MIAMI TECH AT MATER INNOVATION ACADEMY

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Meaningful achievement of
Academics facilitated by
Teachers, administrators, parents & the community
Enabling students to become confident, self-directed &
Responsible lifelong learners

Provide the school's vision statement

The Vision of Mater Academy, Inc. 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 Brickell Academy and MIA Tech are collaborative teaching and learning environments which encourage students to develop meaningful interactions within the curriculum.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Douglas Rodriguez

drodriguez@materbrickell.com

Position Title
Principal

Job Duties and Responsibilities

The principal sets the overall vision and direction for the SIP, ensuring alignment with district and

state standards. They articulate the goals and objectives of the SIP to all stakeholders. The principal also oversees the analysis of student performance data and other relevant metrics to guide the development and refinement of the SIP. The principal ensures that the necessary resources (financial, human, material) are available to support the SIP's goals. This includes making key decisions on budgeting and staffing. The principal leads the SIP team, fostering collaboration among teachers, staff, parents, and community members. The principal is responsible for the ongoing monitoring of SIP implementation, making necessary adjustments, and evaluating the effectiveness of the strategies. The principal identifies professional development needs and ensures that training aligns with the SIP's goals. The principal communicates progress, challenges, and successes of the SIP to all stakeholders, maintaining transparency and engagement. The principal ensures that the SIP complies with all district, state, and federal requirements and submits necessary reports. The principal leads the school in a cycle of continuous improvement, ensuring the SIP is responsive to changing needs. The principal works to build a positive school culture that supports the SIP's objectives, promoting a collaborative and motivated environment.

Leadership Team Member #2

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Matthew Bieule

mb@matertech.org

Position Title

Principal on Special Assignment

Job Duties and Responsibilities

The principal sets the overall vision and direction for the SIP, ensuring alignment with district and state standards. They articulate the goals and objectives of the SIP to all stakeholders. The principal also oversees the analysis of student performance data and other relevant metrics to guide the development and refinement of the SIP. The principal ensures that the necessary resources (financial, human, material) are available to support the SIP's goals. This includes making key decisions on budgeting and staffing. The principal leads the SIP team, fostering collaboration among teachers, staff, parents, and community members. The principal is responsible for the ongoing monitoring of SIP implementation, making necessary adjustments, and evaluating the effectiveness of

the strategies. The principal identifies professional development needs and ensures that training aligns with the SIP's goals. The principal communicates progress, challenges, and successes of the SIP to all stakeholders, maintaining transparency and engagement. The principal ensures that the SIP complies with all district, state, and federal requirements and submits necessary reports. The principal leads the school in a cycle of continuous improvement, ensuring the SIP is responsive to changing needs. The principal works to build a positive school culture that supports the SIP's objectives, promoting a collaborative and motivated environment.

Leadership Team Member #4

Employee's Name
Jenny Calante

jcalante@materbrickell.com

Position Title
Vice Principal

Job Duties and Responsibilities

The vice principal manages the day-to-day operations that support the SIP, including scheduling, resource management, and discipline. The vice principal assists the principal in collecting, analyzing, and using data to inform the SIP, focusing on specific areas such as attendance, behavior, and academic performance. The vice principal works with teachers to implement instructional strategies that align with the SIP, providing support and guidance as needed. The vice principal helps supervise and evaluate staff, ensuring their practices align with the SIP. They provide feedback and support for professional growth. The vice principal engages with parents, students, and the community to garner support for the SIP, often focusing on specific initiatives or target areas. The vice principal assists the principal in monitoring the progress of the SIP, ensuring that milestones are met and reporting on specific aspects of the plan. The vice principal coordinates professional development activities related to the SIP, ensuring that training sessions are effectively implemented. The vice principal addresses issues that arise during the SIP implementation, helping to resolve conflicts and remove barriers to success.

