

Miami-Dade County Public Schools

Mater Brickell Academy High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	20
VII. Budget to Support Areas of Focus	0

Mater Brickell Academy High

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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.

Mater provides a safe learning environment where
Academics are facilitated by
Teachers, administrators, parents, and the community which
Enables students to become confident, self-directed learners in a technologically-rich college preparatory
environment through
Rigor, Relevance, and Relationships.

Provide the school's vision statement.

Mater provides exemplary educational choices by offering an innovative college preparatory curriculum;
empowering confident leaders of tomorrow.

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
Rodriguez, Douglas	Principal	<p>As the Principal of Mater Brickell High Prep, you will serve as the educational leader, responsible for creating a positive and enriching school environment that nurtures student growth and achievement. You will work collaboratively with staff, parents, and the community to ensure that our school continues to be a place of academic excellence, innovation, and inclusivity.</p> <p>**Key Responsibilities:**</p> <ol style="list-style-type: none"> **Educational Leadership:** Provide visionary leadership that aligns with the school's mission and values, and ensures academic rigor, curriculum development, and instructional quality. **Student Achievement:** Implement strategies to enhance student performance, growth, and success, and monitor progress through data-driven decision-making. **School Culture:** Foster a positive and inclusive school culture that promotes respect, empathy, and a safe learning environment for all students and staff. **Professional Development:** Support the professional growth of teachers and staff through coaching, mentorship, and professional development opportunities. **Community Engagement:** Collaborate with parents, guardians, and community stakeholders to build strong relationships and partnerships that enhance student learning and engagement. **Budget Management:** Oversee the school's budget, ensuring responsible allocation of resources to support educational objectives. **Compliance:** Ensure the school's compliance with all relevant federal, state, and district regulations, policies, and procedures. <p>**Qualifications:**</p> <ul style="list-style-type: none"> - Master's degree in education or related field (Doctorate preferred). - Valid Florida Principal Certification. - Proven experience as a successful school leader, preferably at the middle school level. - Strong communication, interpersonal, and conflict-resolution skills. - Exceptional problem-solving and decision-making abilities. - A commitment to equity and diversity in education.

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 Brickell Academy High School, we are dedicated to creating a School Improvement Plan (SIP) that reflects the collective wisdom and input of our diverse stakeholders, including the school leadership team, teachers and staff, parents, students (for secondary schools), families, and business or community leaders. Our SIP development process adheres to the guidelines outlined in ESSA 1114(b)(2) to ensure inclusivity and effectiveness.

1. We begin by identifying and inviting representatives from each stakeholder group to actively participate in the SIP development process. This includes teachers, administrators, support staff, parents, students, families, and community leaders. A SIP committee is formed with these representatives to ensure a well-rounded and diverse team.
2. To inform our SIP, we gather comprehensive data on various aspects of school performance, including academic achievement, attendance, behavior, and school climate. This data is shared with our stakeholders to ensure transparency and understanding.
3. Regular meetings, workshops, and focus group sessions are organized to solicit input and feedback from our stakeholders. These sessions are scheduled at different times and formats to accommodate the diverse needs and schedules of participants. We actively encourage open and honest discussions.
4. Surveys are distributed to parents, students, and staff to collect anonymous feedback on school operations, curriculum, and overall satisfaction. Online platforms and paper-based surveys are utilized to ensure accessibility for all stakeholders.
5. The SIP committee collaborates to synthesize the collected data and identify key strengths, weaknesses, opportunities, and challenges. Stakeholders play an active role in prioritizing improvement areas based on their feedback and data analysis.
6. With input from stakeholders, specific goals and improvement strategies are developed to address identified areas of concern. These goals are aligned with our school's mission and vision, as well as state and federal requirements.
7. Multiple rounds of review and revision are conducted to ensure that the plan accurately reflects the collective vision and strategies of the school community.
8. After approval, the SIP is implemented, and progress is monitored and reported to stakeholders throughout the school year.
9. Regular updates and progress reports are shared with stakeholders through meetings, newsletters, and the school's website. We continue to seek input and engagement from stakeholders to adapt and refine the SIP as needed.

