachers, counselors, and support staff to oversee and facilitate the transition process. These teams monitor the progress of transitioning students, address challenges, and provide additional support as needed.

7. **\*\*Kindergarten Readiness Assessments:\*\***

Prior to enrollment, we conduct kindergarten readiness assessments for incoming students. These assessments help identify areas where additional support may be required and inform our instructional planning.

8. **\*\*Peer Support:\*\***

We encourage peer connections by pairing incoming preschoolers with buddies from higher grades. These buddies offer friendship, guidance, and a sense of belonging, making the transition more comfortable for young learners.

9. **\*\*Continuous Feedback Loop:\*\***

We maintain an open line of communication with early childhood educators and parents throughout the

transition process. Regular feedback and updates ensure that everyone involved is well-informed and can address any concerns promptly.

In conclusion, Mater Academy Kiwanis employs a comprehensive set of strategies to facilitate the smooth transition of preschool children into our elementary school programs. By nurturing collaboration, providing support, and emphasizing family engagement, we aim to create a seamless and positive experience that sets the stage for a successful academic journey. Our commitment to a successful transition reflects our dedication to the holistic development and academic success of each child in our care.