Leadership Team Member #5

Employee's Name
Jennifer Regalado

jregalado@materbrickell.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal supports teachers in implementing instructional programs that are aligned with the SIP, providing coaching and resources as needed. The assistant principal assists in collecting and analyzing data related to specific SIP goals, often focusing on targeted areas such as special education or English language learners. The assistant principal focuses on student services that align with the SIP, such as counseling, special education, and interventions for at-risk students. The assistant principal provides direct support to teachers, helping them implement SIP strategies in the classroom and addressing specific instructional challenges. The assistant principal works to increase parental involvement in the SIP, organizing events and activities that encourage parent participation and support. The assistant principal oversees student discipline, ensuring that behavioral expectations support the SIP's goals and that interventions are in place for students who need additional support. The assistant principal helps manage resources, including coordinating the use of materials and technology that support the SIP's objectives. The assistant principal is often responsible for monitoring and reporting on specific initiatives within the SIP, ensuring that these projects stay on track. The assistant principal helps communicate SIP-related information to students, staff, and parents, often focusing on specific programs or areas. The assistant principal assists in organizing and delivering professional development that supports the SIP, ensuring that staff receive the training needed to implement the plan effectively.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The development of the School Improvement Plan (SIP) is a collaborative and systematic process designed to enhance student achievement and overall school performance. It begins with the establishment of the Educational Excellence School Advisory Council (EESAC), which includes representatives from the school administration team, teachers, parents, students, and community members. This council plays a critical role in guiding the SIP development, ensuring that the plan reflects the diverse needs and perspectives of the entire school community.

The EESAC members complete a comprehensive review of data, examining student performance, attendance, behavior, and other relevant indicators. This data-driven approach helps identify the school's strengths and areas needing improvement. Then the EESAC collaborates to set goals that

align with the school's mission and vision. The stakeholders propose and evaluate strategies to achieve these goals, ensuring that the selected approaches are research-based and tailored to the school's unique context.

The drafting of the SIP is a collective effort, with the principal or a designated member of the school administration team incorporating the input from all stakeholders into a cohesive plan. The draft is then shared with the EESAC for review, allowing for further feedback and revisions. Once the SIP is finalized and approved by the EESAC, it is communicated to the entire school community. Implementation begins, with ongoing involvement from stakeholders who monitor progress, address challenges, and suggest adjustments as needed. Regular meetings and feedback ensure that the SIP remains a living document that can adapt to new challenges and opportunities.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) is designed to be a dynamic tool that drives the continuous enhancement of student achievement, with particular focus on those students who face the greatest challenges in meeting state academic standards. To ensure its effectiveness, the SIP is subject to regular monitoring and thoughtful revision, guided by the collaborative efforts of the entire school community.

The SIP is structured with clear benchmarks and timelines that serve as touchpoints for evaluating progress. These benchmarks are closely aligned with state academic standards and are specifically tailored to address the needs of students who have historically struggled the most. As the school year progresses, data collection becomes a critical component of monitoring the SIP. This involves a thorough analysis of student performance data, attendance records, behavioral reports, and other key indicators. By disaggregating this data by student subgroups, the school can identify whether the interventions and strategies outlined in the SIP are effectively closing the achievement gaps.

The Educational Excellence School Advisory Council (EESAC), which includes administrators, teachers, parents, students, and community representatives, plays a central role in this ongoing monitoring process. The EESAC meets regularly to review the latest data, discuss the implementation of SIP strategies, and address any emerging challenges.

In the classroom, school administrators and instructional leaders conduct regular observations to assess how well the SIP strategies are being implemented. Teachers, who are on the front lines of this effort, are encouraged to provide continuous feedback on what's working and where they encounter difficulties. This feedback helps to identify areas where additional support or resources may be needed.

A key focus of the SIP is on providing targeted interventions for students who are at risk of falling behind. These interventions are carefully monitored to assess their impact, with data-driven adjustments made as necessary. Whether through small group instruction, tutoring, or additional support services, the school is committed to ensuring that these students receive the help they need to succeed.

Professional development is another crucial aspect of the SIP's implementation. Teachers and staff receive ongoing training that aligns with the SIP's goals, and the impact of this training is continuously monitored through classroom practice and student outcomes. This ensures that the strategies being taught are not only implemented but are also effective in improving student achievement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**80.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: A** **2022-23:** **2021-22:** **2020-21:**

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 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
	9	10	11	12	
School Enrollment	11	16	10		37
Absent 10% or more school days	3	8	4		15
One or more suspensions	1	3	1		5
Course failure in English Language Arts (ELA)					0
Course failure in Math	1	4	1		6
Level 1 on statewide ELA assessment	3	7	3		13
Level 1 on statewide Algebra assessment	2	3	3		8

Current Year (2025-26)