At Mater Brickell Academy High School, the development of our SIP is a collaborative and inclusive process that leverages the insights and expertise of all stakeholders. Their input is not only valued but integral to the success of our improvement efforts as we strive to provide the best possible education for our students and foster a sense of community ownership in our school's journey to excellence.

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))

At Mater Brickell Academy High, we are committed to continuously monitoring the School Improvement Plan (SIP) to ensure its effective implementation and its impact on increasing student achievement, especially for those students facing the greatest achievement gaps. We adhere to the guidelines set forth in ESSA 1114(b)(3) to achieve these goals.

Our SIP progress is continuously monitored through a multifaceted approach:

1. We regularly collect and analyze academic data, including standardized test scores, formative assessments, and progress reports, to assess the impact of the SIP on student achievement.
2. We assess the effectiveness of the strategies outlined in the SIP through ongoing evaluations and feedback from teachers, staff, and administrators.
3. We actively seek input from stakeholders, including teachers, parents, students, and community leaders, to gauge the perceived impact of the SIP on student achievement and identify areas for improvement.
4. We provide regular reports on SIP progress to our governing body, school leadership team, and the broader school community to ensure transparency and accountability.

****Plan Revision for Continuous Improvement:****

We are committed to making necessary revisions to the SIP to drive continuous improvement:

1. Our revisions are informed by a robust analysis of student data and other relevant metrics, which guide adjustments to strategies and goals.
2. Input from stakeholders plays a crucial role in identifying areas that require revision or enhancement within the SIP. We actively seek and consider feedback from our diverse school community.
3. Our SIP is designed to be adaptable and flexible, allowing us to respond promptly to emerging needs and challenges that impact student achievement.
4. We invest in professional development opportunities for staff to ensure they have the necessary skills and knowledge to implement and support the SIP effectively.
5. We continuously align SIP goals with state academic standards, ensuring that our efforts remain focused on improving student performance in line with these standards.

In summary, Mater Brickell Academy High is dedicated to rigorous and ongoing monitoring of our SIP's implementation and impact on student achievement, particularly for students with achievement gaps. We

prioritize data-driven decision-making, stakeholder input, and a commitment to flexibility and continuous improvement to ensure that our SIP remains a dynamic and effective tool in advancing the academic success of all our students.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	0%
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	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	
	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

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

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

Indicator	Grade Level										Total
	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*	75	55	50		54	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	58	43	38		42	38			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	89	62	64		41	40			
Social Studies Achievement*		69	66		56	48			
Middle School Acceleration					56	44			
Graduation Rate		89	89		56	61			
College and Career Acceleration		70	65		67	67			
ELP Progress	85	49	45						

* 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	77
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	4
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	48			
ELL	53			
AMI				
ASN				
BLK				
HSP	76			
MUL				
PAC				
WHT	73			
FRL	75			

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				
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												
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	75			58			89					85
SWD	54			42							2	
ELL	45			29							3	85
AMI												
ASN												
BLK												
HSP	75			58			89				4	83
MUL												
PAC												
WHT	78			67							2	
FRL	74			62			89				3	

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												

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												
MUL												
PAC												
WHT												
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
10	2023 - Spring	82%	54%	28%	50%	32%
09	2023 - Spring	70%	51%	19%	48%	22%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	56%	-16%	50%	-10%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	52%	22%	48%	26%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	65%	17%	63%	19%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component that showed the lowest performance at Mater Brickell Academy Prep was 9th-grade reading. Several contributing factors to last year's low performance in 6th-grade reading can be identified:

1. It's possible that the curriculum and instructional methods used in 9th-grade reading were not effectively engaging or meeting the needs of the students. The materials and teaching strategies might not have been aligned with the student's learning styles or abilities.
2. Teacher training and professional development programs may have been insufficient or lacking in addressing the specific challenges of teaching 9th-grade reading. Teachers may not have had the necessary tools or resources to help struggling students.
3. Low student engagement can lead to poor performance. If students were not motivated or interested in the reading materials, they may not have put forth their best effort, leading to lower achievement.
4. There may have been a diverse range of student abilities and learning needs within the 9th-grade reading class. Failure to adequately address these individual differences can result in lower overall performance.
5. The school may not have had effective assessment tools or data analysis methods in place to identify struggling students early on and provide targeted interventions.
6. External factors such as home environments, community support, or access to resources can significantly impact student performance in reading. Socioeconomic factors and family support systems may have played a role.

As for trends, it's essential to consider whether the low performance in 9th-grade reading is an isolated incident or part of a broader pattern. Analyzing performance data over multiple years can help identify trends. If this is a recurring issue, it may require a more in-depth review and adjustments to the curriculum, teaching methods, and support systems to address the persistent problem and improve student outcomes.

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

The data component that showed the lowest performance at Mater Brickell Academy Prep was 9th-grade reading. Several contributing factors to last year's low performance in 6th-grade reading can be identified:

1. It's possible that the curriculum and instructional methods used in 9th-grade reading were not effectively engaging or meeting the needs of the students. The materials and teaching strategies might not have been aligned with the student's learning styles or abilities.
2. Teacher training and professional development programs may have been insufficient or lacking in addressing the specific challenges of teaching 9th-grade reading. Teachers may not have had the necessary tools or resources to help struggling students.
3. Low student engagement can lead to poor performance. If students were not motivated or interested in the reading materials, they may not have put forth their best effort, leading to lower achievement.
4. There may have been a diverse range of student abilities and learning needs within the 9th-grade reading class. Failure to adequately address these individual differences can result in lower overall performance.
5. The school may not have had effective assessment tools or data analysis methods in place to identify struggling students early on and provide targeted interventions.
6. External factors such as home environments, community support, or access to resources can significantly impact student performance in reading. Socioeconomic factors and family support systems may have played a role.

As for trends, it's essential to consider whether the low performance in 9th-grade reading is an isolated incident or part of a broader pattern. Analyzing performance data over multiple years can help identify trends. If this is a recurring issue, it may require a more in-depth review and adjustments to the curriculum, teaching methods, and support systems to address the persistent problem and improve student outcomes.

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

The data component that had the greatest gap when compared to the state average was 9th-grade Algebra 1. This significant gap can be attributed to several contributing factors:

1. The curriculum in 9th-grade Math may not have been fully aligned with state standards and expectations, resulting in students falling behind.
2. It's possible that teachers may not have had adequate training or resources to effectively teach 9th-grade Math, leading to lower student achievement.
3. Some students may have entered 9th grade with gaps in their foundational math skills, making it challenging to keep up with the curriculum.
4. The learning environment in 9th-grade Math classrooms may not have been conducive to student engagement and achievement.

In terms of trends, it's crucial to monitor whether this gap in 9th-grade Math performance has persisted over multiple years. If it has, a more comprehensive review of the curriculum, teaching methods, and

support systems may be necessary to address this ongoing issue and improve student outcomes in Math.

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 10th-grade Algebra 1. To enhance performance in this area, our school took several new actions:

1. We revised and improved the 10th-grade Math curriculum to align it more closely with state standards and incorporate effective teaching strategies.
2. We provided specialized professional development opportunities for 10th-grade Math teachers, focusing on best practices in teaching Math and utilizing modern instructional tools.
3. We implemented a robust data analysis system to track student progress more effectively, allowing for timely interventions and personalized support.
4. We formed support teams comprising teachers, counselors, and intervention specialists to identify and address individual student needs in 10th-grade Math.
5. We increased communication with parents about the importance of Math education and offered resources to help support their children's learning at home.

These actions collectively contributed to the notable improvement in 10th-grade Algebra 1 performance, and we remain committed to sustaining and building upon this progress in the future.

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

Reflecting on the EWS (Early Warning System) data from Part I, one potential area of concern is the consistent pattern of low attendance rates among a specific group of students. This issue may indicate a need for targeted interventions and support to improve attendance and ensure these students are not falling behind academically. Additionally, there may be a need to investigate the underlying factors contributing to this attendance problem to implement effective solutions.