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
	9	10	11	12	
Students with two or more indicators	2	8	3		13

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days		1	1		2
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math		3	1		4
Level 1 on statewide ELA assessment	6				6
Level 1 on statewide Algebra assessment	1	2	1		4

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	2	2			4

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	62	59	69	60	55		55	50
Grade 3 ELA Achievement									
ELA Learning Gains	55	60	58	81	58	57			
ELA Lowest 25th Percentile		55	56		55	55			
Math Achievement*	56	54	49	70	51	45		43	38
Math Learning Gains	38	50	47	60	50	47			
Math Lowest 25th Percentile		54	49		56	49			
Science Achievement	57	71	72		68	68		62	64
Middle School Acceleration									
Graduation Rate		93	92		92	90		89	89
Social Studies Achievement*		78	75		73	71		69	66
College and Career Acceleration		78	69		74	67		70	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		56	52		57	49		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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	269
Total Components for the FPPI	5
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	70%					

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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%**
Hispanic Students	46%	No		
Economically Disadvantaged Students	56%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	63%		55%		56%	38%		57%					
Hispanic Students	56%		50%		46%	30%		50%					
Economically Disadvantaged Students	65%		65%		50%	40%		60%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	69%		81%		70%	60%							
Economically Disadvantaged Students	77%		85%										

E. 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.

There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The area that showed the most improvement was College and Career Acceleration, increasing from 70% in 2022–23 to 74% in 2023–24 and continuing to climb to 78% at the district level in 2024–25. This suggests school efforts are trending in the right direction, due to expanded access to dual enrollment, industry certifications, and stronger alignment between coursework and postsecondary readiness. The school's strategic push to increase student participation in CTE pathways and advanced coursework, combined with targeted academic counseling, contributed to this progress.

Lowest Performance

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 with the lowest performance in 2024–25 was Math Learning Gains, with only 38% of students demonstrating growth. This represents a significant gap both within the school's own performance history and in comparison, to the district and state (50% and 47%, respectively). Some factors that contributed to this result were limited math intervention support and inconsistent progress monitoring in Algebra I. Additionally, subgroup analysis shows Hispanic students had only 30% math gains, indicating a need for differentiated support in culturally responsive instruction and scaffolding.

Greatest Decline

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

The component that showed the greatest year-over-year decline was ELA Learning Gains, which dropped from 81% in 2023–24 to 55% in 2024–25. This sharp decline is attributed to shift away from structured, standards-based interventions that were effective in the prior year. There may have also been a lack of vertical alignment in literacy instruction across grade levels, impacting learning continuity. This drop suggests a need to revisit data-driven small group instruction, increase planning time among ELA teachers, and reintroduce targeted progress monitoring cycles.

Greatest Gap

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 greatest gap compared to the state average in 2024–25 appeared in Science Achievement, where the school posted a proficiency rate of 57%, significantly below both the district (71%) and state (72%) averages. The contributing factors include minimal dedicated instructional time for science in earlier grades, limited hands-on lab experiences, and underutilization of available digital science platforms. The trend suggests that students are underprepared for statewide science assessments and would benefit from more rigorous instruction and inquiry-based learning opportunities.

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

Based on Early Warning Systems (EWS) data, two major areas of concern are Chronic Absenteeism and Students with Multiple Risk Indicators. 15 out of 37 students (41%) were absent 10% or more school days, which is a significant barrier to academic performance and engagement. 13 students (35%) have two or more EWS indicators, with the majority concentrated in Grade 10. This group is particularly vulnerable to academic failure and disengagement and is the focus of early intervention teams and case management.

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

For the 2025–26 school year, our school's highest priorities for improvement are centered on strengthening academic growth and student engagement through targeted, data-informed strategies. A primary focus will be on increasing Math Learning Gains, particularly among our Hispanic and Economically Disadvantaged student populations. This will be achieved through intensive, small-group math interventions, improved progress monitoring, and a more coherent instructional framework that ensures alignment across grade levels and course offerings.

In addition, we are prioritizing efforts to improve ELA Learning Gains by re-establishing the use of effective, differentiated small-group instruction and increasing the use of real-time data to inform instructional decisions. By leveraging collaborative planning, progress monitoring tools, and structured intervention blocks, we aim to recapture the gains achieved in prior years and ensure sustained reading growth for all students.