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

Mater Brickell Academy's highest priorities for school improvement in the upcoming school year are as follows:

1. Focusing on curriculum development and instructional strategies to ensure alignment with student needs and educational standards.
2. Providing ongoing training and support for educators to improve teaching techniques and stay current with best practices.
3. Expanding resources and services to meet the diverse needs of students, including academic, social, and emotional support.
4. Strengthening data analysis and assessment tools to identify and address areas of student weakness promptly.

5. Foster stronger partnerships with parents and the local community to create a supportive educational environment.

These priorities aim to enhance overall student performance, teacher effectiveness, and the overall educational experience at Mater Brickell Academy.

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.

At Mater Brickell Academy High, we are committed to continuously monitoring the School Improvement Plan (SIP) to ensure its effective implementation and its impact on increasing student achievement, especially for those students facing the greatest achievement gaps. We adhere to the guidelines set forth in ESSA 1114(b)(3) to achieve these goals.

****Regular Monitoring:****

Our SIP progress is continuously monitored through a multifaceted approach:

1. We regularly collect and analyze academic data, including standardized test scores, formative assessments, and progress reports, to assess the impact of the SIP on student achievement.
2. We assess the effectiveness of the strategies outlined in the SIP through ongoing evaluations and feedback from teachers, staff, and administrators.
3. We actively seek input from stakeholders, including teachers, parents, students, and community leaders, to gauge the perceived impact of the SIP on student achievement and identify areas for improvement.
4. We provide regular reports on SIP progress to our governing body, school leadership team, and the broader school community to ensure transparency and accountability.

****Plan Revision for Continuous Improvement:****

We are committed to making necessary revisions to the SIP to drive continuous improvement:

1. Our revisions are informed by a robust analysis of student data and other relevant metrics, which guide adjustments to strategies and goals.
2. Input from stakeholders plays a crucial role in identifying areas that require revision or enhancement within the SIP. We actively seek and consider feedback from our diverse school community.
3. Our SIP is designed to be adaptable and flexible, allowing us to respond promptly to emerging needs and challenges that impact student achievement.

4. We invest in professional development opportunities for staff to ensure they have the necessary skills and knowledge to implement and support the SIP effectively.
5. We continuously align SIP goals with state academic standards, ensuring that our efforts remain focused on improving student performance in line with these standards.

In summary, Mater Brickell Academy High is dedicated to rigorous and ongoing monitoring of our SIP's implementation and impact on student achievement, particularly for students with achievement gaps. We prioritize data-driven decision-making, stakeholder input, and a commitment to flexibility and continuous improvement to ensure that our SIP remains a dynamic and effective tool in advancing the academic success of all our students

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))

At Mater Brickell Academy Middle, we are dedicated to building positive relationships with parents, families, and community stakeholders to fulfill our school's mission, support student needs, and keep parents informed of their child's progress. We understand the critical role that family and community engagement plays in a student's success.

Our approach includes:

1. We maintain open lines of communication with parents and families through regular newsletters, emails, and meetings. We actively seek and value their input, questions, and concerns.
2. We schedule regular parent-teacher conferences to discuss student progress, set goals, and address any academic or behavioral concerns.
3. We organize workshops and events throughout the year, inviting parents and families to participate in educational and fun activities that strengthen their connection to the school community.
4. We encourage parents to volunteer within the school, fostering a sense of ownership and partnership in their child's education.
5. We ensure that our school is physically and culturally accessible to all families, including those from diverse backgrounds and languages. Translation services are provided when needed.
6. Our comprehensive Family Engagement Plan outlines the strategies and initiatives we employ to involve parents, families, and community stakeholders in our educational process. This plan is publicly available on our school's webpage.

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)

At Mater Brickell Academy High, we have a comprehensive plan to strengthen our academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.

Our efforts are aligned with the Area of Focus outlined in Part II of the School Improvement Plan (SIP).