Lastly, addressing chronic absenteeism is critical to improving student outcomes across all areas. We will implement a multi-tiered system of supports for attendance that includes proactive mentoring, consistent family engagement, early warning notifications, and student incentive programs. These strategies are designed to re-engage students and families, reduce learning loss due to absenteeism, and improve overall academic achievement.

Together, these priorities reflect a comprehensive and equity-focused approach to student success, rooted in both our data and a commitment to continuous improvement.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Hispanic Students (HSP), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The identified Area of Focus is improving Math Learning Gains for students in Grades 9–11, with a targeted emphasis on Hispanic and Economically Disadvantaged subgroups. In 2024–25, only 38% of students demonstrated learning gains in math, a significant drop from 60% the prior year and well below both the district (50%) and state (47%) averages. Hispanic students, who represent a majority subgroup at our school, demonstrated only 30% math gains, while Economically Disadvantaged students showed 40%. These gaps highlight an urgent need to provide more intensive, equitable, and consistent support in mathematics instruction and intervention. This focus was identified based on school-wide data trends, subgroup performance analysis, and a review of Early Warning Systems indicators showing course failures in math.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025–26 school year, the school will increase the percentage of students making Math Learning Gains from 38% to at least 55%, bringing the school closer to the district and state average and narrowing subgroup performance gaps. For Hispanic students, the goal is to increase gains from 30% to 50%, and for Economically Disadvantaged students, from 40% to 55%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact of this Area of Focus will be monitored through Bi-weekly progress monitoring using formative assessments and district math benchmarks, Quarterly data chats with students and instructional staff, and Walkthroughs and lesson plan reviews with an emphasis on alignment, differentiation, and math intervention fidelity.

Person responsible for monitoring outcome
Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The primary intervention is the implementation of targeted, small-group instruction, in addition to standards-aligned Tier 2 intervention blocks during the school day. Teachers will also receive professional development in data-driven lesson planning to support struggling learners with conceptual understanding and procedural fluency.

Rationale:
Small group and interventions are evidence-based practices shown to support math growth in secondary settings when implemented with fidelity. These interventions offer real-time data to individualize instruction and build deeper mathematical reasoning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement Small Group Math Intervention

Person Monitoring:	**By When/Frequency:**
Administration	Ongoing, beginning September 2025; monitored bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify students in need of math support based on FAST & EOC data. Assign students to weekly math intervention using personalized instructional pathways. Progress will be tracked through student observation of performance and shared with instructional teams.

Action Step #2
Conduct Monthly Data Chats and Lesson Reviews

Person Monitoring:	**By When/Frequency:**
Administration	Quarterly PD sessions

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Facilitate training on strategies and progress monitoring tools. Teachers will practice using data to group students, scaffold instruction, and monitor learning goals. Impact will be measured through student growth data and walkthrough feedback.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The identified Area of Focus is improving ELA Learning Gains for students in Grades 9–11. Based on 2024–25 data, only 55% of students made learning gains in ELA, which is a sharp decline from the 81% posted in the previous year. Subgroup data shows that Hispanic students had only 50% gains, despite higher achievement levels, suggesting that growth is stagnating for students already near or at grade level. Economically Disadvantaged students, although performing better at 65%, also saw a drop from prior year trends. This area was selected based on comparative performance data, a loss of instructional momentum following prior year gains, and the need to better support diverse learners through differentiation, small-group instruction, and literacy intervention practices.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–26 school year, the school aims to increase the percentage of students achieving ELA learning gains from 55% to at least 70%. For Hispanic students, the target is to increase from 50% to 68%, and for Economically Disadvantaged students, from 65% to 75%. This outcome will move the school closer to regaining its prior-year levels and exceeding the state average of 58%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The effectiveness of this Area of Focus will be monitored through Biweekly progress monitoring using formative writing tasks and F.A.S.T. assessments, Monthly instructional walkthroughs targeting small-group ELA instruction and engagement strategies, and Quarterly data chats and student tracking tools to identify learning gaps and adjust interventions.

Person responsible for monitoring outcome
Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The school will implement structured small-group ELA instruction during core classes using leveled texts, guided reading strategies, and intervention resources. In addition, a dedicated intervention block will target students with below-grade-level proficiency. Teachers will also receive training in the use of high-yield literacy strategies and data-driven decision-making.

Rationale:
Small-group, leveled instruction and adaptive reading platforms are shown to accelerate literacy development for struggling and proficient readers alike. The decline in ELA gains suggests a need for more consistent, personalized instruction informed by frequent formative assessments.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Launch Small-Group ELA Instruction During Core Blocks

Person Monitoring:	**By When/Frequency:**
Administration	Weekly, beginning September 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will group students based on reading levels and formative assessment data. Instruction will include close reading, vocabulary development, and text-based writing tasks. Impact will be monitored through formative assessments and walkthrough feedback.

Action Step #2
Implement Tiered Reading Interventions During Dedicated Periods

Person Monitoring:	**By When/Frequency:**
Administration	Biweekly sessions with progress tracking

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students identified through F.A.S.T. diagnostics as reading below grade level will receive targeted support through intervention. Growth will be tracked using Lexile measures and formative writing prompts.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is to reduce chronic absenteeism across all grade levels at the high school. Chronic absenteeism is defined as students missing 10% or more of instructional days, regardless of whether absences are excused or unexcused.

Based on our 2024–25 EWS data, 15 out of 37 students (40.5%) were identified as chronically absent. This high rate of absenteeism negatively impacts students' academic performance, course completion, and progression toward graduation. Chronic absenteeism was notably high in grade 10 (50%) and grade 11 (40%). Research consistently shows that students who are chronically absent are at greater risk for academic failure and dropout. Reducing chronic absenteeism is essential for improving student learning outcomes and equity.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2024–25, 40.5% of students in grades 9–11 were chronically absent. By the end of the 2025–26 school year, the percentage of students identified as chronically absent will decrease from 40.5% to 25% or lower.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school will monitor student attendance on a bi-weekly basis using SIS reports and EWS dashboards. Students flagged for chronic absenteeism will be reviewed during MTSS/RTI meetings to determine interventions and supports. Quarterly data reviews will be conducted by the Attendance Review Team to assess trends and effectiveness of interventions. Ongoing monitoring will allow staff to intervene earlier and more effectively, improving student engagement and academic outcomes.

Person responsible for monitoring outcome
Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The school will implement a Positive Behavioral Interventions and Supports (PBIS) framework and a Tiered Attendance Intervention Program to improve student attendance and reduce chronic absenteeism. PBIS focuses on improving school climate through proactive strategies, including positive reinforcement, recognition systems, and clearly defined behavioral expectations. The tiered attendance program will include universal strategies for all students (Tier 1), targeted interventions for at-risk students (Tier 2), and intensive supports for students with chronic absenteeism (Tier 3). Strategies will include: • School-wide attendance incentive programs. • Personalized check-ins with students through assigned mentors. • Parent engagement initiatives and improved communication. • Referrals to school-based services, including mental health counseling or wraparound support.

Rationale:
These interventions are based on research showing that combining school culture efforts with personalized supports leads to significant reductions in chronic absenteeism.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Launch Tiered Attendance Monitoring System

Person Monitoring:	**By When/Frequency:**
Administration	August 2025 launch, then weekly monitoring through June 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement a color-coded, tiered attendance tracker using SIS data to identify students with at-risk, moderate, or chronic absenteeism. The system will flag students missing 5%, 10%, and 15%+ of days and assign interventions based on thresholds. Weekly attendance data reports will be reviewed in Attendance Review Team meetings. The impact will be monitored by tracking changes in individual student attendance and grade-level trends quarterly.

Action Step #2
Parent Engagement Campaign

Person Monitoring:	**By When/Frequency:**
Administration	Bi-weekly contact with families of chronically absent students

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School will conduct proactive outreach to families of students with poor attendance via phone calls, and texts. Bilingual materials will be shared outlining the importance of attendance. A communication log will track outreach frequency and results. The number of students returning to satisfactory attendance levels will serve as the impact metric.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The SIP will be presented at scheduled parent-teacher-student organization (PTSO) meetings and Educational Excellence School Advisory Council (EESAC) meetings. These meetings will provide an opportunity for school leadership to explain the plans, answer questions, and gather feedback from attendees. Printed copies of the SIP will be made available in the school's front office if requested. Students will be informed about the SIP through school assemblies. Teachers will also integrate discussions about the school's improvement goals into relevant lessons, fostering a sense of ownership and responsibility among students.