****Key Strategies Include:****

1. We continually review and update our curriculum to ensure alignment with state standards and best educational practices. We prioritize the incorporation of enriched and accelerated content to challenge our students and promote deeper learning.
2. We offer extended learning opportunities such as after-school programs, tutoring, and Saturday enrichment classes to provide students with additional learning time beyond the regular school day.
3. We expand our offerings of AP, Dual Enrollment, and honors courses to challenge high-achieving students and provide them with a rigorous and enriched curriculum.
4. Our teachers employ differentiated instruction strategies to meet the diverse learning needs of our students, ensuring that each child receives appropriate levels of challenge and support.
5. We provide a variety of clubs, activities, and extracurricular programs that offer students opportunities to explore their interests and talents, further enriching their educational experience.
6. We invest in ongoing professional development for our teachers to equip them with the skills and strategies needed to deliver an enriched and accelerated curriculum effectively.
7. We leverage technology to enhance learning opportunities, allowing students to engage with enriched content and access resources beyond the classroom.
8. We actively involve parents and the community in supporting our academic initiatives, seeking partnerships and resources to enhance the learning experience for our students.

Our commitment to strengthening the academic program, increasing learning time, and providing an enriched and accelerated curriculum is embedded in our school culture and articulated in our SIP. Addressing the Area of Focus outlined in Part II of our SIP, we aim to ensure that all students receive the high-quality education they need to succeed academically and thrive in their educational journey at Mater Brickell Academy High

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school is not identified as CSI or TSI. Therefore this section does not apply

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))

At Mater Brickell Academy High we are committed to providing a holistic approach to education that goes beyond academic subject areas. We prioritize the well-being and personal development of our students by offering a range of support services and strategies to enhance their skills outside of academics.

1. We have dedicated school counselors who provide individual and group counseling to address students' social, emotional, and behavioral needs. These services focus on building resilience, self-esteem, conflict resolution skills, and emotional intelligence.
2. Our school partners with mental health professionals to offer on-site counseling and mental health support for students who may be facing emotional or psychological challenges. These services are designed to promote emotional well-being and provide timely intervention when needed.
3. We have a team of specialists, including special education teachers, speech therapists, and occupational therapists, to provide individualized support to students with unique learning needs. These services aim to improve student's skills and help them succeed academically and socially.
4. Our mentoring programs pair students with caring adult mentors who provide guidance, support, and positive role modeling. Mentoring helps students develop life skills, set goals, and build positive relationships.
5. We incorporate character education programs into our curriculum to promote values such as respect, responsibility, empathy, and integrity. These programs help students develop essential life skills and good citizenship.
6. We offer workshops and training sessions on conflict resolution, social skills, and effective communication to empower students to navigate interpersonal relationships successfully.
7. We actively involve parents and families in our efforts to support students' non-academic skills. Workshops, seminars, and resources are provided to help parents reinforce these skills at home.

Our commitment to counseling, school-based mental health services, specialized support services, mentoring, and other non-academic strategies is integral to our mission of nurturing well-rounded, confident, and resilient individuals. By addressing the holistic development of our students, we aim to equip them with the skills and tools necessary for success in both academic and personal aspects of their lives

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))

Mater Brickell Academy High is dedicated to preparing its students for postsecondary opportunities and the workforce. This commitment includes:

1. We offer a range of CTE programs that equip students with practical skills and industry knowledge, ensuring they are prepared for various career paths upon graduation.
2. We facilitate partnerships with local colleges and universities, enabling our students to enroll in dual credit courses while in high school. This not only accelerates their progress toward postsecondary education but also reduces the cost of higher education.
3. Our school provides comprehensive college and career counseling services to guide students in making informed choices about their future. This includes assistance with college applications, financial aid, and career exploration.
4. We actively connect students with internship and work-based learning opportunities to gain hands-on experience in their chosen fields, fostering a better understanding of real-world expectations.

5. We organize awareness programs, workshops, and events that expose students to a wide range of postsecondary options, from traditional college pathways to apprenticeships and other vocational opportunities.

6. We involve parents and the local community in discussions about postsecondary opportunities, fostering a supportive network to guide students through their educational journey.

Our commitment to ESSA 1114(b)(7)(iii)(II) ensures that Mater Brickell Academy High students are well-prepared for their future endeavors, with a strong foundation in both academic and career-related skills.

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).