Progress toward the SIP goals will be shared and discussed quarterly with stakeholders at scheduled EESAC and PTSO meetings. Local businesses and organizations that collaborate with the school will receive periodic updates through partnership meetings and direct communication. These partners will be encouraged to share information about the school's progress with their networks, further expanding the reach of the dissemination efforts.

Surveys will be conducted at key points throughout the school year to gather feedback on the SIP. These surveys will be distributed electronically and in print if requested. They will be available in multiple languages. Based on stakeholder feedback, the SIP will be reviewed and revised as necessary. Updates will be communicated promptly through the same channels used for the initial dissemination, ensuring transparency and ongoing engagement.

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school maintains an open-door policy, encouraging parents and families to visit and engage with teachers and administrators at any time. This approach fosters a welcoming environment where parents feel valued and involved in their child's education. The school utilizes multiple communication channels, including emails, phone calls, and social media, to keep parents informed about school events, student progress, and opportunities for involvement. This communication will be consistent and proactive, ensuring parents are always aware of their child's academic and social development. The school will offer workshops and training sessions for parents on topics such as supporting literacy and math at home and understanding state standards and graduation requirements. These programs aim to empower parents with the knowledge and tools they need to support their child's academic success.

The school will strengthen ties with local businesses and community organizations by forming partnerships that benefit both students and the community. These partnerships may include sponsorships, internships, mentoring programs, and community service projects. By involving the community in the school's mission, students gain valuable real-world experiences, and the school fosters a network of support for its initiatives. The school will host and participate in community events such as health fairs, cultural festivals, and service projects. These events will provide opportunities for students, families, and community members to interact, build relationships, and work together toward common goals. The school will also actively participate in local community boards and councils to stay connected and responsive to community needs. Parents and community members will be invited to volunteer at the school, whether in classrooms, at events, or through mentoring programs. A volunteer coordinator will manage these efforts, ensuring that volunteers are effectively integrated into the school environment and that their contributions are recognized and valued.

Parents will receive regular progress reports on their child's academic performance, attendance, and behavior via electronic formats. The school will also use online portals where parents can track their child's progress in real-time. The school will utilize digital communication platforms such as Google Classroom to facilitate ongoing communication between parents and teachers. These tools allow for quick updates, sharing of student work, and easy scheduling of meetings. Teachers will be encouraged to regularly share positive feedback and student successes with parents.

Parents and community members will be actively involved in the decision-making processes of the school through participation in the Educational Excellence School Advisory Council (EESAC) and the

parent-teacher-student organization (PTSO), and other advisory groups. Their input will be sought on key issues affecting the school, ensuring that decisions reflect the needs and perspectives of all stakeholders.

The school will celebrate the diverse cultural backgrounds of its students and families through events, assemblies, and classroom activities. These celebrations will promote understanding and respect among students, families, and staff, creating a more inclusive school environment. Additionally, student showcases, such as art exhibits, science fairs, and performances, will be organized to involve parents in celebrating their child's achievements.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen the academic program at Mater Brickell Academy High School, we are strategically aligning our instructional framework, intervention systems, and curriculum design to meet the diverse needs of our student population. Our primary Areas of Focus, improving ELA Learning Gains, increasing Math Learning Gains for Hispanic and Economically Disadvantaged students, and reducing Chronic Absenteeism, directly support this goal.

We will continue implementing research-based instructional practices through professional development aligned with standards-based planning and the gradual release model. Our instructional leadership team will support teachers through ongoing coaching cycles and data-driven PDs focused on disaggregated subgroup performance. Targeted interventions, especially for students identified through our Early Warning Systems (EWS), will be provided during the school day through push-in and pull-out models, as well as extended learning opportunities such as after-school tutoring and Saturday academies.

We are focusing on increasing Math Learning Gains among our Hispanic and Economically Disadvantaged students. While overall math proficiency remains strong, subgroup data indicates a need to accelerate growth for these populations. We will implement targeted instructional supports, such as differentiated tasks, small group remediation, and increased access to digital platforms that provide personalized math practice.

To increase the amount and quality of learning time, we are restructuring our master schedule to include dedicated intervention blocks and increasing engagement through acceleration opportunities. These initiatives ensure students are not only meeting grade-level standards but are also accessing advanced coursework that supports college and career readiness.