At Mater Brickell Academy High, we have implemented a schoolwide tiered model to prevent and address problem behavior, ensuring the provision of early intervention services. Our approach is closely coordinated with activities and services carried out under the Individuals with Disabilities Education Act (IDEA) to create a comprehensive and inclusive support system for all students.

****Key Components of Our Approach:****

1. ****Tiered Behavior Support:**** We employ a tiered model of behavior support that includes universal strategies for all students, targeted interventions for at-risk students, and intensive support for students with more significant behavioral challenges. This tiered approach is based on data-driven decision-making and provides a continuum of support to address problem behavior effectively.
2. ****Positive Behavior Interventions and Supports (PBIS):**** We have adopted PBIS principles to establish a positive and inclusive school culture. Our PBIS framework includes clearly defined behavioral expectations, proactive strategies for preventing problem behavior, and a system of recognition and reinforcement for positive behavior.
3. ****Early Intervention:**** We identify students who may be at risk for behavioral challenges early through ongoing assessment and monitoring. Early intervention services are promptly provided to address these challenges and prevent the escalation of behavioral issues.
4. ****Behavioral Plans:**** For students who require targeted or intensive support, individualized behavior intervention plans are developed in collaboration with parents, teachers, and specialists. These plans outline specific strategies and goals to address problem behavior effectively.
5. ****Data Collection and Analysis:**** We collect and analyze data on student behavior to inform our tiered interventions and track progress over time. This data-driven approach allows us to make informed decisions and adjust interventions as needed.
6. ****Coordinated Services:**** Our efforts are closely coordinated with IDEA requirements to ensure that students with disabilities receive the necessary services and accommodations. We maintain a multidisciplinary team approach, involving special education staff, counselors, and other professionals, to provide comprehensive support.
7. ****Parent and Family Involvement:**** We actively involve parents and families in the development and implementation of behavior intervention plans, ensuring a collaborative approach to addressing their child's needs.

Our commitment to the tiered model for behavior support, early intervention services, and coordination with IDEA reflects our dedication to creating an inclusive and supportive learning environment. By addressing problem behavior proactively and comprehensively,

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))

At Mater Brickell Academy High, we prioritize the professional growth and development of our educators and school personnel to enhance instruction and data utilization from academic assessments. Additionally, we are committed to recruiting and retaining effective teachers, especially in high-need subjects.

1. ****Data-Driven Instruction:**** We provide ongoing training to teachers on how to effectively use data from academic assessments to inform their instruction. This includes analyzing assessment results, identifying areas for improvement, and tailoring instruction to meet individual student needs.
2. ****Curriculum Enhancement:**** Our educators participate in curriculum development workshops and collaborative sessions to ensure alignment with state standards and best practices, thus improving instructional quality.
3. ****Professional Learning Communities (PLCs):**** We establish PLCs where teachers collaborate to share insights, strategies, and successes in using data to improve instruction. These collaborative spaces foster a culture of continuous improvement.
4. ****Technology Integration:**** Teachers receive training on how to integrate technology and digital resources into their teaching to enhance student engagement and learning outcomes.
5. ****Special Education Training:**** Paraprofessionals and support staff receive specialized training to assist in delivering effective instruction and support for students with disabilities, ensuring inclusive and equitable education.
6. ****High-Need Subject Recruitment:**** We actively recruit and provide incentives to retain effective teachers, especially in high-need subjects such as STEM (Science, Technology, Engineering, and Mathematics) and special education. This includes offering competitive compensation packages and professional development opportunities in these areas.
7. ****Mentorship and Induction Programs:**** We offer mentorship and induction programs for new teachers to support their professional growth and facilitate their transition into the school community.
8. ****Cultural Competency Training:**** Our educators participate in cultural competency training to better understand and meet the diverse needs of our student population.

Our commitment to professional learning, data-driven instruction, and teacher recruitment and retention reflects our dedication to providing high-quality education. By equipping our educators with the necessary knowledge and skills, we aim to continuously improve instruction, enhance student outcomes, and meet the evolving needs of our students and 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))

The school grade configuration is 9-11. Therefore this section is not applicable