Through these coordinated efforts, we aim to ensure equitable academic achievement for all students, while accelerating progress for key subgroups.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school is committed to supporting the holistic development of students by providing a range of services and programs that address their social, emotional, and behavioral needs. These efforts are designed to enhance students' overall well-being and equip them with the skills necessary for success both inside and outside the classroom.

The school offers a robust counseling program that addresses students' social-emotional needs and provides guidance on academic and career planning. School counselors work with students individually and in groups to help them develop skills in areas such as decision-making, conflict resolution, and stress management. Counseling services are available to all students, with targeted interventions for those facing specific challenges, such as family issues, peer conflicts, or anxiety.

To support students' mental health, the school has a Licensed Mental Health Counselor on staff to provide on-site services, including individual and group therapy. These services are available to students who may be experiencing mental health challenges such as depression, anxiety, or trauma. The school also conducts mental health awareness campaigns and provides training for staff on identifying and supporting students in need of mental health services.

Specialized support services are offered to students who require additional assistance due to disabilities, language barriers, or other challenges. This includes services provided by school psychologists, speech and language therapists, and occupational therapists. These professionals work closely with teachers and families to develop individualized support plans that address each student's unique needs, ensuring they have the tools necessary to thrive in the school environment.

The school employs several other strategies to support students' development outside the academic subject areas, including:
Social-Emotional Learning (SEL) Programs: SEL is integrated into the curriculum through lessons that teach students essential life skills such as empathy, self-awareness, and responsible decision-making.

Positive Behavior Support (PBS): The school promotes positive behavior through a school-wide PBS system that reinforces positive actions and provides clear expectations for behavior.
Extracurricular Activities: A wide range of extracurricular activities, including sports, arts, and clubs, are available to help students explore interests, build social connections, and develop leadership skills.

Preparing for Postsecondary Opportunities and the Workforce
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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

The school is dedicated to preparing students for postsecondary education and the workforce by providing them with the knowledge, skills, and experiences necessary to succeed in their future endeavors. This preparation includes a range of initiatives designed to broaden students' awareness of postsecondary opportunities, career pathways, and the skills required in the modern workforce.

The school offers a variety of Career and Technical Education (CTE) programs that equip students with practical skills and knowledge relevant to specific industries. These programs provide hands-on learning experiences and are aligned with current labor market demands, ensuring that students are well-prepared for careers in fields such as information technology, healthcare, engineering, and business. Through CTE, students can earn industry-recognized certifications that enhance their employability and provide a head start in their chosen career paths.

To broaden access to postsecondary credit opportunities, the school offers dual enrollment programs in partnership with local colleges and universities. These programs allow students to take college-level courses while still in high school, earning both high school and college credits simultaneously. Additionally, the school provides access to Advanced Placement (AP) courses, enabling students to challenge themselves academically and earn credits that are transferable to postsecondary institutions.

The school integrates career exploration into the curriculum through various activities such as career fairs, guest speaker events, and job shadowing opportunities. Students have access to career counseling services that help them explore different career options, understand the educational requirements for various professions, and develop personalized career plans. The school also utilizes career assessment tools to help students identify their strengths and interests, guiding them toward career paths that align with their aspirations.

To provide students with real-world experience, the school facilitates work-based learning opportunities such as internships, apprenticeships, and cooperative education programs. These experiences allow students to apply their academic knowledge in professional settings, develop essential workplace skills, and build connections with industry professionals. Work-based learning not only enhances students' resumes but also gives them a deeper understanding of the career fields they are interested in pursuing.

The school offers comprehensive support to students navigating the college admissions process. This includes college application workshops, SAT/ACT preparation courses, and one-on-one guidance from school counselors. Students receive assistance with researching colleges, writing application essays, and applying for financial aid and scholarships. The school also organizes college visits and information sessions to help students, and their families make informed decisions about postsecondary education.

Addressing Problem Behavior and Early Intervening Services
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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The school employs a comprehensive, schoolwide tiered model to prevent and address problem behavior, ensuring that all students, including those with disabilities, receive the support they need to thrive academically and socially. This model is designed to proactively address behavioral issues, provide early intervention, and coordinate services with activities under the Individuals with Disabilities Education Act (IDEA).

Tier 1: Universal Prevention and Support: At the core of the school's behavior management strategy is the implementation of positive behavior interventions and supports (PBIS) across all grade levels. PBIS establishes a positive school climate by promoting appropriate behavior through clearly defined expectations, consistent reinforcement, and schoolwide routines. All students are taught the behavioral expectations, which are regularly reinforced by staff through praise, rewards, and recognition programs.

To prevent problem behavior, the school also integrates social-emotional learning (SEL) into the curriculum. SEL helps students develop essential skills such as self-awareness, self-regulation, empathy, and effective communication. By fostering a supportive and inclusive environment, the school aims to reduce the likelihood of behavior issues arising in the first place.

Tier 2: Targeted Interventions: For students who do not respond to the universal supports provided in

Tier 1, the school implements targeted interventions. These interventions are designed for small groups of students who exhibit signs of behavioral challenges or are identified as at-risk based on early warning indicators. Targeted interventions may include:
- Behavior Contracts: Students and staff collaboratively develop behavior contracts that outline specific behavioral goals and rewards for meeting those goals.
- Social Skills Groups: Small group sessions focus on teaching students specific social skills and coping strategies to manage their behavior more effectively.
- Mentoring Programs: At-risk students are paired with a mentor who provides guidance, support, and encouragement to help them stay on track.

Tier 3: Intensive Interventions: For students with significant behavioral issues that are not resolved through Tier 1 and Tier 2 supports, the school provides individualized, intensive interventions. These interventions are tailored to meet the specific needs of each student and often involve collaboration with special education staff, mental health professionals, and families. Intensive interventions may include:
- Functional Behavior Assessments (FBA): An FBA is conducted to identify the underlying causes of a student's behavior. Based on the assessment, a Behavior Intervention Plan (BIP) is developed to address those causes with targeted strategies.
- Individual Counseling: Students receive one-on-one counseling with school counselors or mental health professionals to address behavioral and emotional challenges.
- Referral Services: The school coordinates with external agencies and services to refer families to comprehensive support for students with complex needs, including those related to mental health, substance abuse, or family issues.
- Crisis Intervention Plans: For students with severe behavioral issues, the school develops a crisis intervention plan to ensure a safe and effective response to any emergencies.

Early Intervening Services and IDEA Coordination: The school's early intervening services are closely aligned with activities and services under IDEA to ensure that students with disabilities receive appropriate support. This coordination involves:
- Early Identification: The school uses data from universal screenings, teacher observations, and early warning systems to identify students who may be at risk for behavioral issues or learning disabilities.
- Response to Intervention (RTI): The RTI framework is used to monitor students' progress and adjust interventions as needed. Students who do not respond to general education interventions may be referred for a special education evaluation under IDEA.
- Collaborative Planning: Regular meetings between general education and special education staff ensure that interventions are coordinated and aligned with the student's Individualized Education Program (IEP) if applicable.

- Professional Development: Staff receive training on effective behavior management strategies, PBIS implementation, and the legal requirements of IDEA to ensure they are equipped to support all students.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

To enhance instructional quality, improve the use of data from academic assessments, and recruit and retain effective teachers, particularly in high-need subjects, the school has implemented a comprehensive professional learning plan. This plan is designed to support teachers, paraprofessionals, and other school personnel in their professional growth and effectiveness, ultimately leading to improved student outcomes.

Teachers participate in regular professional development sessions focused on evidence-based instructional strategies, with an emphasis on differentiation to meet the diverse needs of students. These sessions include training on how to effectively implement instructional practices that support students with disabilities, English Language Learners (ELLs), and those in the lowest 25% of achievement.

Professional learning activities are centered around the effective use of data from academic assessments to inform instruction. Teachers receive training on how to analyze assessment data, identify student learning gaps, and tailor their instructional practices to address these gaps. This includes the use of formative and summative assessment data to adjust lesson plans, provide targeted interventions, and monitor student progress.

Specialized professional development is provided in high-need subjects, such as literacy and math. Teachers in these subject areas receive training on the latest instructional approaches, including the use of technology and resources to enhance student engagement and understanding. For example, literacy teachers might receive training on phonics instruction, while math teachers might focus on problem-solving techniques and conceptual understanding.

Understanding the importance of a positive classroom environment, the school provides professional learning on SEL and effective classroom management techniques. Teachers learn strategies to build strong relationships with students, create inclusive and supportive classrooms, and manage behavior effectively to maximize instructional time.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00